



Oficina Regional de Educación
para América Latina y el Caribe
UNESCO Santiago

ED-2007/PRELAC II/INF.FINAL
Original: Spanish

Final report
II Meeting of the Intergovernmental Regional Committee
of the Regional Education Project
for Latin America and the Caribbean
PRELAC

Buenos Aires, Argentina
29-30 March

2007

CONTENTS

	Page
INTRODUCTION	3
PART I MINUTES OF THE RAPPORTEUR	4
PART II BUENOS AIRES DECLARATION	31
PART III RECOMMENDATIONS OF THE MINISTERS OF EDUCATION	33
ANNEXES	
I. Meeting agenda	40
II. Opening Addresses	
a. Address by UNESCO Director-General	43
b. Address by the Vice-minister of Education of Cuba	49
III. PRELAC Committee Statute proposal	54
IV. List of delegates, representatives and observers	58

INTRODUCTION

This report reflects the results of the Second Meeting of the Intergovernmental Committee of the Regional Project of Education for Latin America and the Caribbean (PRELAC) held in Buenos Aires, Argentina, 29 and 30 March 2007.

The Regional Project of Education for Latin America and the Caribbean, approved by the region's Ministers of Education during the meeting held in Havana, Cuba in November 2002, was intended to supplement the Framework of Action of Education for All. PRELAC identifies the specific challenges that countries in the region must face to effectively meet the Dakar goals by 2015. In addition, the Project establishes the need to hold regular meetings in order to monitor progress and/or identify difficulties that may arise during the process.

The preparation of PRELAC II included two prior meetings with Vice-ministers. These were held in Santiago, Chile in December 2005 and May 2006, and focusing on issues of equality and curriculum, respectively, provided valuable inputs for the design of the Meeting agenda.

This report comprises the following documents: the Minutes of the Rapporteur, the Buenos Aires Declaration, and the Recommendations of the Ministers. The Annex includes the work Agenda, List of participants, Opening addresses, the Declaration and Recommendations.

MINUTES OF THE RAPPORTEUR

This document reflects the development of the Second Meeting, and provides a detailed account of its presentations, interventions by participants and ensuing debates. It is organised in four parts: Part I, describes the official opening of the meeting, the election of the Committee Board and approval of the work agenda; the following three parts present the main points addressed by each of the three roundtables in their presentations and debates

1. Official opening of the meeting

The inaugural session was chaired by: Mr. Koïchiro Matsuura, Director-General of UNESCO; Hon. Tomasa Trina Romero, Vice-minister of Education of Cuba – on behalf of the Chairperson of the PRELAC 2002 Committee -; Hon. Daniel Filmus, Minister of Education of Argentina; Ms. Ana Luiza Machado, Assistant-Director General, Education Sector, UNESCO; Mr. Jorge Grandi Director of UNESCO-Montevideo, and Representative for MERCOSUR; and Ms. Rosa Blanco *a. i.* Director of OREALC/UNESCO Santiago.

During her inaugural address, Ms. Tomasa Trina Romero opened by conveying greetings from the Minister of Education of Cuba, Mr. Luis Ignacio Gómez Gutiérrez. She then proceeded to evoke José Martí's thoughts on education and underscored the importance of the meeting. The Vice-minister made a brief description of the environmental degradation problems confronting mankind, and persisting education problems in the Latin America and Caribbean region, namely: the growing gap between the rich and the poor; increased marginality and socioeconomic exclusion, with their attendant repercussions on education, with over two million out-of-school children, 40 million illiterates and over 100 million semi-literates, as well as severe shortcomings in early childhood and adolescent education, and preparation for the working world.

The Vice-minister commented on the state of Cuba's education where impressive in-roads were made in the 2002-2006 period. Cuba has already met the Dakar objectives, while the participation of society as a whole has been an important element in this success. This country has achieved practically total coverage in primary education and very high coverage in early childhood education; gender parity has been attained and the universalisation of higher education is progressing gradually. The Vice-minister also emphasized the successful outcome of Cuba's literacy programmes and future actions the country will be undertaking in this area of education.

In closing, the Vice-minister highlighted the need for the peoples of the region to build a strong commitment and called for unity, solidarity and integration.

Koïchiro Matsuura, Director-General of UNESCO, was the next key note speaker. Mr. Matsuura began by describing the strategic action lines UNESCO has defined for Latin America and the Caribbean. First, the design and promotion of rules and universal principles, inspired in collective values, to respond to the new problems confronting education; second, the promotion of pluralism as a strategy for safeguarding respect for human rights; and third, the promotion of autonomy and participation in the new society of knowledge through equal access, capacity

building and knowledge exchange initiatives. In the words of the Director General, these lines of action draw inspiration from three fundamental principles: universality, diversity and dignity that are - in turn - linked to the values of justice, solidarity, tolerance, equality, participation and respect for human rights.

In line with the above, Director-General stated that within the EFA framework, UNESCO has proposed the following key objectives for education: promoting education as a fundamental human right; improving the quality of education for all; fostering innovation; and exchanging knowledge as a means of improving education policies. According to the Director-General, these are the three main objectives proposed for discussion at this meeting.

The first is set forth in the background document presented at this Meeting based on which to discuss education policies within the framework of the Regional Project of Education for Latin America and the Caribbean. Indeed, the document is entitled “Education for All: A Human Rights Issue”. As expressed by the Director-General of UNESCO, the main challenge today is how to transform the right to a compulsory and free basic education from rhetoric to reality and to a commitment shared by all the governments in the region.

Improving the quality of education is the second objective and poses the challenge of going beyond traditional methods for measuring results by including aspects such as equality, pertinence and relevance in quality assessment. Education policies must regard cultural diversity as a value and not as a factor that hinders development tasks. There can be no quality education without first ensuring equal access and progress in schools, in education processes, and in the learning achievements of all children and adolescents. Special attention must be paid to the most vulnerable social groups so they too may attend school and complete their basic education. Governments must concern themselves with identifying and implementing measures to ensure the achievement of the Millennium Development Objectives and the goals of Education for All adopted in Dakar.

The third objective proposed, sharing knowledge to improve education policies, represents an end in itself. This event provides an opportunity to discuss problems, share experiences and learn from those that have proven most successful. In this sense, UNESCO’s Education Sector is presently undergoing changes in order to respond more efficiently to the demands of Member Countries, play a more strategic role in support of national education priorities, strengthen its alliances, and create synergies with other development organizations in line with commitments adopted in the framework of the Millennium Objectives and Dakar goals.

The Director-General stated that, in order to achieve these objectives, the UNESCO Regional Bureau of Education, in collaboration with other regional Offices and specialized UNESCO Institutes, will help to monitor the attainment of the proposed objectives. To this end, the Organisation will continue to work with the UNESCO Institute for Statistics to further improve data collection and analysis systems in the field of education. It will also contribute to strengthen and consolidate national evaluation systems and conduct regional studies to analyze conditions conducive to school learning. Furthermore, UNESCO will encourage the adoption of comprehensive policies aimed at promoting teachers’ professional development, and strengthening their responsibility vis-à-vis changes in education and student learning; continue to

promote dialogue among national policymakers, and facilitate communication and collaboration between international organizations.

The closing address of the inaugural session of the Meeting was delivered by Hon. Daniel Filmus, Minister of Education, Science and Technology of Argentina.

After welcoming participating authorities and delegates, the Minister stated that the meeting represented an ideal forum to assess the progress thus far achieved as well as pending challenges, and to reaffirm the commitment made by the countries in the region to improve the quality of education for all. He emphasised that this is a most propitious moment for Latin America and the Caribbean to generate growth with greater levels of equality, and underscored the relevance of the themes tabled for discussion:

- A first theme relates to financing. The Minister observed that, although economic growth tends to promote education financing initiatives, the levels currently reached although necessary, are still insufficient. Latin America and the Caribbean require greater investments in education and the adoption of State strategies that facilitate such investments. Regrettably, so far, this growth has been sporadic, while only sustained growth can have a real impact in the classroom.
- A second theme under discussion, deals with expanding the coverage of quality education. Today's education threshold has been raised. Basic education is no longer enough; compulsory schooling needs to be expanded to include high school education.
- A last aspect that needs to be considered when addressing the topic of quality of education involves teachers - the key factor for improving the quality of education.

In summary, the Minister emphasised that, today, the Latin American and Caribbean countries have a unique opportunity to harness their robust economic growth and positive political environment, and take important steps towards the goal of education for all.

Following artistic presentations by students, the 2007 Committee Board was elected. The following members were nominated:

- President: Minister of Education, Science and Technology of Argentina
- First Vice-President: Minister of Education of Trinidad and Tobago
- Second Vice-President: Minister of Education of Paraguay
- Third Vice-President: Minister of Education of Costa Rica
- Fourth Vice-President: Minister of Education of Ecuador and, on his behalf, the Vice-minister
- First Rapporteur: Minister of Education of Brazil and, on his behalf, the Vice-minister
- Second Rapporteur: Minister of Education of Dominica

Prior to the close of the opening session the agenda of the Meeting was approved and the work of two parallel commissions announced:

- a) Proposed Reforms to the PRELAC Committee Statute.
- b) Recommendations to be presented at the closing of the meeting.

2. First roundtable:

The leap toward equality in the quality of education: A look at the state of education in the region

Ms. Rosa Blanco *a.i.* Director of OREALC/UNESCO Santiago, and Mr. César Guadalupe UIS Regional Advisor, delivered the presentation of the first roundtable, moderated by Hon. Juan Carlos Tedesco, Vice-minister of Education of Argentina. In their presentation, described a general framework to guide policy debate aimed at guaranteeing the quality of education from a rights-based perspective, an approach that has not always been sufficiently considered in regional education reform processes.

From the perspective of UNESCO, quality education - a fundamental human right - is defined on the basis of five priority dimensions: relevance, pertinence, equality, efficiency and efficacy. The first three relate to substantive aspects of the definition of the right, while the latter two refer to the characteristics of public action. These dimensions provide a comprehensive perspective for the analysis of education policies as well as significant information for decision-making in the region.

The right to quality education implies, first and foremost, that every individual will be entitled to develop fully and continue to learn throughout life. To this end, education systems must guarantee two basic principles: free and compulsory education, and the right to non-discrimination. In terms of its compulsory nature, ensuring a greater education level for the entire population is a key aspect of national human development. This entails the need to expand compulsory education not only to include the early levels but also lower and upper secondary education. However, free education in the region remains a pending task since families must still assume direct, indirect and opportunity costs.

In connection with the regulatory implications of the right to non-discrimination, clear signs of progress are evident. However, in order to ensure the validity of this right, there is an urgent need to strengthen institutional mechanisms. The existence of discriminatory practices in the selection and expulsion of students calls for the creation of entities responsible for regulating and guaranteeing these rights.

Children enter schools under very dissimilar conditions which, in some cases, are exacerbated by factors inherent to the education system itself. While in terms of equality significant gains have been made in connection with gender parity, stereotypes and discriminatory practices are not uncommon, as is the existence of marked inequalities in school completion rates and learning outcomes. These, are particularly unfavourable to rural, native and low income populations, and represent, the greatest source of discrimination. Several challenges have been identified in the region:

- a) guaranteeing coordination mechanisms between the various sectors and civil society, in order to address the causes of inequality;
- b) promoting the development of inclusive schools through increased resources for the most vulnerable;
- c) developing school/teacher support systems; and

- d) ensuring access to information and communication technologies in order to improve learning and reduce the digital divide.

In terms of the relevance of education, that is, the definition of purposes and selection of basic contents, a critical point has to do with overloaded curricula. The prescribed curriculum is based on the four pillars of learning set forth in the Delors Report: learning to be, learning to do, learning to know and learning to live together. However, successful implementation requires:

- a) strengthening aspects related to “to do” and “to be”;
- b) establishing mechanisms that facilitate the permanent analysis and update of the curricula; and
- c) harmonising curricular design with development mechanisms that ensure that what is prescribed is translated into effective practices.

A pertinent education, that is, an education that is meaningful to people with different skill levels and from different social strata and cultures, must have an open and flexible curricular design, so that learners may make global and local cultural contents their own. General measures are required to respond to diversity (intercultural education for all, gender-based approach, curricular diversification, etc.) supplemented with actions targeted at specific groups. At the same time, there is a need to implement teacher training strategies in schools in order to guide and help adapt the curriculum and teaching methods to a student population characterised by diversity.

The efficacy of education measures the extent to which gains are made capable of translating the right of the entire population to a quality education into concrete actions. There is evidence that, in recent years, the region has expanded early childhood education substantially; however, important disparities may be observed across and within countries. Furthermore, there are 4.5 million 15 to 19-year-olds who have not completed primary education, while among the population that has not finished secondary education, a very small amount of adolescents and adults have actually enrolled in programmes designed specifically for them. Lastly, completion of educational levels does not necessarily go hand in hand with the achievement of expected learning goals.

The efficiency of education systems reflects the extent to which resources are adequately used to safeguard the right of citizens to receive a quality education. In this connection, repetition rates have shown a marked decline, a phenomenon mainly associated with the adoption of a cyclical school structure and automatic promotion mechanisms. However, an estimated US\$ 11 million are wasted every year as a result of repetition (primary and secondary education combined), a circumstance that has an additional adverse effect on students' paths and their probability of completing studies. Furthermore, repetition has a differential impact on the population, thus contributing to the reproduction of inequalities.

Debate

Hon. Juan Carlos Tedesco, Vice-minister of Education of Argentina, opened the debate by highlighting two main discussion axes: the principles that guide educational action (the concept of education as a public good and a fundamental right) which constitute a fundamental conceptual framework for education policies; and the strategies (role of the State, the family, etc)

that allow these policies to percolate into the classroom. Mr. Tedesco expressed his hopes that this debate would be enriched with the actual experience of the various countries.

Hon. Jorge Brovetto, Minister of Education and Culture of Uruguay, began his intervention by commending UNESCO's presentation and placing especial emphasis on its aptness as a framework for the analysis and implementation of education reforms.

He went on to say that while the Ministry of Education of Uruguay has endeavoured to implement an approach that seeks to balance quality, pertinence and other key elements, the UNESCO perspective enriches and complements this approach. In his view, the framework presented by UNESCO should guide educational reforms, thus helping to avoid past mistakes. Rather than passing judgement on UNESCO's proposal, he added, it would be interesting to discuss how this approach can help education reforms in our countries and how to obtain support for this UNESCO approach.

Mr. Vince Henderson, Minister of Education, Human Resource Development, Sports and Youth of Dominica, stated that even though he was most impressed by UNESCO's approach, its implementation becomes very difficult in the absence of a comprehensive State vision. UNESCO must make sure that resources are made available; otherwise, some countries will not have the opportunity to participate. Referring to the fact that some entities, such as the World Trade Organisation, are not aligned with the approach presented by UNESCO, he maintained that the right to resources and their equitable distribution must be at the core of any analysis, otherwise - once again - there will be no equality in the field of education.

Hon. Blanca Ovelar, Minister of Education of Paraguay, began her participation by commending UNESCO, as in her opinion this presentation establishes unequivocally and for the first time that education is not a commodity but a right. Within an educational context where, on the one hand, children enter the system poorly prepared to receive an education and, on the other, educational over consumption makes undesirable distinctions – through enrolment fees – among social groups, the issue of social equality must be reinserted into the public agenda. She added that the time is right to move away from a system that reproduces inequalities and advance towards a scheme that promotes justice unambiguously.

Hon. Leonardo Garnier, Minister of Public Education of Costa Rica began his address by congratulating UNESCO. In his opinion the issue of excellence, which is dealt with very differently in the public and private worlds, should be given more emphasis. The minister went on record on the need to strike a balance between cost, quality and coverage; he then added that the goal of quality education is a movable goal. We have come a long way, but are still very distant from where we should be. In his view, two restrictions should be mentioned:

- If education is to be interpreted as a right, it requires adequate funding so that it does not simply remain a statement of good will. However, in addition to insufficient resources, evidence shows that these are unequally allotted: the poorest sectors do not necessarily receive the most help.
- Teacher quality. In many countries teacher training constitutes a commodity that is traded at the expense of quality.

Hon. Gloria Piedad Vidal, Vice-minister of Education of Ecuador, stated that investment in education must be increased. Furthermore, she added that governments should consider changing their nomenclature when referring to education, and favour the expression education “investment” over education “expenditure”. Additionally, she mentioned the fact that in many countries public education is lagging behind, while in some cases, 40% of education is private. However, she reminded participants that private education is not synonymous with quality education.

In her initial address, Ms. Vladimira Moreno, Vice-minister of Educational Affairs of Venezuela, placed especial emphasis on the equality dimension of education which demands that Member States view it – in legal and constitutional terms - as a fundamental right. This implies advancing towards national State policies that promote sustained contributions to education, as “investment” policies rather than “expenditure” policies.

Hon. Ricardo Henriques, Vice-minister of Continuing Education, Literacy and Diversity of Brazil, underscored the danger behind the creation of spurious antagonisms between the dimensions of quality education, and emphasised the need to reconcile equality, pertinence and relevance with efficiency and efficacy.

Hon. Víctor Raúl Díaz Chávez, Vice-minister of Education of Peru, stated that the methodological and conceptual values of the dimensions previously outlined, stem from their ability to justifiably guide educational policies and build consensus on a regional education project in support of national projects.

Hon. Floridalma Meza Palma, Technical Vice-minister of Education of Guatemala, expressed her agreement with all the proposals put forward in the background document. However, she expressed concern with the developmental approaches adopted by some countries that neither endorse nor support these principles and essential agreements. She furthermore stated that it is essential to invite other government areas to inter-governmental meetings where decisions regarding allocation of education resources are made. UNESCO is called upon to summon economic and financial sectors so they too may be convinced of the need to invest in education in a sustained manner.

Hon. Juana Inés Díaz Tafur, Vice-minister of Pre-School, Basic and High School Education of Colombia highlighted the importance of the Report as, in her opinion, paves the way for the creation of a regional framework to discuss educational matters. Notwithstanding progress made in areas such as the expansion of coverage and the reduction of illiteracy, she also alluded to the new challenges posed by this progress. She believes there are pending tasks which today include how to advance towards a more flexible curriculum - not overloaded with contents -, generate more inclusive systems and cater for diversity with equality.

The last speaker, Hon. Gabriel Bien-Aimé, Minister of National Education and Professional Training of Haiti, expressed his appreciation for the presentation and previous comments that, in his opinion, put the regional education project in its proper perspective. In his view, two pending tasks are: first, working towards the eradication of discrimination, which in Haiti, is basically understood as the promotion of positive discrimination policies, and second,

resolving the issue of free education, as strategies that will contribute to make compulsory education a reality.

Mr. Juan Carlos Tedesco closes the roundtable discussions summarizing the statements made by participants.

3. Second roundtable: Financing and quality education for all

Participants in the second roundtable included: Mr. Alfredo Astorga, Specialist in Education Management, OREALC/UNESCO Santiago; Hon. Leonardo Garnier, Minister of Public Education of Costa Rica; Hon. Vladimira Moreno, Vice-minister of Educational Affairs of Venezuela; Hon. Hazel Manning, Minister of Education of Trinidad and Tobago; and Hon. Ricardo Henriques, Vice-minister of Continuing Education, Literacy and Diversity of Brazil. The roundtable was moderated by Hon. Gloria Piedad Vidal, Vice-minister of Education of Ecuador.

Mr. Alfredo Astorga, OREALC/UNESCO Santiago Specialist, opened the roundtable on educational financing addressing critical aspects and main challenges that must be met, in connection with the crucial issue of ensuring the right to quality education for all. In his view, availability, distribution, management and efficiency in the administration of resources are all fundamental and interrelated aspects of financing.

At the political level, a debate is underway that looks into a series of relevant aspects such as the role of the State as a guarantor - in view of insufficient public resources -, or the need to finance direct, indirect and opportunity costs to effectively guarantee free education; how to determine the amount of resources to be allocated, and the set of indicators that would facilitate their evaluation; and, lastly, whether it is possible to advance towards a new fiscal agreement based on tax reforms, aimed at strengthening equality and the relative weight of education.

Other critical aspects of the on-going debate mentioned by the Specialist were: the social responsibility of business, its trends, and the role of public policies; and, building awareness of demographic changes as an unprecedented mechanism for reallocating resources. Along the same lines, the question is raised as to the feasibility of redistributing resources that are sensitive to diversity and promote equality. A final point, had to do with how to guarantee efficiency with equality, and the appropriateness of supply or demand-based financing, with its various attending and significant effects.

Mr. Alfredo Astorga identified three areas for change and opportunity. A first area concerns sources and the availability of resources. In his opinion, any reform would require a social consensus and a new fiscal agreement that guarantees transparency and equality in the redistribution of resources. The second proposal, requires reorienting human resource policies, with particular emphasis on teachers, towards the promotion of the public interest, the right to education, respect for diversity and dignified work for teachers. Lastly, emphasis is placed on the need to standardize efforts made at the inter-sectorial level and between the different actors involved in education policies, both in national and local public entities, as well as private agents and citizens' organizations.

Hon. Leonardo Garnier, Minister of Public Education of Costa Rica, presented the paper “Education and Productivity, the cost of lost opportunities”. In his intervention, Mr. Garnier mentioned why education despite its wide recognition as a right which, as such, should be upheld, has not been adequately financed. It has been assumed that sustainable human development must be financially supported by a sound productive capacity and dynamic economic growth. This can only be achieved through social development initiatives that include the human, physical, institutional and cultural resources needed. Past arguments have promoted a strategy based on the low price of resources (low salaries and unlimited access to natural resources) to attract investments and thus promote its expansion and gradual improvement. However, low levels of productivity have deepened poverty in the poorest countries.

In his view, breaking the vicious circle of "poverty-based growth" requires a systematic and positive interaction between social and economic policies, so that each policy becomes a central component of the other. On the one hand, social policies must promote better standards of living and the full incorporation of the population to production efforts through increased levels of qualifications and skills. On the other, economic policies must incorporate the costs and benefits of social development through better employment, increased salaries and income.

Empirical evidence shows that investment in education is the most profitable investment. This is confirmed in numerous studies conducted by ECLAC, OECD and others. By way of example, ECLAC has shown that in the case of urban Latin American salaried workers between the ages of 35 and 54, three years of further secondary education could increase their monthly income anywhere from US\$ 42 to US\$132.

In view of this profitability, the absence of resources to finance a better education can be resolved through credits- given their redoubled benefits-, or increased taxation. In this sense, there is an evident and enormous difference in terms of the tax proceeds earmarked by developed countries (approximately 30% of GDP) in comparison with social investment by countries in this region (between 10 and 15%). Consequently, the question to be asked is not how much it costs to make these investments, but rather, how much it costs not to do so. What is being sacrificed by not making these investments?

He concluded that social investment levels in Latin America and the Caribbean are insufficient to resolve the demands of the population, and even more so to attain the sought after development. This not only evidences a lack of ethics in terms of human rights, but also a misguided economic policy within the context of an increasingly globalised world, where access to knowledge has become the basic condition for competitiveness and economic success.

The presentation concluded with a reminder that more than 90% of education in Latin America and the Caribbean is public, a fact that places the responsibility for coverage and quality of education in the hands of the government.

Hon. Vladimira Moreno, Vice-minister of Educational Affairs of Venezuela, began her presentation by outlining the country’s main achievements, the challenges of turning education into a state policy and generating a framework to advance towards State-run education. The new regulatory framework developed in Venezuela guarantees education for all and promotes a new

public management model based on the principles of solidarity, liberty, equality and non-discrimination.

She also underscored the fact that the efforts made by Venezuela are aligned with international agreements and described a number of on-going initiatives, such as nutrition and primary health care programmes, aimed at guaranteeing better conditions to exercise the right to education. In connection with the budget, as of 1999 there has been a significant increase in education investments which have resulted in a substantial improvement of enrolment rates and promoted initiatives that guarantee wider education coverage. The strategic planning proposed is based on five major aspects: inclusive economy, productive diversification, equality and social justice, inclusive Bolivarian education, sovereignty and multicultural aspects.

In closing, Ms. Moreno alluded to several specific missions underway, such as the Declaration of Venezuela proclaiming the country as an illiteracy-free territory. Obviously, this poses the challenge of ensuring that the country's literate population does in fact complete basic education. She furthermore stated that Venezuela expects to meet the twin goals of universal access and permanence in basic education by 2015.

During the fourth contribution to the roundtable, Hon. Hazel Manning, Minister of Education of Trinidad and Tobago, described the state of education in her country from the perspective of the new financing model that seeks to optimise existing resources.

She explained that having defined educational excellence and quality education for all as their goals, and having already achieved universal access in primary and secondary education, their efforts are currently focused on initial education an area which, during the past years, has received insufficient financing. This situation has been gradually reversed in the last biennium thanks to government management and additional support provided by the private sector. In addition to financing - a topic included in the Strategic Plan 2003-2006 - and from a systemic approach, other challenges lie ahead such as the development of ITCs or work-related education. These challenges require not only the injection of additional funds, but also building management capacities and formulating policies that ensure their efficient, flexible and effective disbursement.

In its 2020 Vision of the National Education Model, the government has implemented financial policies that include self-sustaining financing projects for various education levels, fund allocation regulations and an audit law. The model also takes in consideration the important support provided by the private sector and the international community.

The Minister concluded her presentation by identifying pending challenges, such as the need to train Ministry of Education officials in the drafting of finance proposals for submission to international agencies.

Hon. Ricardo Henriques, Vice-minister of Continuing Education, Literacy and Diversity of Brazil, focused his presentation on the country's recent experience in the area of education expenditure distribution. In the past, FUNDEF (Financing Fund for Fundamental Education) aimed at ensuring access to education, was the main instrument of this initiative; more recently, FUNDEB (Financing Fund for Basic Education) has been designed to respond to the

requirements that guarantee access and equality; and finally the Educational Development Programme, is focused on guaranteeing equality and quality education for all.

In connection with FUNDEF (1996-2006), the Vice-minister outlined its main objectives: reducing inequalities in primary education financing; guaranteeing minimum financing per capita (per student); universal Primary Education; fostering teaching equality between state and municipal education systems; improving the quality of teaching; and advocating a new appreciation for the work of teachers.

In this sense, he remarked on the effective regulatory role played by the Federal Government in terms of reducing inequalities in primary education financing initiatives; developing transfer mechanisms that factor in equality aspects; promoting a more realistic view of the education information system by making the transfer of resources contingent on the number of enrolments; and increasing the demand for high-school education.

For its part, FUNDEB (2006-2007) has proposed the following major objectives: fostering socio-educational inclusion throughout basic education; the universalisation of basic, pre-primary, primary, complete secondary education, and youth and adult education among the disadvantaged; promoting equality between state and municipal teaching systems; improving the quality of teaching; and advocating a new appreciation for the work of teachers.

The Vice-minister highlighted efforts made to identify and define the 25 key measures comprising the Education Development Plan (2007), including: the incentive system associated with “Everyone’s Commitment to Education”; funding conditioned on results (access, quality and management), and increased focus on the most fragile municipalities (1000). He concluded by pointing out the main instruments implemented to ensure these commitments and showed the results and impacts of these redistribution efforts on the resources allocated to education.

Debate

The moderator, Hon. Gloria Piedad Vidal, Vice-minister of Education of Ecuador, presented a brief summary of each of the roundtable discussions and opened the floor for debate.

Mr. Vince Henderson, Dominica’s Minister of Education, Human Resource Development, Sports and Youth, opened the debate. In his view, at least three other countries represented at the roundtable - two of them being oil-producers – are rich in natural resources. This means that they have enough resources available to them to finance quality education. However, there are other countries that do not. Countries such as Haiti or others from the western Caribbean often face difficulties even when it comes to basic provisions such as classrooms, transportation facilities or school meal programmes. This is exacerbated by the fact that most teachers have not received adequate training. He stated that in his view these difficulties do not stem from insufficient contributions of the GDP, but reflect the low GDP characteristic of some countries. In his opinion, the debate has not adequately addressed these aspects and UNESCO should be called upon to supplement proposals to achieve quality education adopting a more assertive role in defence of these countries, in securing resources and as a provider of technical aid.

Haiti's Minister of Education and Professional Training, Mr. Gabriel Bien-Aimé, along with agreeing with presentations by fellow-delegates, suggested several cooperation mechanisms that may significantly help the poorer countries:

- Well-trained teachers are a sine qua non for quality education. To move forward in this area, the Minister suggested building solidarity and exchange strategies among universities. In his view, it would be advisable to make the best of existing teacher scholarships or available vacancies.
- He concluded by stating: We have global funds for HIV/AIDS, so there is no reason why we cannot have funds for education as well.

In her comments, Ms. Fátima Aparecida da Silva, Vice-President of Education International, expressed her agreement with the general diagnosis of how to contribute to the public financing of education. She stated that Education International is well aware of the fact that public financing must focus on public, free, non-religious, equitable and good quality education. However, there are marked differences in the quality of the education service supply. The issue of financing has led to a certain degree of internal dispersion in states and municipalities. This means that, occasionally, public finances introduce differentiation, particularly in relation to the allocation of public resources to non-public sectors, as is the case of teacher training which is basically privately-run.

In connection with financing and quality issues, she expressed her profound disagreement with the World Bank's policy, and stated her desire to strengthen the intermediary role played by UNESCO in matters related not only to the pedagogical dimension but also to education financing. Furthermore, in line with the thinking of the more progressive governments, this creates new opportunities we should all benefit from, she added.

Mr. Osvaldo Enrique Devries, Under Secretary of Educational Planning of the Ministry of Education of Argentina, in his presentation shared the experience of Argentina's Education Financing Law. This legislation establishes the commitment to devote 6% of GDP to education by the year 2010, and to move toward a satisfactory proportionality of resources applied to education, setting as a goal 60% for the provinces and 40% for the nation. The law also establishes an annual review of objectives met at the provincial level.

He went on to state that this law, in addition to being technically inspired, sets forth responsibilities and sanctions in cases of non-compliance. It also provides for a monitoring system designed to guarantee that these objectives are met. Additionally, it establishes salary increases through a fund that finances salary supplements for 12 provinces a provision that, along with an article that foresees collective initiatives to improve teachers' working conditions on the basis of consensual agreements, may be interpreted as a drive towards dignifying teachers' salaries.

Mr. Luis Garibaldi, Director of Education of the Ministry of Education of Uruguay, shared his country's experience. In Uruguay, education is public so no subsidies are granted to private education. The 2005 Budget Law incorporated for the first time the provision of 5.4% of the GDP for education. Uruguay is a strongly centralised country; however, in 2006, and in an

effort to provide greater local autonomy, ANEP adopts the initiative of transferring resources directly to schools for investment projects. Additionally, a national equality plan is being designed and discussed (which includes formal and non-formal education, as well as adult education), and measures have been taken – with appropriate economic backing - to create a mandatory schooling Law, starting at age of 4, that ensures Physical Education for all schools, as well as the availability of computers.

Comments of the Committee Board

OREALC/UNESCO Santiago specialist Alfredo Astorga, was the first participant to comment. In his intervention, he alluded to facts already present in the region, such as credits or public funds management by private entities. In connection with the progress countries are making in terms of increasing the share of the GDP destined to education, he cautioned that this at times presupposes an estimation of stability of the source of resources, for example of oil. As a final point, he stressed the importance of citizen participation in developing laws and regulatory frameworks, as illustrated by the case of Ecuador.

Hon. Leonardo Garnier, Minister of Public Education of Costa Rica, pointed to the implicit risks posed by the increasing reliance of poor countries on private contributions. In his view, international cooperation, in tune with the needs of a country, can play a key role in the design of strategies to overcome poverty. Every country faces a deteriorating prestige of politics, and consequently there is a need to build alliances with the most credible politicians, the most dynamic entrepreneurs and popular sectors.

Hon. Vladimira Moreno, Vice-minister of Educational Affairs of Venezuela, in reference to the comments made by the Minister of Dominica, cited her own country as an example of the fact that increased resource availability does not necessarily lead to greater investments in education, as evidenced by the oil boom of the 80's that did not bring about greater concern for education policies. All efforts must converge on the creation of a national model and the adoption of a regional integration scheme that is not tied exclusively to economic agreements, but one that promotes solidarity and new international cooperation strategies, she added.

Hon. Hazel Manning, Minister of Education of Trinidad and Tobago, summarized the vision of several Caribbean countries. CARICOM and Latin American countries are different, the former having adopted education systems that, although facing similar challenges such as the quality of education, are structured differently than those of the Latin American countries. The realities of the Caribbean need to be incorporated into this forum. UNESCO and PRELAC must make a commitment to support these countries. Trinidad and Tobago has collaborated with the Caribbean through measures such as the creation of an oil fund for the CARICOM islands, intended to help in the fight against poverty; or the creation of teacher training universities. However, this is probably not enough and the geopolitical support of a wider spectrum of countries is needed to help the Caribbean countries and foster world peace.

Hon. Ricardo Henriques, Vice-minister of Continuing Education, Literacy and Diversity of Brazil, insisted on the debt-for-education swap mechanism and remarked on Argentina's pioneer experience in this area. He also mentioned that it is important that UNESCO considers the promotion of loans as part of its technical cooperation, thus enabling technological exchange

under a three-way cooperation mechanism. He also highlighted the need to establish an effective agenda in support of the poorer countries.

Moderator Hon. Gloria Piedad Vidal, Vice-minister of Education of Ecuador, concluded with a summary of the proposals emerging from this second discussion:

- 1) Strengthening the presence of UNESCO in the region.
- 2) Creating a global fund for education to support countries facing critical difficulties.
- 3) Establishing an effective agenda to support the less developed countries in the region (technical aid).

4. Third roundtable: Teachers and quality education for all

The following delegates participated in the third roundtable of the meeting: Ms. Magaly Robalino, Programme Specialist in Education, OREALC/UNESCO Santiago; Hon. Josefina Pimentel, Vice-minister of Education of the Dominican Republic; Hon. Jorge Brovetto, Minister of Education and Culture of Uruguay; Hon. Juana Inés Díaz Tafur, Vice-minister of Pre-School, Basic and High School Education of Colombia; and Hon. Miguel Székely, Undersecretary of Education of Mexico. The third roundtable was moderated by Hon. Vince Henderson, Minister of Education, Human Resource Development, Sports and Youth of Dominica.

In her presentation, UNESCO specialist Ms. Magaly Robalino, highlighted the importance of professionalism and the ethical dimension of teachers in the exercise of their educational task. Teachers play a key role and are major actors in terms of ensuring student learning, and the transformation of the school culture. They, too, are responsible for reflecting educational policies in their pedagogical practices. She noted, however, that the teacher issue is not exempt from problems. On the one hand, despite important efforts made by countries to support the work of teachers, the expected results have not met expectations. Measures taken to date, such as investment in training, salary increases or evaluations, have been implemented in isolation, and shown little effectiveness. Currently, most countries face severe problems related to the quality of work performed by teachers, the high degree of conflicts evidenced between governments and teachers unions, and the diminished power of education systems to introduce changes.

The time has come to reflect upon the type of teachers needed to exercise the right to quality education, the multiple factors required to ensure quality teacher training, and the most adequate strategies to advance towards these new policies. Thus, a shift in public policies is needed in order to strengthen and develop the teaching profession, and ensure that these policies will involve multiple alliances and will become long-term, participative, consensual, comprehensive and inter-sectorial State policies.

The strengthening and development of the teaching profession implies dealing comprehensively with the set of factors that determine the quality of work performed by teachers, such as: an articulated learning system throughout their professional life; a career system that

attracts and retains the best professionals; periodic teacher evaluations; adequate working conditions and measures designed to ensure their general well-being.

OREALC/UNESCO Santiago has created the Regional Programme of Policies for the Teaching Profession as a contribution to participative management modalities of teacher-oriented, comprehensive and inter-sectorial public education policies. The idea is to help countries to incorporate the teacher issue into the public policy agenda. The programme has four components: an annual course aimed at strengthening national, inter-sectorial teams and, through them, exert influence on the design of public policies; an international seminar, intended as a forum for discussion and professional training; a studies and research component designed to generate knowledge in the area of teacher-oriented policies; and national actions geared towards producing concrete changes at the country level in tune with local realities.

Hon. Josefina Pimentel, Vice-minister of Education of the Dominican Republic, focused on the issue of teacher performance evaluation, making specific reference to the experience of her own country. Her evaluation proposal has been preceded by three pieces of legislation, namely, the General Law that incorporates this proposal in its regulations, the Teaching Career Regulations and the agreements entered into with the Dominican Association of Teachers (ADP) in 2007.

This evaluation proposal, which stresses a quality institutional and pedagogical management, falls within the framework of the Management Model for the Quality of Education. It involves institutional and pedagogical self-evaluation on the part of education centres, as a strategy to develop commitments and accountability for results. The model is based on educational improvement principles and criteria, both in the areas of school organisational culture and pedagogical practices, as well as on values transmitted by their teachers.

After commenting on the evaluation criterion at various stages and the structures created for its implementation, the Vice-minister outlined its two main objectives: encouraging all actors to make a commitment to the success of the learning processes and developing a continuous process of quality improvement.

The third speaker, Hon. Jorge Brovetto, Minister of Education and Culture of Uruguay, described in his presentation the political approach of the current process of democratic transformation of the State, where education is a top priority.

Mr. Brovetto outlined the unique organisation of educational administration in Uruguay, where responsibility is shared by the Ministry of Education and two autonomous entities: the National Administration of Public Education (ANEP) and Universidad de la República. This outline offers insights into the complex network of social and political actors that intervene in education transformation process.

This process is essentially concerned with the vindication of the social nature of public education, which includes the implementation of actions aimed at improving the provision of permanent teacher training initiatives. When first proposed, it was the object of a major national debate which involved the participation of every political and educational actor across the nation. As regards the teaching issue, the debate followed three major topics:

- 1) Lack of Teacher Training programmes at the university level.
- 2) The need to adopt teacher evaluation methods that are formative, not punitive in nature.
- 3) Specific teacher training requirements for high school teachers.

In conclusion, the Minister highlighted the experience of the CEIBAL programme that seeks to provide and ensure 100% connectivity for all students and teachers in Uruguay by the year 2009.

Hon. Juana Inés Díaz Tafur, Vice-minister of Pre-School, Basic and High School Education of Colombia, focused her contribution on their own national experience with professional development and teacher evaluation as elements that have contributed to improving the quality of education.

In Colombia, and in order to ensure that only the best professionals enter the system, the selection of teachers is done through a public competition on merits. Additionally, the teaching career is tied to a permanent evaluation process. The country's new statute contemplates an evaluation at every stage of the career and establishes four different types: evaluation upon admission; evaluation during the trial-period; an annual evaluation; and evaluation of acquired competencies for career advancement.

Trial period evaluations review the performance and specific competencies of teachers and principals who have held this position during at least four months during the school year. Failing the evaluation leads to automatic dismissal. Annual performance evaluations gauge the performance of teachers and principals in terms of their capability, quality and efficiency. Results are taken into consideration in teacher training and institutional improvement plans. In the event a teacher obtains unsatisfactory qualifications during two consecutive years, he/she is removed from the promotion roster and dismissed from service. For their part, teachers holding managerial positions are returned to teaching should they fail to pass the evaluation. This evaluation of competencies is voluntary and is divided into three grades each of which has different levels. Professionals seeking career promotions may be evaluated every three years.

The Vice-minister also referred to the importance of ensuring the permanence of the best teachers in the system. To this end, Colombia has established a Social Security and incentive system for teachers. There is a special health system in place that provides care for the teacher and his/her family with benefits that go beyond those offered by the general health system. Both permanent and temporary teachers are eligible for these benefits. Teacher incentives include: high priority to receive State subsidies for formal higher education studies; especial dispensation to participate in meetings or events; and time to devote to internships in other educational establishments belonging to the same territorial entity. Additionally, especial incentives are provided to teachers working in remote or distant rural areas.

On the other hand, incentives are also given to principals, such as an additional 20% allowance; an additional percentage over and above the basic monthly allowance based on the number of working days and students attending the educational institution; and an additional percentage for the school principal according to his/her academic profile. School principals also receive an additional benefit at the end of the school year equivalent to their last basic monthly

allowance, if compliance with management indicators related to student permanence, quality results, and timely reporting of information in the enrolment system, are successfully met.

The Vice-minister concluded by stating that the new teacher statute has encouraged the consolidation of a culture of merit as the main criterion for selecting and promoting teachers, and stimulated the hiring of competent professionals by making entrance into the teaching career contingent on merit.

Hon. Miguel Székely, Under-Secretary of Education of Mexico, closes these roundtable discussions. He began by alluding to his country's long experience in matters concerning the teaching career and proposes viewing the challenges faced by evaluation and teacher training from a wider perspective.

Mr. Székely stated that, given the specific characteristics of the education system, it is not advisable to consider teacher training isolated from other components. In his view, the development of an evaluation programme faces the following challenges:

- The benefits of a type of evaluation centred on the generation of information to identify areas that require improvement, and the implementation of mechanisms that ensure transparency and accountability.
- Teacher evaluation systems must follow a comprehensive design and not be dissociated from the rest of the components of the education system.
- Important progress has been made in terms of participating in international evaluation studies, and expanding national experiences.
- Evaluation outcomes should be used as a major resource distribution and accountability mechanism. As well, they should contribute to the identification of areas that require improvement.

As a final point, he outlined the conditions needed for a comprehensive evaluation proposal: political will to promote it; technical capacity for its development; and an adequate institutional framework to ensure its consolidation as an education policy. According to the Under-Secretary, UNESCO is the appropriate entity to exchange ideas and good practices, and promote further knowledge in this field.

Debate

Hon. Gabriel Bien-Aimé, Minister of National Education and Professional Training of Haiti, commented on national efforts made in collaboration with unions and students to the teacher evaluation process. Traditionally, unions have been regarded as conflictive and, consequently, efforts have been made to enlist their participation in evaluation and training processes through the building of alliances. However, the large deficit of teachers has prevented the administration of periodic evaluations. As expressed in previous presentations, Haiti does not regard evaluations as a punishment, but as an improvement process that promotes a culture of merit.

Additionally, a tool has been implemented which allows students to evaluate their teachers in aspects such as attendance, pedagogical methods applied, and coverage of course

contents. In his view, this incentive should motivate teachers to do their utmost to meet the learners' needs.

According to Hon. Gloria Piedad Vidal, Vice-minister of Education of Ecuador, the debates and contributions made during this Meeting are the starting point of a more in-depth dialogue about the teaching profession. Everybody should reflect upon the low appreciation people have for the work of teachers and the de-professionalization of their career, spurred by the assumption that anyone can be a teacher. On the other hand, the Vice-minister warned against low salaries which prevent teachers from fully devoting themselves to their work. She concluded by supporting OREALC's proposed Regional Programme of Policies for the Teaching Profession and expressed the ministry's interest in participating in the programme.

Hon. José Luis Guzmán Martell, Vice-minister of Education of El Salvador, alluded to five major points that, in his view, are crucial to the present debate. The main challenges are, on the one hand, finding ways to attract more financial resources for public investment and, on the other, investing these resources efficiently. In terms of attracting resources, a number of additional initiatives are being considered within the budget of the ministry, which include – among others - external financing. Mr. Guzmán went on to explain that support has been given to strategic initiatives that imply long term commitments by those involved. This is illustrated by the EDUCO Programme which, although created with external funds, is now totally self-financing. A further formula to attract resources has been implemented through the debt-for-education swap. A first agreement reached with the government of Spain, allocated resources to infrastructure and educational materials. In this context, substantial portion of the resources has been diverted to the payment of teacher benefits. The Vice-minister cautioned against the danger of swapping in exchange for nothing, or very little, and emphasised the need for all these public investments to incorporate built-in transparency and accountability mechanisms. A review of national investments in education has revealed that other ministries also engage in public investment, which paves the way for inter-sectorial actions in the sphere of education. In this context, a contribution is also made by the private sector and families.

Mr. Guzmán referred to the importance of the teacher issue and identified two crucial work areas: how to raise admission requirements into the teaching career, and how to improve in-service teacher training. There are, in fact, underperforming teachers and even extreme cases of teachers who violate the rights of the children.

He concluded by highlighting the importance of looking at education from a rights-based perspective and warning about a possible dichotomy between rights and duties, since the implementation of a quality education system implies that responsibilities must be shared alike by all stakeholders.

Mr. Carlos Eugenio Beca, Director of Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP) of Chile, stated that since 2003, and as a result of sustained and concerted efforts by MINEDUC, the Teachers Association and local authorities, a teacher evaluation agreement has been reached and gradually implemented. This evaluation is educational in nature and is intended to improve the pedagogical work of teachers. Teachers are evaluated every four years through different instruments. Each teacher receives a detailed report of the evaluation results that lists his/her main strengths and weaknesses, while principals and

local education authorities receive reports on the collective performance of teachers. Performance is rated according to four performance levels that go from outstanding to unsatisfactory. These results will determine whether a teacher receives economic incentives, participates in further training activities or, in the case of a recurring negative outcome, is severed from the system.

This has created resistance and concern among teachers, despite the increasing number of people that are evaluated every year.

Four fundamental aspects of the Chilean experience should be highlighted: the agreement reached among the various actors, following long negotiations, and the importance of evaluation as performance enhancement tool; the development of the Excellence in Teaching Manual (MBE), containing criteria applicable to evaluations which are familiar to most teachers; further training and continuing training contingency plans for teachers who qualify at the basic and unsatisfactory levels, respectively; and the existence of economic and professional incentives for highly competent and outstanding teachers.

Hon. Floridalma Meza Palma, Technical Vice-minister of Education of Guatemala, insisted on several aspects previously mentioned by panellists, such as reflecting on the concept of evaluation from an integrated perspective, in much the same way Mexico does; or the experience of the Dominican Republic in matters concerning initial training, professionalisation and in-service training. However, she expressed concern by the fact that, in the Dominican Republic, external evaluation includes the participation of union members, and that teachers assume the responsibility for evaluating their own colleagues. She also noted that student evaluations – the end result of the educational project – are just as important as those administered to teachers, and should be taken into account. In closing, Ms. Meza pointed to the importance of determining who should be made responsible for conducting evaluations, so as to guarantee as much objectivity as possible.

Hon. Vladimira Moreno, Vice-minister of Educational Affairs of Venezuela, remarked on the lack of differentiation between initial training and performance. During initial training, emphasis is placed on instruction, rather than on training/education; hence it is important that teacher training and the quality education that is being sought, are in harmony. The Venezuelan teacher evaluation model is implemented in every school and incorporates exchange mechanisms that allow diagnosing strengths and weaknesses and identifying areas where teachers need to improve. Therefore, the pertinence of teacher training processes becomes a fundamental element. It is further noted that, in order to prevent subjectivity and bias, it is essential to include the entire education community in the evaluation process.

In the opinion of Hon. Tomasa Trina Romero Espinosa, Vice-minister of Education of Cuba, teachers must participate responsibly in evaluation procedures and accept that in order to achieve the proposed objectives, change is mandatory. Likewise, there is a need to establish a coherent further training system, which includes initial training through post-graduate courses as well as the training of principals. This is seen as the only way of evaluating the overall performance of a particular institution. Teacher educators and counsellors must also be comprehensively and systematically evaluated, so that the causes of dysfunctions associated with teacher performance can be identified and eradicated.

In Cuba, the evaluation of principals and teachers is the result of a collective agreement. This process, beginning at the school level and progressing into the higher tiers of the education system, yields an individual work plan for each teacher. Instituto Central de Ciencias Pedagógicas is developing national evaluations and making large amounts of information available to stakeholders to be used in improving the quality of education. She concluded by reminding participants that if we fail to improve teachers' salaries, social and living conditions in schools, progress will be hindered.

In concluding, the Vice-minister suggested developing comprehensive studies on pedagogical thinking in Latin America and the Caribbean, as a source of knowledge that will empower us to move forward in matters concerning change processes.

Hon. Carlton Mills, Minister of Education, Youth, Sports, Culture, Arts and Women of the Turks & Caicos Islands, underscored the need for articulating evaluation initiatives with all other teacher-related actions. An on-going programme is in place designed to attract future - teacher candidates which includes a number of economic and social benefits encompassing teachers' working conditions as well as their quality of life. This programme has resulted in many retired teachers returning to work.

Hon. Ada Evila Serrano, Under-Secretary of Educational Services of Honduras, alluded to Mexico's experience where parents take an active part in teacher performance evaluations. In this connection, Honduras has launched a social audit of teachers through the creation of three-member commissions: an education sector representative; a teachers union representative; and a head of household representative, for each centre. These evaluations not only assess knowledge levels, but human and emotional aspects as well. However, this evaluation, conducted within the framework of the "civic mobilisation for quality education", is facing some difficulties, particularly initial opposition from teachers unions.

Mr. Alberto César Croce, Executive Director of SES Foundation (Sustainability Education-Solidarity) made two points regarding teacher evaluation. First, he recalled that when the privatisation of education was being strongly defended by numerous sectors, public school teachers were the first ones to advocate for the right to education. Second, and in connection with quality, he stated that while it is true that evaluation contributes to improvement, it does not *per se* resolve the issue of quality. In this sense, he questioned the validity of awarding economic incentives to teachers, and suggested the adoption of incentives related to participation and leadership opportunities. In his view, teacher training programmes should be made available preferably to the more committed teachers.

Closing the session, Hon. Juan Carlos Tedesco, Vice-minister of Education of Argentina, expressed his agreement with the view that evaluation is just one of many components. When evaluating teachers what is actually being evaluated are the results of teacher policies. Consequently, when analysing teacher performance it is essential to break away from the victim-perpetrator dilemma and focus on a more comprehensive vision of education policies.

Argentina is currently implementing policies to attract the most talented youths to the teaching profession. In his view, initial and continuing training, as well as ways of creating a concept of collective professionalism, must be analysed in-depth. Because teacher trainers are

also vitally important, the Instituto Nacional de Formación Docente will explore innovative action lines in this field and adopt a more receptive attitude toward experimenting in the realm of public policies.

5. Plenary session I: Information for the Meeting of Ministers

The opening presentation by Ms. Ana Lúcia Gazzolla, Director of UNESCO Higher Education Institute for Latin America and the Caribbean (IESALC), was followed by the intervention of Mr. F. Javier Murillo, General Coordinator of the Latin American Laboratory for the Assessment of the Quality of Education (LLECE). Mr. Murillo summarised the progress achieved by the Second Comparative and Explanatory Regional Study (SERCE).

In the view of Ms. Ana Lúcia Gazzolla, the main purpose of IESALC is to serve as a link to align, promote and coordinate initiatives and demands involving the region's higher education systems. Its objectives are to promote analysis and discussion, improve educational processes and management, and foster the relationship between higher education and society, as well as the cooperation between higher education systems and institutions.

The Institute offers several research programmes and has been responsible for organising events such as congresses or seminars. It has also conducted a number of surveys and reports, and promoted cooperation agreements with and among other entities, such as the Regional Convention on the Recognition of Studies signed in 1974 between several Latin American, Caribbean and European countries. It has also designed a higher education map for the region and implemented accreditation and evaluation models for postgraduate systems.

In connection with future challenges, and bearing in mind that in Latin America and the Caribbean access to the knowledge society is accomplished through higher education, Ms. Ana Lúcia Gazzolla referred to the need of establishing a narrow link between ministries of education and the Institute. Consequently, higher education must become a State policy, as well as an instrument for citizenship and national sovereignty she concluded. Countries in the region must look upon IESALC as a technical ally and adviser.

Mr. F. Javier Murillo, General Coordinator of the Latin American Laboratory for the Evaluation of the Quality of Education (LLECE) outlined the progress so far made by the Second Comparative and Explanatory Regional Study (SERCE) currently underway. He began his presentation by briefly describing the objectives of LLECE as the Latin American quality education network, namely: producing information on student learning achievements and related factors; providing support and advice to the units responsible for measurements and evaluations in the different countries and strengthening their capacities; and creating a forum for reflection, debate and exchange of ideas regarding new education evaluation approaches.

At present, LLECE is working on the Second Comparative and Explanatory Regional Study (SERCE). SERCE represents an evaluation study that measures sixth grade performance levels in Natural Sciences and third and sixth-grade performance levels in Language and Mathematics in 16 countries of the region (Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba,

Ecuador, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic and Uruguay) and in the Mexican State of Nuevo Leon. Additionally, it contributes to the identification of performance-related factors that help to interpret results and provide information on qualitative improvements. SERCE is expected to produce its first set of preliminary results in November 2007.

In addition to SERCE's successful conclusion and dissemination of results, the Laboratory counts among its priorities to: foster the development of comprehensive evaluation systems aimed at the improvement of the quality of education for all; promote the implementation of learning evaluation systems that take into account the students' comprehensive development, and social, cultural and individual differences; generate information about evaluations administered to teachers and teaching institutions that encourage the creation of evaluation approaches aimed at professional and institutional development; encourage research initiatives on evaluation-related subjects; and contribute to strengthening the capacity of national units responsible for measurements and evaluations at the national level, as well as promoting networking activities.

6. Plenary session II: Discussion of issues proposed by ministers

This first session was moderated by Hon. Blanca Ovelar, Minister of Education and Culture of Paraguay. She first summarised the most relevant points discussed during the meeting, acknowledging that the different roundtable discussions constitute real milestones, place education in a predominant position and contribute to reorganising the education agenda keyed to urgent requirements such as quality, equality, pertinence and relevance.

In this sense, she pointed to, the fundamental need for the State to guarantee sustainable investment in education and the identification of new sources of financing. Teachers, we are reminded, play a key role in the development of quality education. She concluded by stating that, within this framework, future debates should consider the strategic cooperation lines that must be promoted and mentioned the reiterated references made during the meeting to international and/or South-South cooperation. The floor was then opened to comments and contributions by Ministers.

The first speaker was Hon. Víctor Raúl Díaz Chávez, Vice-minister of Education of Peru. During his intervention he referred to the consistency and importance of all the issues proposed and discussed during the Meeting. He went on to explain that Peru has just approved the Education Development Project which forms part of a new national agreement. This project constitutes the general framework for education policy and will be effective through the year 2021. Its guiding principles are EFA, international commitments and cooperation agreements, while its main axis, structured around six major strategic objectives and goals, is defined as the strong commitment on the part of the State to guarantee a full and universal right to education.

Hon. Leonardo Garnier, Minister of Public Education of Costa Rica, extended an invitation to participate in the upcoming Regional Conference on Literacy to be held in Costa Rica in May 2008 to all the countries in the region. He underscored the importance of counting

on the participation of ministers of education and finance, as well as all actors involved in literacy processes. In his view, UNESCO should be the agency to concentrate the largest amount of teaching resources for cooperation and exchange with the different countries. In this sense, he also emphasised the importance of initiatives such as the Regional Programme of Teaching Policies.

Hon. Juan Carlos Tedesco, Vice-Minister of Education of Argentina, announced that the Sixth International Conference on Adult Education (CONFITEA VI) will be held in 2009 and proposed supporting Brazil's bid to host the Conference. He went on to suggest that the Meeting should issue a communication in support of this initiative.

Hon. Jorge Brovetto, Minister of Education and Culture of Uruguay, supported the proposal made by Argentina regarding the world conference, stating that the region has accumulated a great deal of experience in this matter, the present being an excellent occasion to promote its development.

Ms. Camila Croso, Coordinator of the Latin American Campaign for the Right to Education, expressed her gratitude for the support received by participating countries in connection with Brazil hosting the next international conference, and stated that this proposal confirms past offers for support.

Mr. Alfredo Jiménez Barros, Technical Coordinator of the Latin American Parliament, Parlatino, defined the Meeting as a most important step towards the implementation of effective actions and mentioned the need to establish closer links between the legislative and executive areas in order to guarantee the feasibility of proposals.

Mr. Jaime Vallauré, representative of the World Food Programme, closed the session by highlighting the importance of the school meals programmes and their impact on the development and actions of regional education systems.

7. Plenary session III:

Approval of the Reform Proposal made by the Ministers of Education to the Statutes of the PRELAC Committee, Recommendations and Declaration.

The third plenary session covered the work done by the Commissions and the discussion and approval of three documents: the Reform Proposal to the Statutes of the Intergovernmental Committee of the Regional Education Project for Latin America and the Caribbean (PRELAC); the Recommendations; and the Declaration. Hon. Juan Carlos Tedesco, Vice-minister of Education of Argentina, chaired the Meeting on behalf of Hon. Daniel Filmus, Minister of Education, Science and Technology of Argentina and chairperson of PRELAC II 2007. The coordination of this session was also supported by a.i. Director of OREALC/UNESCO Santiago, Ms. Rosa Blanco; Ms. Hazel Manning, first vice-president of PRELAC II 2007; and Hon. Gloria Vidal, Vice-minister of Ecuador.

Mr. Miguel Vallone, Permanent Secretary of the Argentinean National Commission for cooperation with UNESCO, reported on the proceedings of the commission responsible for the

reform of PRELAC Intergovernmental Committee Statutes. The commission included representatives of Argentina, Brazil, Chile, Trinidad and Tobago, Venezuela and UNESCO. The main modification to the Statutes was the creation of a seven-member steering committee which will operate between the Committee's ordinary meetings as an executive and follow-up body.

The following speakers delivered addresses: Hon. Juana Inés Díaz Tafur, Vice-minister of Pre-School, Basic and High School Education of Colombia; Hon. Gabriel Bien-Aimé, Minister of National Education and Professional Training of Haiti; Hon. Miguel Szlekely Pardo, Under-Secretary of Education of Mexico; Mr. Miguel Vallone, Permanent Secretary of the Argentinian National Commission for cooperation with UNESCO; Hon. Leonardo Garnier, Minister of Public Education of Costa Rica; Hon. Floridalma Meza Palma, Technical Vice-minister of Education of Guatemala; Hon. Vince Henderson, Minister of Education, Human Resource Development, Sports and Youth of Dominica; Hon. José Luis Guzmán Martell, Vice-minister of Education of El Salvador; Ms. Jocelyne Croes, Advisor on Education and Social Welfare of the Ministry of Education of Aruba; and Hon. Blanca Ovelar, Minister of Education and Culture of Paraguay.

Among the topics discussed by participants especial note deserve the scheduling of ordinary meetings of the Committee and Committee Board - every four years -, or the drafting of the *agreements and recommendations* that are part of the text. OREALC/UNESCO Santiago clarifies that the articles of the Statutes are outlined in detail in the Regulations while the reform proposal has been commissioned to the United Nations agency. A proposal is made to have OREALC/UNESCO Santiago develop a method for the selection of Committee Board members. The session closes with the approval of PRELAC's Intergovernmental Committee reform proposal. The proposed Statutes and Regulations, both of which must be consistent with UN guidelines, will be submitted for approval at the next UNESCO General Conference.

There followed a discussion of the Recommendations derived from this Meeting. A preliminary version of the Recommendations was submitted. It was prepared by a parallel commission consisting of delegates from the following countries: Argentina, Brazil, Haiti, Trinidad and Tobago, Uruguay and Venezuela, as well as OREALC/UNESCO Santiago. Hon. Juan Carlos Tedesco proposed that the Recommendations be read out and discussed prior to their general approval. Country representatives made observations and suggestions which, once agreed upon, were submitted to the OREALC/UNESCO Santiago drafting commission.

Addresses were delivered by the following speakers: Hon. Jorge Brovetto, Minister of Education and Culture of Uruguay; Hon. Miguel Szlekely Pardo, Under-Secretary of Education of Mexico; Hon. Leonardo Garnier, Minister of Public Education of Costa Rica; Hon. Vladimira Moreno, Vice-minister of Educational Affairs of the Ministry of Education, Culture and Sports of Venezuela; Hon. Floridalma Meza Palma, Technical Vice-minister of Education of Guatemala; Hon. Claris Charles, Minister of Education, Sports and Youth of Grenada; Mr. Aignald Panneflek, Executive Director of Planning and Policies of the Ministry of Education and Culture of the Netherlands Antilles; Hon. Vince Henderson, Minister of Education, Human Resource Development and Youth of Dominica; Hon. Juana Inés Díaz Tafur, Vice-minister of Pre-School, Basic and High School Education of Colombia; Hon. Gabriel Bien-Aimé, Minister of National Education and Professional Training of Haiti; Mr. Carlos Eugenio Beca, Director of Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas, CPEIP, of Chile; Hon. Ricardo Henriques, Vice-minister of Continuing Education, Literacy and Diversity of Brazil;

Hon. José Luis Guzmán Martell, Vice-minister of Education of El Salvador; Hon. Hazel Manning, Minister of Education of Trinidad and Tobago; Hon. Gloria Piedad Vidal, Vice-minister of Education of Ecuador; and Hon. Ada Evila Serrano, Under-Secretary of Educational Services of Honduras.

One of the questions raised during the discussions is whether or not plenary sessions are the right moment to draft specific or general proposals to modify the texts. OREALC/UNESCO Santiago reminded participants that the Recommendations constitute a sort of navigational chart, while the thrust generated by the Meeting will be contained in the Declaration. A suggestion was made to the effect that the Recommendations do, in fact, reflect issues and proposals for action. In connection with content, a point is made regarding the language and terminology used. Thus, a recommendation is made that, for example, the term *guarantee* be replaced by *promote*, given the implications the former could have for the various countries. A further concern had to do with the translation of Meeting documents into English, as there is always a risk of changing the exact meaning of some words. Along these lines, a suggestion was made to create a committee responsible for editing the English version of these documents. A proposal was also made to create international mechanisms designed to supplement the impact of public resources, even if the Committee does not have the power to propose a fund without allocating the required resources. Other points highlighted in the discussion covered *progress made towards mandatory and free education, direct and indirect costs, professionalisation of the teaching profession and evaluation systems*.

Based on interventions and proposals by participants and agreed modifications, the Second PRELAC Recommendations were approved. A decision was made that the Committee Board shall approve the drafting of the document once OREALC/UNESCO Santiago has incorporated the comments made during the plenary session. These Recommendations, as well as the modified Statutes proposal, are contained in the Annexes of this report.

Following the approval of the Statutes and Recommendations text, Hon. Juan Carlos Tedesco read the proposed Declaration and suggested discussing and approving it in blocks.

Presentations were made by Hon. José Luis Guzmán Martell, Vice-minister of Education of El Salvador; Mr. Miguel Vallone, Permanent Secretary of the Argentinean National Commission for cooperation with UNESCO; Hon. Jorge Brovotto, Minister of Education and Culture of Uruguay; Hon. Vladimira Moreno, Vice-minister of Educational Affairs of the Ministry of Education, Culture and Sports of Venezuela; Hon. Juana Inés Díaz Tafur, Vice-minister of Pre-School, Basic and High School Education of Colombia; Hon. Ricardo Henriques, Vice-minister of Continuing Education, Literacy and Diversity of Brazil; Mr. Leonardo Valeirón, General Director of Evaluation of the Ministry of Education of the Dominican Republic; Hon. Vince Henderson, Minister of Education, Human Resource Development and Youth of Dominica; Hon. Josefina Pimentel, Vice-minister of Education of the Dominican Republic; Hon. Miguel Szlekely Pardo, Under-Secretary of Education of Mexico; Hon. Floridalma Meza Palma, Technical Vice-minister of Education of Guatemala; Hon. Leonardo Garnier, Minister of Public Education of Costa Rica; Mr. Carlos Eugenio Beca, Director of Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas, CPEIP, of Chile; and Hon. Gloria Piedad Vidal, Vice-minister of Education of Ecuador.

Some of the issues discussed addressed matters of content, for example, the need to take into consideration the conditions affecting school entrants. It was noted, as well, that in several parts of the text and in the Recommendations, some concepts such as *disadvantaged social sectors* were variously translated into English. In this respect, the translation *vulnerable groups* was suggested. Likewise, greater accuracy was requested in the use of terms such as *plural or pluricultural* which are not synonymous, or others that may carry certain implications in some countries, as is the case with the word “commitment” or “accountability”. In terms of the latter, an agreement is made to use *responsibility over results*.

Based on contributions made by participants, participating country delegates approved the Declaration.

The last speaker, Mr. Miguel Vallone, Permanent Secretary of the Argentinean National Commission for cooperation with UNESCO, reiterated his support to the motion that Brazil hosted the VI International Conference on Adult Education, CONFITEA VI, to be held in 2009. To this end, countries participating at the Second PRELAC Meeting requested UNESCO to nominate Brazil as host of CONFITEA VI 2009, with a view to strengthening the international agenda, South-South cooperation and the improvement of conditions that ensure quality education for the world’s adolescents and adults. Latin America in general, and Brazil in particular, have had a long and rich tradition in this area, both from a political and theoretical perspective, and also in terms of action strategies. This justifies Brazil’s candidacy which is supported by the countries in the region. Hon.. Ricardo Henriques, Vice-minister of Continuing Education, Literacy and Diversity of Brazil, expressed his gratitude for the support pledged to his country.

8. Closing session

The closing session was presided by Ms. Ana Luiza Machado, Assistant Director-General, Education Sector, UNESCO, and by Hon. Juan Carlos Tedesco, Vice-minister of Education of Argentina, on behalf of Hon. Daniel Filmus, Minister of Education, Science and Technology of Argentina, and Chairman of PRELAC II 2007.

Ms. Ana Luiza Machado began the closing session of the Meeting expressing her great satisfaction for the successful development of the Second Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean.

She stated that the Meeting has enabled ministers - who do not often find the desired support in their own countries -, to corroborate that problems and possible solutions are in fact shared with other members of the region. In this sense, the high-level discussions of the two topics that concern participating ministers – education financing and the teacher issue - will enable delegation members to return to their respective countries armed with valuable contributions, greater strength and confidence in the work they are responsible for performing.

The documents produced for this Meeting give evidence of important needs that must be met in the Latin American and Caribbean region. In this respect, Ms. Ana Luiza Machado expressed her desire to collaborate with ECLAC in furthering financing initiatives, and

underscored the support pledged to UNESCO by the countries of the region. The Organisation, will continue to work towards quality education for all, she asserted.

Ms. Ana Luiza Machado concluded by thanking the host country represented by Hon. Juan Carlos Tedesco, Vice-minister of Education of Argentina, and the other members of the Argentinean delegation; the OREALC/UNESCO Santiago Team, especially for their efforts to provide fresh insights into education through the documents prepared for the Meeting; the technical and administrative team, the translators and interpreters and all other participants. Lastly, she wished all delegations a safe return trip to their respective countries.

The meeting is closed by Mr. Juan Carlos Tedesco who, on behalf of the Chairperson of PRELAC II, Hon. Daniel Filmus, Minister of Education of Argentina, expressed his gratitude for the confidence deposited in his country to preside PRELAC II during the upcoming period. He alluded to the richness of the discussions and shared his conviction that this would represent a new agenda for the coming years. In his view, PRELAC II promotes the key concept of education and knowledge as public goods. In terms of Latin America and the Caribbean upholding the conviction that education is a right and a public good everyone must have access to, implies an important conceptual shift.

He also affirmed that education policies can no longer be approached from a sectorial perspective, but must form part of wider social and economic policies, and be viewed as a key variable in development strategies aimed at achieving a more just and inclusive society for everyone. He remarked on the urgent need to formulate long-term education policies thus preventing the exclusion of future generations. Consequently, new strategies must be developed that, unlike education reforms of past decades, where emphasis was placed on institutional change, now focus on changing what is taught in the classrooms. In other words, what is taught, how it is taught, and who does the teaching, need to be carefully examined. In his opinion, all discussions centred on the teacher issue are fundamentally important.

On the other hand, he stressed that, while education strategies must be supported with adequate financial resources, ways must be found to invest more efficiently. However, in this region characterised by inequality, resource allocation will demand greater levels of solidarity. In a context where excessive demands are placed on education, establishing priorities becomes an important challenge. The support offered by international cooperation is and will continue to be vitally important. In order to ensure continued progress in the design of new strategies, cooperation strategies and mechanisms must be perfected, and new forms of dialogue that are more effective and sensitive to the needs of the region must be tested. He expressed hope that during the next two years efforts will continue to be made along these lines and the ensuing results will be reflected in the issues to be discussed at the forthcoming Meeting.

In closing, , Mr. Tedesco reiterated his gratitude to all participants, in particular to the UNESCO team for its dedicated work, both in the preparation of documents and Meeting logistics; the Argentinean Ministry of Education's officials who collaborated in the organisation of this event; Mr. Miguel Vallone, Permanent Secretary of the Argentinean National Commission for Cooperation with UNESCO; country delegates, parallel commissions, and all those who contributed to making this Meeting possible.

II. BUENOS AIRES DECLARATION

We, the Ministers of Education of Latin America and the Caribbean, convened by UNESCO for the Second Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean, held in the city of Buenos Aires on March 29 and 30, 2007, confirm the need to strengthen efforts to achieve a quality education for all, understanding education as a public good and fundamental human right, and as the responsibility of society as a whole.

The countries of the region have made great efforts to eradicate illiteracy, increase the number of compulsory schooling years, extend coverage at all levels of the educational system, improve infrastructure and children's health and nutrition, design new curricula, strengthen the professional formation of teachers, and improve educational information, assessment and management systems.

Despite the efforts made, there still remain social sectors in situations of inequality regarding educational access, continuation of studies, and learning achievements. This inequity is inconsistent with the construction of fair societies that are capable of including all within a framework of sustainable and sustained economic and social growth.

Mindful of the reports, and having taken into account the debates held during this meeting,

We declare:

1. That the main challenge of the region is to ensure the right of all to a quality lifelong education that is relevant, pertinent and equitable, through effective and efficient public action. This right is an ethical option that determines our future and is based on the principle of equal opportunity and the right to non-discrimination as are stated in the Convention against Discrimination in Education.
2. That we commit ourselves to ensuring that the State act as guarantor and regulator of the right to a quality education for all, by promoting national consensus on education, formulating long-term education policies with social participation, assuring an educational offer that is pluralistic and democratic, and improving the quality of public school education, given the role it plays in reducing inequities and strengthening social cohesion.
3. That it is urgent to advance towards more inclusive schools and education systems, formulating strategies that contribute to breaking the cycle of poverty and social exclusion. To achieve this, it is necessary to develop intersectoral policies to address that which generates inequality in and outside of education systems.

4. That it is necessary to increase financial resources destined for education, and to allocate and manage them according to criteria of efficacy, efficiency, equity and transparency. We therefore recognize the importance of promoting national agreements that favour sustained increase in educational financing in the medium and long terms. We likewise call for this public financing effort to be accompanied by international efforts, such as programs based on debt-for- education swaps in countries that find them convenient.
5. That it is priority to invest more in teachers to improve the quality of education, attracting young talent, improving work conditions and promoting teaching careers that increase professional efficacy and responsibility for learning results. Similarly, comprehensive policies that connect initial training –that prepares teachers to work in different contexts-, entry into the teaching service, ongoing training, performance evaluation, systems of incentives and remuneration, and mechanisms to encourage teacher participation, must be guaranteed.
6. That it is necessary to reinforce lateral cooperation among the countries of the region to strengthen processes of integration and advance towards a common agenda to fulfill these commitments and achieve the goals of Education for All.
7. That we, the Ministers of Latin America and the Caribbean appreciate UNESCO's having convened this meeting, and express our support of its work in coordinating and following-up on PRELAC. We request that the Organization continue to develop and reinforce its role as the catalyst for cooperation among the countries of the region in order to make effective the right of a quality education for all.
8. That we commit ourselves to work intensely in order to fulfill, considering national specificities, the proposals and recommendations that accompany the present Declaration, which are the result of the discussions held by the Ministers of Latin America and the Caribbean in the debate sessions of this meeting.

Buenos Aires, Argentina, 30 March 2007

III. RECOMMENDATIONS

Recognizing that education is a public good and key to a better and more just world for all, the Second Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean (PRELAC II), held in the city of Buenos Aires on March 29 and 30, agrees to the following recommendations to serve as criteria and lines of action for national policy-making and international cooperation:

I. The right to life-long learning

It is necessary to have education systems that are pertinent and flexible and allow for various and interrelated modalities and trajectories, in order to meet the different needs of people and their particular contexts, and to ensure a life-long quality education that promotes development of human beings' multiple intelligences. The Meeting thus recommends:

1. Emphasizing equity policies to ensure the universality of primary education and generate the required conditions to ensure basic learning achievements appropriate to this educational level.
2. Extending and diversifying coverage of early childhood care and education programmes, prioritizing those living in situations of exclusion or at risk of so being, through the establishment of intersectoral coordination strategies and strengthening the education of parents so that they can participate in the education of their children.
3. Extending access to and completion of secondary schooling and improving its quality by preparing students for the full exercise of citizenship, participation in active public life and/or to pursue studies at the technical, professional or university level; various modalities must be promoted and a balanced and diversified curriculum must be offered, in order to meet students' different interests and abilities.
4. Strengthening and renewing technical and professional education, offering more flexible structures, establishing channels to allow for fluid transition among different modalities, and integrating new areas of competence to prevent fragmentation of fields of study.
5. Expanding educational opportunities for young people and adults through development of literacy programs that are connected with basic education and work, and increasing as well as improving opportunities to complete primary and secondary studies. It is likewise necessary to establish competency certification systems so that young people and adults can provide proof of the knowledge and skills they have acquired through work experience.

6. Promoting the inclusion of contents and competency development provisions in the curricula of all educational levels and modalities that contribute to:
 - The formation of ethical and responsible citizens, committed to the construction of a sustainable future;
 - Sex education including HIV and AIDS prevention;
 - The development of healthy life styles and the prevention of addiction;
 - The development of a scientific and technological culture;
 - Education in the Arts;
 - Environmental education and education for sustainable development.

II. The role of the State as guarantor and regulator of the right to a quality education for all

The State has the responsibility, which cannot be delegated, of ensuring a quality education for all its citizens. The Meeting thus recommends:

7. Providing educational services that allow for full access, continuation of studies, and learning achievement for all -especially for those living in situations of vulnerability - by strengthening the quality of public education, given the role it plays in reducing inequalities and fostering social cohesion.
8. Defining basic quality criteria for all schools, both public and private, and creating the conditions required to ensure that students achieve equivalent learning results, regardless of their socioeconomic, ethnic and cultural backgrounds or the school's characteristics and context. It is likewise necessary to develop support mechanisms and comprehensive education quality assessment systems.
9. Establishing regulatory frameworks and extending guarantory provisions so as to avoid all forms of discrimination in education.

III. Educational approaches for diversity, inclusion and social cohesion

Offering a quality education, without discrimination, implies adopting an approach which addresses diversity of identities, needs and abilities, and allows universal educational access, completion of studies, and learning achievement by all. Additionally, special attention must be given to those living in situations of exclusion or at risk of so being. Accordingly, the Meeting recommends the following:

10. Promoting mechanisms to build consensus among different governmental and civil society sectors in order to foster debate on and monitoring of educational policies and to face the causes of inequality within and outside of education systems. This is to be accomplished through the provision of additional and differentiated resources to students

living in situations of educational or social exclusion or at risk of so being, so that they have an equal condition to benefit from educational opportunities

11. Adopting educational measures to meet diversity needs, including: intercultural education for all, education with a gender-based approach, diversification of the educational offering, curriculum adaptation, textbooks that are free from all stereotypical statements or images, extension of the school day, and flexible school calendars according to geographical areas and student needs.
12. Designing initiatives that ensure, under equal conditions, the right to a quality education for specific groups:
 - Promote intercultural and bilingual education at all levels for indigenous populations.
 - Prioritize quality improvement of one-teacher and multigrade schools in rural areas, by connecting them to local development processes, defining teacher support strategies and promoting networking among schools.
 - Increase access to and improve the quality of education for children with special education needs, by strengthening inclusive school processes and progressively transforming special education centres into resource centres for the community and the education system.
13. Providing for interdisciplinary support of teachers so that they might identify and attend to learning difficulties in a timely manner.
14. Increasing student access to information and communication technologies, in order to improve learning and reduce the digital gap.
15. Fostering measures to achieve a favourable school environment to promote integration, mutual respect and conflict resolution, through dialogue among different educational actors.

IV. Increased financial investment and more equitable resource distribution to ensure a quality education for all

In addition to making financial resources available, it is necessary to ensure that allocation and management of these resources are consistent with a rights-based approach. The Meeting thus recommends:

16. Reaching a fiscal covenant or agreement for education that permits the increase of fiscal incomes in order to give real support to absolute and relative increases in the assignment of public funds allocated to the education sector. Additionally, transformations in legislative and regulatory areas should be promoted in order to optimize human and material resource management.

17. Mobilizing other means of financing, such as those made available through the private sector, international cooperation or debt-for-education swaps, and equitably distributing resources by revising public allocation patterns, in order that equity constitutes the core of financial policy design. This requires that resources be allocated considering the differing needs of individuals and their respective contexts, and through determination of the varying costs involved in offering a quality education for all.
18. Promoting intersectoral coordination with other social policy areas in order to allocate resources for education.
19. Making advancements in reduction of the direct costs of compulsory public education, as well as those resulting from transportation and nutritional or material support, which families are obliged to pay and which can limit access to education and continuation of studies.

V. *Teachers and students' right to learn*

It is urgent to design comprehensive and integrated public policies, with continuous and long-term projections, which promote teachers' personal and professional development. These policies should also be designed to strengthen teachers' participation in educational change and responsibility for the learning results of their students. To achieve this, the Meeting thus recommends:

20. Positioning teachers' issues as a priority item in countries' public policy agendas, and generating alliances among various sectors to allow for the creation of working conditions for adequate teacher performance, their well-being and recuperation of the profession's prestige.
21. Institutionalizing spaces and mechanisms that allow for teacher participation in the design and development of education policies, curricula, and school management.
22. Promoting initial and ongoing teacher education that responds to the demands of the XXI century and develops teachers who have the necessary competencies to work with diverse populations and in different contexts, while coordinating initial training and support strategies for new teachers.
23. Strengthening the career of teachers' paths by orienting them towards professional development and performance improvement in order to attract and retain the best professionals.
24. Developing and improving transparent and objective systems of teacher performance evaluation taking into consideration the evaluation of the schools where they work in order to contribute to the professional development of teachers.

25. Reinforcing processes which form and support teacher educators and school-management teams in order to generate pedagogical and institutional changes in schools and educational centres.
26. Promoting policies regarding teachers' salaries and work conditions which permit teachers to exclusively dedicate themselves to teaching - preferably in one school only -, thus contributing to converting teaching into an attractive profession.

VI. *Regional integration*

It is important to advance the development and exchange of pedagogical knowledge among the countries of the region in order to strengthen integration processes through education. For this reason, the Meeting thus recommends:

27. Promoting the development and dissemination of pedagogical theories and frameworks which explain specific educational phenomena occurring in the region of Latin America and the Caribbean.
28. Promoting the exchange of information and experiences by encouraging opportunities to foster cooperation based on solidarity among the various countries and sub-regions.

VII. *International cooperation*

It is necessary to continue improving international cooperation processes aimed toward human development and strengthening national and sub-regional capacities, using mechanisms and strategies that favour horizontal and complementary cooperation among the various cooperation agencies. The Meeting thus asks that UNESCO:

29. Actualize the EFA/PRELAC support model to strengthen educational development through the established regional networks and by obtaining relevant information that can be used to inform decision-making in educational policies and practices.
30. Generate and disseminate information and knowledge about different issues related to the five strategic focuses of PRELAC that guide processes of educational change and allow for positioning of other fundamental issues, along with producing regular reports about the region's educational situation, which consider the dimensions of a quality education from a rights-based approach.
31. Contribute to strengthening the political and technical capacities of the countries in order to advance in the development of education policies and practices that ensure a quality education for all and sustainable educational changes.
32. Define UNESCO's cooperation strategy for the countries of the region by addressing their needs and priorities, reinforcing coordination with different national entities such as

ministries of education, national committees, the EFA forum and network focal points, and by coordinating with other cooperation agencies.

33. Foster and facilitate “South-South” cooperation both among countries of the region and with other regions of the world so that best practices are extended, with the adaptations required, through technical assistance, the transference of technology and other available resources.

ANEXOS

MEETING AGENDA

Wednesday March 28:

Participant reception and registration, 6 pm, Hotel Intercontinental

Thursday, March 29

Plenary sessions		Parallel sessions
9.00	Official opening: <ul style="list-style-type: none"> • Chairman of PRELAC 2002 Committee Vice-minister of Education of Cuba, Ms. Tomasa Trina Romero • Director General of UNESCO, Mr. Koïchiro Matsuura • Minister of Education of Argentina, Mr. Daniel Filmus 	
10:00	INTERVAL	
10.30	<ul style="list-style-type: none"> • Election of the 2007 Committee Board • Approval of meeting agenda • Composition of special commissions 	
	First Roundtable	
11.00	The leap toward equality in the quality of education: A look at the state of education in the region <i>Presentation: OREALC/UNESCO Santiago, Ms. Rosa Blanco and Mr. Cesar Guadalupe</i>	
11.45	Discussion and exchange between ministers of education <i>Moderator: Secretary of Education of Argentina, Mr. Juan Carlos Tedesco</i>	Meeting of special commissions: 1. PRELAC Statute and Rules 2. Ministers' Recommendations and Declaration
13.00	LUNCH BREAK	
	Second Roundtable	
14.30	Financing and quality education for all. <i>Presentation: OREALC/UNESCO Santiago, Mr. Alfredo Astorga</i> Minister of Education of Costa Rica, Mr. Leonardo Garnier Vice-minister of Education of Venezuela, Ms. Vladimira Moreno Minister of Education of Trinidad and Tobago, Ms. Hazel Manning	Meeting of special commissions

	Vice-minister of Education of Brazil, Mr. Ricardo Henriques	
15.45	INTERVAL	
16.15 17.45	Discussion and exchange between ministers of education. <i>Moderator: Vice-minister of Education of Ecuador, Ms. Gloria Vidal</i>	Meeting of special commissions
20.00	DINNER HOSTED BY THE DIRECTOR GENERAL OF UNESCO IN VILLA OCAMPO	

Friday, March 30

Plenary sessions		Parallel sessions
	Third Roundtable	
9.00	Teachers and quality education for all. <i>Presentation: OREALC/UNESCO Santiago, Ms. Magaly Robalino</i> Vice-minister of Education of Dominican Republic, Ms. Josefina Pimentel Minister of Education of Uruguay, Mr. Jorge Brovetto Vice-minister of Education of Colombia, Ms. Juana Inés Díaz Tafur Secretary of Education of Mexico, Mr. Miguel Székely	Meeting of special commissions
10.15	INTERVAL	
10.45	Discussion and exchange between ministers of education <i>Moderator: Minister of Education of Dominica, Mr. Vince Henderson</i>	Meeting of special commissions
12.15	LUNCH HOSTED BY THE MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY OF THE REPUBLIC OF ARGENTINA	
	Plenary Session II	
14.30	Information to the Minister's Meeting: <ul style="list-style-type: none"> • Safeguarding Transnational Education and Revalidation of Degrees, Director International UNESCO Institute for Higher Education in Latin America and the Caribbean, IESALC, Ms. Ana Lucia Gazzola • Progress achieved in the Second Regional Comparative and Explanatory Study (SERCE) - Latin American Laboratory for Assessment of the Quality of Education, OREALC/UNESCO Santiago, Mr. Javier Murillo 	Meeting of special commissions
15.15	INTERVAL	
	Plenary II	

15.30	Discussion of subjects proposed by the ministers <i>Moderator: Minister of Education of Paraguay, Ms. Blanca Ovelar</i>	Meeting of special commissions
Plenary III		
17.00	Approval of the revised PRELAC committee statute and rules Recommendations Declaration of the ministers of education <i>Moderator: Secretary of Education of Argentina, Mr. Juan Carlos Tedesco</i>	
Closing session		
17.45	<ul style="list-style-type: none"> • Ms. Ana Luiza Machado, Deputy Assistant-Director General, Education Sector, UNESCO • Minister Chairman of the PRELAC 2007 Committee 	

OPENING ADDRESSES

Original: Spanish

Address by Mr Koïchiro Matsuura, Director-General of UNESCO, on the occasion of the Second Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean (PRELAC)

Buenos Aires, Argentina, 29 de marzo de 2007

Distinguished Minister of Education, Science and Technology of Argentina, Mr Daniel Filmus,
Distinguished Deputy Minister of Education of the Republic of Cuba,
Distinguished Members of the Cabinet of the Argentine Republic,
Distinguished Ministers and Deputy Ministers of Education of Latin America and the Caribbean,
Ladies and Gentlemen,

On behalf of our Organization, I wish to thank the Argentine Government and His Excellency, the President of the Republic, and the Minister of Education, Science and Technology for their warm welcome and for the excellent facilities extended to us for this meeting. It is a further reflection of the enormous interest that the Argentine Republic takes in such an important, sensitive and crucial subject as education.

We are meeting in a country with a vast educational and pedagogical tradition, in which one of the most illustrious teachers of the American continent was born in the nineteenth century. I am speaking of Mr Domingo Faustino Sarmiento, who was a rural schoolteacher and founded the first teacher-training school of Latin America. Together with the Venezuelan Mr Andrés Bello and other outstanding intellectuals, he shared a concern to provide people with an education relevant to Latin American reality. Domingo Faustino Sarmiento was an important and decisive figure who showed how vital education is.

I would like to take this opportunity to commend the example that Argentina has set us, under the enlightened leadership of its President, Mr Néstor Kirchner, of how a country can through resolve and capacity overcome the most adverse conditions in order to resume the road to a form of development that is both interdependent and respectful of fundamental rights.

I wish to stress the importance that this meeting has for us in the context of the challenges that have been facing the United Nations, and in particular UNESCO, on the open world scene since the beginning of the century.

UNESCO, like all the agencies of the United Nations system, is called upon to help create the necessary conditions to enable all peoples, communities and individuals to enjoy genuine peace and individual security and the benefits of development. In this region, poverty and inequality are only two of the factors that put at risk collective security and individual dignity. Here, as in all latitudes, poverty is a denial of human rights and is the very antithesis of

development. The international community needs a humanized vision of development based on the observance of human rights, on intercultural dialogue and on the promotion of justice.

In the light of this necessity, UNESCO has defined three main strategic thrusts:

- (i) Developing and promoting universal principles and norms, based on shared values, in order to meet emerging challenges in education, science, culture and communication, and to protect and strengthen the “common public good”.
- (ii) Promoting pluralism through the recognition and safeguarding of diversity, together with the observance of human rights.
- (iii) Promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and knowledge-sharing.

These strategic thrusts are drawn from the three fundamental and interwoven principles of universality, diversity and the dignity of people, which in turn tie in with the values of justice, solidarity, tolerance, fairness, participation and respect for human rights.

In accordance with the three main strategic thrusts and the principles laid down, UNESCO, in keeping with the worldwide commitment to Education for All, has set itself the following core objectives in the field of education:

- to promote education as a basic human right;
- to improve the quality of education for all; and
- to foster innovation and knowledge-sharing in order to enhance educational policies.

These three objectives are the main subjects for discussion in this meeting.

The first of the subjects is reflected in the basic discussion document on educational policies under the Regional Education Project for Latin America and the Caribbean, the title of which is precisely “Quality education for all: a human rights issue”.

The main challenge is how to ensure that the right to free basic education is not just preached but practised by the governments of the region. The Millennium Development Goals and the goals of Education for All have committed the political resolve of States to realize the right to quality education for all. But this commitment is hard to apply, owing to many factors, both in this and in other regions of the world.

The second objective that UNESCO has set itself is to improve the quality of education by diversifying its content and methods and promoting universally shared values. This is another of the basic document’s core subjects submitted for discussion in this meeting.

This document’s perspective attempts to go beyond the traditional way of evaluating findings regarding the quality of education from the almost exclusive approach of efficiency and effectiveness, in order to include in the evaluation of quality a number of aspects such as fairness, relevance and importance. These dimensions have also been considered in the preparation of a second document to be submitted to this meeting on the region’s educational situation.

We cannot speak of quality education unless education is relevant and significant, regardless of social strata and cultures, so that people can make universal and local cultural content their own and establish themselves as subjects, developing their empowerment and identity. Learning needs vary according to the culture of communities and how they face the modernization process. We cannot allow globalization to result in Latin American and Caribbean peoples' losing their sense of belonging to a cultural space that was shaped, not without suffering, over centuries. Educational policies must see cultural diversity as an asset and not as an obstacle to development.

We cannot speak of quality education unless we ensure equal access to and continuity in education, educational processes and learning outcomes for all boys, girls and young people. Particular attention should be given to the most vulnerable groups of society – those excluded because of poverty, special needs, or geographical, cultural, linguistic and nationality barriers – to ensure that they attend school and complete their basic education.

We cannot speak of quality education unless effectiveness and efficiency become fundamental attributes of the educational policies to guarantee the right to education for all. Identifying and applying the necessary measures to achieve the Millennium Development Goals and the Education for All goals agreed upon in Dakar must be a priority of governments.

Similarly, seeking more efficient public spending is also a priority, stemming from respect for the civic rights of the population at large, for it is the people who, ultimately, pay for what the State does.

Lastly, the third goal proposed by UNESCO, knowledge-sharing as a means to improve educational policies, is the very reason for this PRELAC meeting. We are here to discuss educational problems, share experiences and all learn from the most successful of them. The dialogues to be held at this PRELAC meeting require an attitude of respect and generous intellectual input, with each participant giving of their best for the benefit of the region at large since, to some extent, we all face the same challenges: fulfilling the dream of millions of girls and boys, young people and adults to exercise their right to receive quality education so that they can grow as individuals and become citizens committed to the sustainable development of their countries.

Distinguished Ministers and Delegates,

The presence of all of us here in Buenos Aires is a show of faith in the educational future of Latin America and the Caribbean, for we share the conviction that education has been, is and will continue to be the best tool for progress in every respect. Hence the importance, today, that we give of our best to plan how and with what kind of education we can contribute to overcoming poverty and its consequences; to building fairer and more democratic societies; to creating wealth and bridging gaps; to reducing violence and to exercising the universal and inalienable right to share in the benefits of development.

I invite you all, in this meeting, to make a combined effort to analyse the challenges ahead. This is where the Millennium Development Goals and the Dakar goals come in. Meeting

the objectives that you have proposed on various occasions will depend on the commitment and political responsibility of each country.

In this perspective, the UNESCO Education Sector, together with institutions specialized in education and various field offices, has also embarked on a process of change in order to meet the needs of Member States more strategically.

Closer ties have already been established with these bodies, allowing the Organization better to mobilize its experience in support of national education priorities, strengthen its association and create synergies with other development bodies, in line with the commitments shouldered in the Millennium Development Goals and the Dakar goals. The Global Action Plan and the UNESCO National Education Support Strategy (UNESS) were established to this end.

The UNESCO Regional Bureau for Education, together with other offices in the region and UNESCO specialized institutions, will help to monitor progress towards the proposed goals and will also continue working with the UNESCO Institute for Statistics to this end, particularly to continue improving systems for the collection and analysis of educational data. The Bureau will also contribute to strengthening and consolidating national evaluation systems and draw up regional studies to analyse the conditions that are conducive to learning in schools.

In addition, UNESCO will stimulate inclusive policies to promote the professional advancement of teachers and give them more responsibility in educational reforms and student learning. It will also continue to stimulate dialogue between countries' political leaders and facilitate communication and collaboration between international organizations.

UNESCO will likewise vigorously endorse the allocation of more funds to education. Sustaining and increasing investment in education is the key in this regard. Many countries in the region have significantly increased funding for education, in some cases up to 9% of their budget. Such efforts should be encouraged and emulated everywhere.

Sustained domestic financing calls for more consistent, long-term planning. By establishing education as a "State policy par excellence", national governments will not only send a clear signal of their commitment to education, but also provide a framework for external assistance.

In the same way, donors must be encouraged to increase support for education, either by stepping up assistance, or through such other arrangements as debt swapping. In this regard, I wish to congratulate the Minister of Education of Argentina, Mr Daniel Filmus, on his leadership in this field. Mr Filmus is Chairperson of the UNESCO Working Group on Debt Swaps for Education, which was established to examine the validity and utility of this innovative financing method and identify the best practices for its success. Following its first meeting in Paris in November 2006, the Working Group will meet again here in Buenos Aires in July.

Ladies and Gentlemen,

Before I conclude, I should like to salute the memory of a daughter of this soil who might have been here with us had it not been for her untimely departure: Cecilia Braslavsky, Director of

the UNESCO International Bureau of Education in Geneva. Though her passing has left an intellectual void in UNESCO and Argentina, she also left a legacy, a passion for education that must inspire us all. Her life's concluding work conveys the clear and pertinent message that it is not just education but the kind of education we provide that is important. Her concern with pushing the rights approach in education and, in particular, her efforts to make "learning to live together" a reality should enlighten our work here.

Ladies and Gentlemen,

The time has come to move beyond declaring education a fundamental human right and lay down the material conditions for exercising this right, with increased resources to eradicate poverty and defend the institutions that guarantee the exercise of public freedoms. Today's meeting is a vital step in the switch from preaching to practising.

Today, you are initiating a debate of real significance: the decisions that you adopt will affect the well-being of millions of girls, boys, young people and adults in this and generations to come in Latin America and the Caribbean. It is my earnest hope that your reflections will be profound, that you will be driven by solidarity, and that the results of your discussions will contribute greatly to the improvement of education in this region.

Thank you very much.

Opening address by Hon. Tomasa Trina Romero Vice Minister of Education of Cuba, on behalf of the Minister of Education Hon. Luis Ignacio Gómez Gutiérrez

Distinguished colleagues:

One-hundred and twenty-one years ago, “La Nación”, a prestigious newspaper of our fair city, published the work of José Martí. To this day, his reflections inspire the educational task we have all pledged to undertake. In the words of our beloved Professor: “(...) *the ultimate power lies in education. Educating is - and who could disagree? - first and foremost an act of infinitive love. Active men, straightforward men, loving men. These are the objectives that must be pursued by schools that have fallen short of this mark.*”

This is a most exciting event, for it means, among other things, a *rendez-vous* with commitment, with the will to do things creatively. It is an outstanding occasion to take stock of what has already been accomplished and, above all, to strengthen our resolve on what still needs to be done for the good of our “Patria Grande” (Common Motherland): Latin America and the Caribbean.

The fact that our region’s socioeconomic panorama is bleak should come as news to no one. However, this cruel reality should never give rise to lamentations but, on the contrary, strengthen our collective determination to assume challenges from a perspective of change.

Perhaps for the first time in our history, human life on Earth is under the threat of extinction. Climate changes and global warming resulting from the emission of greenhouse gases – generated mostly by industrialised countries – are on the rise, marking a tendency that could push the planet to the brink of an ecologic cataclysm during the 21st century.

Fossil fuel reserves are declining at an ever-growing rate and prospects are that, within the next fifty years, they will become completely depleted. Yet, no solution is forthcoming, particularly in connection with Third World countries.

The pollution of our oceans and rivers has intensified while desertification threatens to reduce even further our food producing capabilities. According to reports issued by several international organizations, these circumstances, coupled with a dramatically unequal income distribution, have condemned more than 80 million people to starvation.

Pillaging wars are on the rise as the world earmarks a million dollars annually for military purposes. In the meantime, inequities are escalating. Today, the richest 1% owns 40% of the global wealth, while the poorest 50% are left with scarcely 1% of that wealth.

In Latin America and the Caribbean, more than 200 million people - accounting for 39.8% of the population – live under conditions of poverty; a number that compared to the figure registered two decades ago represents a 73 million increase. With 41 million indigent children, 21 million children being forced to work for their livelihoods and an estimated 40 million absolute

illiterates – not to mention the strong presence of functional illiteracy - our region, holds the dubious distinction of having the most inequitable income distribution in the world.

Except in a handful of cases, the regional socioeconomic context described above has not changed substantially since 2002. Unemployment, the informal economy and human capital flight to industrialised nations, continue to grow. So does the external debt and unequal exchange, deepening a social debt that after 25 years of neoliberal policies has reached critical levels.

The macroeconomic growth recently observed in some countries of the region has done little to change the current panorama, while poverty, marginalization and exclusion, far from improving, are becoming more deeply entrenched.

According to UNESCO reports and information contained in the documents handed out at this Meeting to participating delegations, in the final analysis, fulfilment of the agreements set out in the Havana Declaration, PRELAC I (2002), has been essentially disappointing.

Over 2.6 million children – 55.4% of whom are girls – remain out of school, and high repetition and drop-out rates seem to be the norm.

There are 40 million illiterates in Latin America and the Caribbean and, based on conservative estimates, more than 100 million individuals have severely limited literacy skills.

Regional cooperation in education and health initiatives – with the exception of Venezuela, Cuba, Bolivia and other signatory countries of the Bolivarian Alternative for the Americas – rather than gathering momentum, has shown signs of deteriorating, the result of insufficient financing and lack of political will to embark on massive-scale education and health programmes.

With notable exceptions, teacher training and professional enhancement efforts, far from yielding quantitative and qualitative gains, have proven most disappointing due to the unavailability of national and regional resources required to finish and modernize the necessary infrastructure and upgrade the faculties of teacher training centres.

The characteristically low salaries Latin American and Caribbean teachers command, have forced these professionals to hold 2 or 3 jobs in order to survive. Many of them emigrate in search of better living conditions and professional advancement opportunities, circumstances that have had a marked adverse effect on the quality of education.

Early childhood education, delivered both through institutional and non-institutional modalities, has developed sluggishly. Consequently, its potential contribution to improving the preparation of girls and boys for primary education has been less than expected.

High drop-out rates and low or non-existent job opportunities among adolescents and youths encourage their insertion into the informal economy while fostering drug-trafficking activities and violent behaviour.

Within this social and economic context, attempts to instil values through education - a much sought after goal of school teachers - are confronted with an adverse social medium which either restricts it or altogether rejects it.

World-wide, Latin America shows the greatest income distribution inequality between the rich and the majority of the population who live under conditions of poverty. Discrimination based on economic status, gender, race, and religious beliefs has remained unchanged, a phenomenon that is felt more acutely among the native peoples.

Attempts at developing a pedagogy that is truly representative of Latin America and the Caribbean have been hindered by prevailing external models and currents and the negative influence of information monopolies. As a result, the vast richness and historical and cultural patrimony inherited from our founding fathers has not found expression in our societies.

Neoliberal policies have contributed little to efforts aimed at transforming schools into community cultural centres. Privatization continues to advance, and with it, growing eliticism and inequalities.

Distinguished colleagues:

For its part, Cuba through steadfast efforts, a firm political will and without ostentation, has achieved remarkable results in the 2002 – 2006 period.

During this period, the government and citizens of Cuba have striven to meet the policy objectives and the action plan set out in the Havana Declaration (PRELAC I, 2002).

Progress in this area has not been without problems, particularly those stemming from the blockade imposed by the United States. These, however, have been offset by a more active participation of the various segments and strata of the Cuban people.

Essentially, Cuba has achieved -and gone beyond- the six objectives contemplated in UNESCO's Education for All initiative, that participating countries have agreed to meet by the year 2015.

A synthesis of the progress thus far made should include the following gains:

- Schooling for the 0-5 year-old population has risen to 99.5%, both through institutional and non-institutional forms of education.
- The school network has been expanded through the addition of new facilities and the enlargement of existing ones. Solar panels have brought electricity to 2335 rural schools.
- Practically 100% of the 6-11 year-olds attend school while the 12-14 year-old segment follows close behind at 99%.
- All boys and girls with especial education needs are covered by a network of specialized schools. In the rest of the schools, individualized instruction is favoured and diagnostic, guidance and training services are made available not only to students but to teachers and parents as well.

- Progress is also being made towards reducing the pupils/teacher ratios which are currently; 20:1 at primary, 15:1 at lower-secondary and 30:1 at higher-secondary.
- Double school sessions have been guaranteed to all primary and lower-secondary school students.
- Tens of thousands of trained teachers and professors are being produced thanks to the adoption of a pedagogical model that, for a period of 5 years following completion of the 12th grade of general education, links theoretical knowledge with hands-on school experiences.
- The progressive universalization of higher education through the creation of more than 3000 universities operating at the municipal level.
- Training of art instructors to work in schools and communities.
- Training of social workers.
- The “Comprehensive Upgrading of Youth” course, for men and women between the ages of 17 and 29, a programme that essentially turns higher education studies into a form of employment.
- The creation of two new national television channels fully devoted to education.
- The “University for All” programme intended to give the population as a whole the opportunity to take TV-courses taught by prestigious professors on any area of knowledge.
- The creation of community-based video/computer centres.
- Massive introduction of computer science starting at the pre-school level and through higher education.
- Launching of the editorial programme “Libertad” (Freedom), which has made possible the delivery of over 800 thousand copies of books to school libraries.
- In excess of 24% of the Cuban government’s 2006 budget was allocated to financing education initiatives. In 2005, the Cuban government assigned 12.5% of its Gross National Product (GNP) to education.
- Cuba, with 1 teacher for every 36 inhabitants, prides itself of the highest number of per capita teachers in the world.

Nevertheless, Cuban children – as well as all our people – have borne the brunt of 48 years of successive American government administrations and the attending oppression imposed by the economic warfare and genocidal blockade that has been brought against our country designed to convert us, once again, into a neocolony.

Despite these circumstances, Cuba has shared its modest achievements with other world nations. In the last 48 years, more than forty-five thousand Third World youths have studied in and graduated from Cuban institutions, and currently some 30 thousand teachers have engaged – and are still engaged – in solidary collaboration initiatives with other countries.

Cuba’s Ministry of Education organized the First World Congress on Literacy (Havana, 2005) and an International Seminar on Literacy and Post-literacy Policies and Programmes (Havana, 2006), under the auspices of UNESCO.

Methods developed by Cuban experts, such as “Yes, I can!” and “Yes, I can go on!”, have demonstrated their efficacy. Currently, over 2.160.000 individuals have overcome their illiterate

condition thanks to their implementation in languages that include, in addition to Spanish, Portuguese, English, Creole, Quechua, Aymara, and others.

Within the strategic framework of this Meeting, and in keeping with the principles of solidarity set out in the Bolivarian Alternative for the Americas (ALBA), Cuba reiterates its willingness to continue sharing with brethren countries the knowledge and experience thus far gained.

As stated by Presidents Fidel Castro and Hugo Chávez in the Joint Declaration of ALBA principles (December, 2004):

“[In affirmation] that that cardinal principle that should guide ALBA is the great solidarity among the people of Latin America and the Caribbean as upheld by Bolívar, Martí, Sucre, O’Higgins, San Martín, Hidalgo, Petion, Morazán, Sandino and so many other national heroes. A solidarity devoid of petty nationalisms or constraining national policies that may deter us from fulfilling our goal: building a “Patria Grande” in Latin America – the dream of our emancipation heroes.”

It is our fervent wish that the pillars of unity, solidarity and integration will support the dream of our founding fathers; that their heritage will continue to nourish our hopes and guide our actions in a future already taking shape in the classroom, and that it will prepare our “Patria Grande” to emerge victorious from the eternal human struggle for a better world.

Thank you.

PRELAC STATUTES PROPOSED AMENDMENT

Article 1

A “Regional Inter-Governmental Committee of the Regional Education Project for Latin America and the Caribbean”, hereinafter “the Committee”, is created within the United Nations Educational, Scientific, and Cultural Organization (UNESCO)

Article 2

- 2.1 The Committee shall be comprised of all Member States of UNESCO from Latin America and the Caribbean and of the Associate States of the region according to the resolutions of the General Conference.
- 2.2 States that provide or wish to provide technical or financial assistance to PRELAC, which are members of one or more organizations of the United Nations System and bodies, and organizations that have adopted the World Framework of Action at the World Forum on Education For All (Dakar, Senegal, 2000) may become Associate Members to the Committee in an advisory capacity.
- 2.3 Intergovernmental organizations, international NGOs and foundations maintaining official relations with UNESCO that wish to provide technical or financial assistance to the Regional Project, may collaborate with the work of the Committee as Associate Members in an advisory capacity.
- 2.4 UNESCO shall perform the organizational tasks of the Committee through the Regional Bureau of Education for Latin America and the Caribbean on behalf of the Director General of UNESCO.

Article 3

- 3.1 The Committee shall elect a Bureau called the “Bureau of the Committee” (hereinafter, “the Bureau”), consisting of seven Members of the Committee who are representative of the diversity that characterizes the Latin America and Caribbean region.
- 3.2 The Bureau shall be elected at the beginning of each Ordinary Meeting of the Committee and it shall be renewed at the following Ordinary Meeting.

Article 4

At every meeting of the Ministers of Education and within the framework of the decisions of the General Conference on PRELAC, the Committee shall be responsible for:

1. Formulating recommendations to Member States and Associate States of the region towards the fulfilment of EFA goals through the implementation of strategies proposed by PRELAC.
2. Promoting regional and sub-regional activities and strategies in support of EFA goals through the implementation of PRELAC strategies.
3. Following up on regional and sub-regional actions already under way and those aimed at developing the strategic focuses of PRELAC, which have been conceived as a means to achieving the EFA goals.
4. Assessing and disseminating regional progress in the field of education.
5. Facilitating and promoting, within the framework of PRELAC, horizontal technical cooperation among countries and groups of countries in the region.
6. Encouraging technical and financial assistance of UNESCO Member States in regional, sub-regional or national initiatives in support of the objectives pursued by the Regional Project.
7. Linking regional efforts in the field of EFA/PRELAC with other frameworks and initiatives concerned with comprehensive human development.
8. Approving regulatory instruments, the composition of the Bureau and periodical reports submitted by the Bureau to the Committee.
9. Formulating recommendations to UNESCO in order to strengthen PRELAC strategies.

Article 5

- 5.1 The Committee shall schedule an Ordinary Meeting every four years. This meeting shall be convened by the Bureau through the Secretariat in order to provide follow-up to progress made in the implementation of the PRELAC strategies and the EFA objectives. At such meetings, each Member of the Committee shall have the right to one vote. However, each country is entitled to send to the Meeting the number of specialists and advisors they deem necessary.
- 5.2 Special technical or political meetings of the Committee may be convened in accordance with the By-laws as deemed necessary and convenient.
- 5.3 The Committee shall approve its Regulations at the first Ordinary Meeting of Member States of the region; the aforementioned Regulations should not contradict any of the clauses of these Statutes.
- 5.4 The Committee may review and introduce the modifications it deems relevant to the present Statute and its Regulations, with the support of the simple majority of its members.
- 5.5 Within the framework of its Regulations, the Committee may create all subsidiary entities deemed appropriate, as long as financing of such entities is assured.

Article 6

The Bureau shall be responsible for:

1. Acting as the executive body for the Committee in order to ensure its efficiency by expediting its activities.
2. Preparing the work of the Committee in ongoing coordination with the Secretariat.
3. Proposing subjects to be discussed at Committee meetings.
4. Proposing to the Committee activities in support of the fulfilment of EFA goals and strategies, according to the needs of the Latin American and the Caribbean Region.
5. Following up on agreements reached at Committee meetings in coordination with the Secretariat.
6. Assessing and determining the need to convene special meetings of the Committee.
7. Providing support to the Director General of UNESCO in matters concerning the implementation of measures the Organization could adopt in favour of PRELAC strategies.
8. Presenting reports on the activities of the Committee to the General Conference of UNESCO at each of its ordinary meetings.
9. Promoting or carrying out activities that promote the development of PRELAC strategies.

Article 7

- 7.1 The Bureau shall hold ordinary meetings convened through the Secretariat, every two years, in order to monitor progress in the implementation of PRELAC strategies. Furthermore, it may hold extraordinary meetings convened according to the same procedure.
- 7.2 The Bureau may convene extraordinary meetings of the Committee, special commissions, or extended technical or political Bureau meetings, in order to discuss subjects that enhance the implementation of PRELAC strategies.

Article 8

- 8.1 Representatives of Member States and UNESCO Associate Members that are not members of the Committee, representatives of the United Nations System and of other international bodies, may participate without the right to vote as observers in all meetings of the Committee, with the exception of meetings of the Bureau, unless the latter deems their attendance relevant.
- 8.2 The Committee may determine the conditions under which government representatives, non-members of UNESCO but members of one or various organizations of the United Nations System, as well as representatives of international, governmental or non-governmental organizations, institutions and foundations, may be invited as observers. The Member States of the Region shall also determine the conditions under which especially qualified persons in the areas to be discussed at the meetings shall be consulted and invited to attend.

Article 9

- 9.1 The Director-General of UNESCO shall provide the necessary resources for the operations of the Secretariat of the Committee.
- 9.2 The Secretariat shall bring together and present to the Committee and the Bureau all suggestions and observations of the Member and Associated States, as well as those of the international organizations interested in PRELAC activities.

Article 10

- 10.1 Members of the Committee shall assume all expenses arising from the participation of their representatives at meetings held by the Committee and the Bureau. UNESCO shall defray the expenses associated with the organization of such meetings.
- 10.2 Voluntary contributions may be accepted to constitute trust funds, in accordance with Financial Regulations governing UNESCO. Such trust funds will be allocated to PRELAC and administered by UNESCO's Director-General through the Regional Bureau of Education for Latin America and the Caribbean, with the previous agreement of the Bureau.

**LIST OF DELEGATES, REPRESENTATIVES AND OBSERVERS/
LISTA DE DELEGADOS, REPRESENTANTES Y OBSERVADORES**

**A. DELEGATES /
DELEGADOS**

*Member States /
Estados Miembros*

(By alphabetical order in English / Por orden alfabético en inglés)

Argentina

Excmo. Sr. Daniel Filmus
Ministro de Educación, Ciencia y Tecnología
Ministerio Educación, Ciencia y Tecnología
(Head of Delegation / Jefe de Delegación)

Sr. Juan Carlos Tedesco
Secretario de Educación
Ministerio Educación

Sr. Emb. Miguel Angel Estrella
Embajador de Argentina ante la UNESCO

Sr. Ignacio Hernaiz
Jefe de la Unidad de Programas Especiales
Ministerio Educación

Sr. Osvaldo Enrique Devries
Subsecretario de Planeamiento Educativo
Ministerio Educación, Ciencia y Tecnología

Sra. Alejandra Birgin
Subsecretaria Equidad y Calidad
Ministerio Educación

Sr. Gustavo Iglesias
Subsecretario de Coordinación Administrativa
Ministerio Educación

Sra. Laura Pitman
Directora Nacional de Gestión Curricular y Formación Docente
Ministerio Educación

Sra. María Inés Vollmer
Responsable de la organización del Instituto de Formación Docente
Ministerio Educación
Sr. Miguel Vallone
Secretario Permanente.
Comisión Nacional Argentina de Cooperación con la UNESCO

Sr. Pablo Urquiza
Coordinador General de la Dirección Nacional de Cooperación Internacional

Brazil / Brasil

Sr. Ricardo Henriques
Viceministro de Educación Continuada, Alfabetización y Diversidad
Punto Focal EFA/EPT de Brasil
Ministerio de Educación
(Head of Delegation / Jefe de Delegación)

Sra. Claudia Maria Paes de Carvalho Baena Soares
Jefe sustituta de la Asesoría Internacional del Gabinete del Ministro
Ministerio de Educación

Sra. Almerinda Augusta de Freitas Carvalho
Consejera – Jefe de la División de Temas Educativos
Ministerio de Relaciones Exteriores

Chile

Sr. Carlos Eugenio Beca
Director, Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas – CPEIP
(Head of Delegation / Jefe de Delegación)

Sr. Didier de Saint Pierre Sarrut
Director Ejecutivo Enlaces, Centro de Educación y Tecnología
Ministerio de Educación

Sra. Ana María Foxley Rioseco
Secretaria Ejecutiva
Comisión Nacional de Cooperación con UNESCO

Colombia

Sra. Juana Inés Díaz Tafur

Viceministra de Educación Preescolar, Básica y Media
Ministerio de Educación Nacional
(Head of Delegation / Jefe de Delegación)

Costa Rica

Excmo. Señor Leonardo Garnier
Ministro de Educación Pública
Ministerio de Educación Pública
(Head of Delegation / Jefe de Delegación)

Sra. Gabriela Sánchez Arrieta
Ministro Consejero y Cónsul General
Embajada de Costa Rica en Argentina

Cuba

Sra. Dra. Tomasa Trina Romero Espinosa
Viceministra de Educación
Ministerio de Educación
(Head of Delegation / Jefe de Delegación)

Sr. Raúl Rodríguez Averhoff
Consejero para temas de Educación
Embajada de Cuba en Argentina

Dominica / Domínica

The Hon. Vince Henderson
Minister for Education, Human Resource Development, Sports and Youth Affairs
Ministry of Education, Human Resource Development, Sports and Youth Affairs
(Head of Delegation / Jefe de Delegación)

Dominican Republic / República Dominicana

Sra. Josefina Pimentel
Viceministra de Estado de Educación
Secretaría de Estado de Educación
(Head of Delegation / Jefe de Delegación)

Sr. Leonardo Valeirón
Director General de Evaluación
Secretaría de Estado de Educación

Sra. Margarita Castillo
Directora Administrativa del Despacho de la Secretaria de Educación
Secretaría de Estado de Educación

Ecuador

Sra. Dra. Gloria Piedad Vidal
Viceministra de Educación
Ministerio de Educación y Cultura
(Head of Delegation / Jefe de Delegación)

El Salvador

Sr. José Luis Guzmán Martell
Viceministro de Educación
Ministerio de Educación
(Head of Delegation / Jefe de Delegación)

Grenada / Granada

The Hon. Claris Charles
Minister of Education, Sports and Youth Affairs
Ministry of Education
(Head of Delegation / Jefe de Delegación)

Guatemala

Sra. Licda. Floridalma Meza Palma
Viceministra Técnica de Educación
Ministerio de Educación – Despacho Palacio Nacional 3er. nivel
(Head of Delegation / Jefe de Delegación)

Haiti / Haití

M. Gabriel Bien-Aimé
Ministre de l'Éducation Nationale et de la Formation Professionnelle
Ministère de l'Éducation Nationale, de la Jeunesse et des Sports
(Head of Delegation / Jefe de Delegación)

M. Jean Céradieu Augustave
Ministro Consejero
Embajada de Haití en Argentina

Honduras

Sra. Licda. Ada Evila Serrano
Subsecretaria de Servicios Educativos
Secretaría de Educación
(Head of Delegation / Jefe de Delegación)

Jamaica

Mr. Jasper Lawrence
Chief Education Officer
Ministry of Education and Youth
(Head of Delegation / Jefe de Delegación)

Mexico / México

Sr. Miguel Székely Pardo
Subsecretario de Educación
Secretaría de Educación Pública (SEP)
(Head of Delegation / Jefe de Delegación)

Sr. Lic. Roberto Lomelí
Asesor
Secretaría de Educación Pública (SEP)

Sr. Luis Felipe Domínguez
Coordinador
Secretaría de Educación Pública (SEP)
Sr. Jorge Antonio García Rosales
Director General Adjunto de Comunicación Social
Secretaría de Educación Pública (SEP)

Sr. Dr. Edgar Jiménez Cabrera
Coordinador de Asesores – Subsecretaría de Educación Básica
Secretaría de Educación Pública (SEP)

Sra. María Cristina de la Garza Sandoval
Embajador de México
Embajada de México en Argentina

Sr. Rafael Bernal Cuevas
Segundo Secretario
Embajada de México en Argentina

Panama / Panamá

Sra. Soraya Cano
Encargada de Negocios, a.i.
Embajada de Panamá en Argentina

Paraguay

Excma. Señora Blanca Ovelar
Ministra de Educación y Cultura

Ministerio de Educación y Cultura
(Head of Delegation / Jefe de Delegación)

Sr. Derlis Brassel
Asistente Ministra de Educación
Ministerio de Educación y Cultura

Sra. Silvia Peña
Técnico de Gabinete Técnico
Ministerio de Educación y Cultura

Peru / Perú

Sr. Víctor Raúl Díaz Chávez
Viceministro de Educación
(Head of Delegation / Jefe de Delegación)

Trinidad and Tobago / Trinidad y Tobago

Sen. The Hon. Hazel Manning
Minister of Education
Ministry of Education
(Head of Delegation / Jefe de Delegación)

Ms. Marva Ribeiro
Programme Director
Ministry of Education

Mr. Roger Beckles
Planning Officer I
Ministry of Education

Ms. Angella Jack
Permanent Secretary
Ministry of Education

Mr. Trevor Mohan
Security Officer
Ministry of Education

Uruguay

Excmo. Señor Jorge Brovotto
Ministro de Educación y Cultura
Ministerio de Educación y Cultura
(Head of Delegation / Jefe de Delegación)

Sr. Enrique Grünhut
Director de Relaciones y Proyectos Internacionales
Ministerio de Educación y Cultura

Sr. Luis Garibaldi
Director de Educación
Ministerio de Educación y Cultura

Venezuela

Sra. Prof. Vladimira Moreno
Viceministra de Asuntos Educativos
Ministerio de Educación, Cultura y Deportes
(Head of Delegation / Jefe de Delegación)

Sr. Emb. Jesús Arnaldo Pérez
Delegado Permanente de la República Bolivariana de Venezuela ante la UNESCO

Sr. Lic. Deiby Colmenares
Coordinador de Relaciones Internacionales
Despacho de la Viceministra de Asuntos Educativos
Ministerio de Educación, Cultura y Deportes

Sr. Guido de Negri
Sección Comercial
Embajada de la República Bolivariana de Venezuela en Argentina

Sra. Christiane Helena Valles
Agregada Cultural
Embajada de la República Bolivariana de Venezuela en Argentina

Sr. Federico Ruiz Tirado
Agregado Político
Embajada de la República Bolivariana de Venezuela en Argentina

Associate Members / Estados Asociados

Aruba

Ms. Jocelyne Croes
Senior Policy Advisor on Educational and Social Welfare
Ministry of Education, Social Affairs and Infrastructure
(Head of Delegation / Jefe de Delegación)

Ms. Anna Maria Proveyer-Groot

Chief Executive Officer
Department of Education
Ministry of Education, Social Affairs and Infrastructure

Netherlands Antilles / Antillas Holandesas

Mr. Aignald Panneflek
Acting Head Planning and Policy Section
Ministry of Education and Culture
(Head of Delegation / Jefe de Delegación)

Ms. Cenaida Panneflek
Observer
Ministry of Education and Culture

**B. OBSERVERS FROM OTHER MEMBER STATES /
OBSERVADORES DE OTROS ESTADOS MIEMBROS**

Spain / España

Sr. Fernando Gurrea Casamayor
Subsecretario de Educación y Ciencia
Ministerio de Educación y Ciencia
(Head of Delegation / Jefe de Delegación)

Sra. Consuelo Femenía Guardiola
Subdirectora General de Programas y Convenios Culturales y Científicos
Agencia Española de Cooperación Internacional (AECI)
Ministerio de Asuntos Exteriores y Cooperación

Sra. Inés Sereno
Consejera de Educación
Embajadas de España en Argentina, Chile, Paraguay y Uruguay
Ministerio de Educación y Ciencia de España

Sr. Antonio Prats Marí
Consejero Cultural
Embajada de España en Argentina

Francia

Sr. Jean-Marie Lemogodeuc
Agregado Cultural
Embajada de Francia en Argentina

**C. OBSERVERS FORM NON-MEMBER STATES /
OBSERVADORES DE ESTADOS NO MIEMBROS**

Holy See / Santa Sede

S.E. Mons. Adriano Bernardini
Nuncio Apostólico en Argentina
Argentina
(Head of Delegation / Jefe de Delegación)

Sr. Prof. Alfredo Manuel van Gelderen
Vicedecano de la Facultad de Psicología y Educación de la Universidad Católica de Argentina
Argentina

Turks and Caicos / Turcos y Caicos

The Hon. Dr. Carlton Mills
Minister of Education Health & Youth, Sports & Women's Affairs
Ministry of Education, Youth, Sports, Culture, Arts and Gender Affairs
(Head of Delegation / Jefe de Delegación)

Ms. Sonia Williams
Undersecretary
Ministry of Education, Youth, Sports, Culture, Arts and Gender Affairs

**D. REPRESENTATIVES AND OBSERVERS FROM OTHER ORGANIZATIONS OF
THE UNITED NATIONS SYSTEM /
REPRESENTANTES Y OBSERVADORES DE OTRAS ORGANIZACIONES DEL
SISTEMA DE LAS NACIONES UNIDAS**

*Economic Commission for Latin America and the Caribbean (ECLAC) /
Comisión Económica para América Latina y el Caribe (CEPAL)*

Sr. Martín Hopenhayn
Oficial de Asuntos Económicos
Comisión Económica para América Latina y el Caribe (CEPAL)
Chile

*United Nations International Strategy for Disaster Reduction – ISDR /
Estrategia Internacional para la Reducción de Desastres de las Naciones Unidas – EIRD*

Sra. Margarita Villalobos Mora
Oficial de información Pública
Estrategia Internacional para la Reducción de Desastres de las Naciones Unidas – EIRD

Unidad Regional para las Américas
Panamá

*Pan American Health Organization – World Health Organization – PAHO/WHO /
Organización Panamericana de la Salud – Organización Mundial de la Salud OPS/OMS*

Sr. José Antonio Pagés
Representante
Organización Panamericana de la Salud OPS/OMS
Argentina

*United Nations Children’s Fund – UNICEF
Fondo de las Naciones Unidas para la Infancia –UNICEF*

Sr. Garren Lumpkin
Asesor Regional de Educación
UNICEF – Oficina Regional para América Latina y el Caribe
Panamá

Sra. Anna Lucia D’Emilio
Asesora Regional en Población Excluida
UNICEF – Oficina Regional para América Latina y el Caribe
Panamá

Sra. Elena Duro
Consultora Area de Educación
Oficina de Argentina – UNICEF

*United Nations Development Programme –UNDP /
Programa de las Naciones Unidas para el Desarrollo –PNUD*

Sr. Carlos Felipe Martínez
Coordinador Residente PNUD
Argentina

*United Nations Fund for Population Activities –UNFPA /
Fondo de las Naciones Unidas para Actividades de Población –FNUAP*

Sra. Maria del Carmen Feijoo
Oficial de Enlace
United Nations Population Fund - UNFPA
Argentina

*World Food Programme –WFP) /
Programa Mundial de Alimentos –PMA*

Sr. Jaime Vallaura
Representante PMA
Honduras

**E. OBSERVERS FROM OTHER INTERGOVERNMENTAL ORGANIZATIONS /
OBSERVADORES DE OTRAS ORGANIZACIONES
INTERGUBERNAMENTALES**

*Andrés Bello Convention –CAB– Colombia /
Convenio Andrés Bello –CAB– Colombia*

Sr. Guillermo Soler Rodríguez
Coordinador del Area de Educación
Convenio Andrés Bello (CAB)
Colombia

*European Comision /
Comisión Europea*

Sr. Félix Sabaté
Asesor de Cooperación
Comisión Europea – Delegación en Argentina
Argentina

*Inter-American Development Bank –IDB /
Banco Interamericano del Desarrollo –BID*

Mr. Daniel Malkin
Deputy Manager
Education, Science and Technology Sub-Department
Inter-American Development Bank, USA

*Organization of Ibero-American States for Education, Science and Culture –OEI /
Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura –
OEI*

Sr. Darío Pulfer
OEI – Organización de Estados Iberoamericanos
Argentina

*Latin American Parliament – PARLATINO /
Parlamento Latinoamericano – PARLATINO*

Sr. Alfredo Jiménez Barros
Coordinador Técnico

Responsable Actividades Conjuntas PARLATINO-UNESCO
Parlamento Latinoamericano –PARLATINO
Brasil

*World Bank /
Banco Mundial*

Ms. Emiliana Vegas
Senior Education Economist
World Bank
USA

**F. OBSERVERS FROM INTERNATIONAL NON-GOVERNMENTAL
ORGANIZATIONS/
OBSERVADORES DE ORGANIZACIONES INTERNACIONALES NO
GUBERNAMENTALES**

*Education Internacional –EI /
Internacional de Educación –IE*

Sr. Prof. Francisco Nenna
Secretario de Relaciones Internacionales de la Confederación de Trabajadores de la Educación
(CTERA)
Internacional de la Educación (IE)
Argentina

Sra. Fátima Aparecida da Silva
Vicepresidenta América do Sul
Internacional de la Educación para América Latina (IEAL)
Brasil

*EUROSOCIAL / Centre International d'Etudes Pédagogiques –CIEP
EUROSOCIAL / Centro Internacional de Estudios Pedagógicos –CIEP*

Sra. Annie Blasco
Directora Ejecutiva del Proyecto Eurosocietal Educación
EUROSOCIAL / Centre International d'Etudes Pédagogiques (CIEP)
Ministerio de Educación de Francia
Francia

Sra. Nuria Aligant-Vivanacos
Coordinadora proyectos de cooperación educativa América Latina
EUROSOCIAL / Centre International d'Etudes Pédagogiques (CIEP)
Ministerio de Educación de Francia
Francia

Federación Internacional de Fe y Alegría

Lic. Luis Antonio Carrasco Pacello
Secretario Ejecutivo Federación Internacional
Fe y Alegría
República Dominicana

*Latin American Association of Radio Education –ALER /
Asociación Latinoamericana de Educación Radiofónica –ALER*

Sr. Nestor Busso
Vicepresidente de la Junta Directiva
Asociación Latinoamericana de Educación Radiofónica (ALER)
Ecuador

*Latin American Social Sciences Council /
Consejo Latinoamericano de Ciencias Sociales –CLACSO*

Dr. Emir Sader
Secretario Ejecutivo
Consejo Latinoamericano de Ciencias Sociales –CLACSO
Argentina

Dr. Pablo Gentili
Secretario Ejecutivo Adjunto
Consejo Latinoamericano de Ciencias Sociales –CLACSO
Argentina

International Association for the Evaluation of Educational Achievement –IEA

Dr. Seamus Hegarty
Chairman
International Association for the Evaluation of Educational Achievement –IEA
United Kingdom

**G. OBSERVERS FROM INSTITUTIONS AND FOUNDATIONS /
OBSERVADORES DE INSTITUCIONES Y FUNDACIONES**

*Agencia de Cooperación Internacional del Japón –JICA /
Japan International Cooperation Agency –JICA*

Sr. Toshiaki Furuya
Representante Residente de Oficina de JICA en Argentina
Agencia de Cooperación Internacional del Japón –JICA
Argentina

Sr. Yusuke Tokiwa
Cooperación Técnica en área de Desarrollo Social
Agencia de Cooperación Internacional del Japón –JICA
Argentina

Ms. Tomoko Aoki
Associate Expert in Basic Education Team II, Group I
Human Development Department
Japan International Cooperation Agency –JICA
Japan

Agencia de Noticias por los Derechos de la Infancia –ANDI

Sra. Alicia Cytrynblum
Presidenta
Periodismo Social Asociación Civil
Agencia de Noticias por los Derechos de la Infancia –ANDI
Argentina

Agencia Española de Cooperación Internacional (AECI)

Sra. Margarita Nieto
Directora Nacional del Programa Regional de Mejora de la Calidad Educativa en Guatemala
Agencia Española de Cooperación Internacional –AECI/CECC
Guatemala

Alfabetização Solidária

Sra. Regina Célia Esteves de Siquiera
Superintendente Ejecutiva
Alfabetização Solidária
Brasil

Sr. Daniel Augusto Fürst Gonçalves
Director del Departamento de Relaciones Internacionales y Gubernamentales
Alfabetização Solidária, Brasil

Asociación Civil Conciencia

Sra. Rocío Giacone
Subdirectora de Programas
Argentina

Asociación para el Crecimiento Educativo

Dr. Horacio Ademar Ferreyra
Vocal

Asociación para el Crecimiento Educativo
Argentina

Ayuda en Acción

Sr. José Rivero
Asesor
Ayuda en Acción
Perú

British Council

Sr. John Knagg
Director
British Council-Chile
Chile

Sra. Angélica María Careaga Mercadillo
Directora de Educación
British Council-México
México

Campaña Latinoamericana por el Derecho a la Educación

Sr. Camila Croso
Coordinadora
Brasil

Centro Latinoamericano de Aprendizaje y Servicio Solidario - CLAYSS

Sra. Graciana G. de Gaona
Directora Ejecutiva
CLAYSS – Centro Latinoamericano de Aprendizaje y Servicio Solidario
Argentina

Colectivo de Educación para Todos y Todas de Guatemala

Sr. Víctor Armando Cristales Ramírez
Coordinador
Colectivo de Educación para Todos y Todas de Guatemala
Guatemala

Colegio de las Américas –COLAM

Sra. Amparo Ghio
Coordinadora COLAM Cono Sur
Organización Universidad Interamericana

Argentina

Confederación de Educadores Americanos –CEA

Sr. Fernando Rodal Mc Lean
Secretario General
Confederación de Educadores Americanos –CEA
Uruguay

Mtra. Elba Esther Gordillo Morales
Presidenta del Consejo Ejecutivo y Asesor de la CEA
Confederación de Educadores Americanos – CEA – SNTE
México

Dra. Elsa Espinosa Chamorro
Directora General Relaciones Internacionales y Protocolo
Confederación de Educadores Americanos – CEA – SNTE
México

Dr. Manuel Gomora
Asesor Educativo
Confederación de Educadores Americanos – CEA – SNTE
México

Mtro. Xavier Nava Palacios
Director de Planeación
Fundación para la Cultura del Maestro
Sindicato Nacional de Trabajadores de la Educación – SNTE
México

Dr. Emilio Zebadúa González
Presidente
Fundación para la Cultura del Maestro
Sindicato Nacional de Trabajadores de la Educación – SNTE
México

Consejo de Educación de Adultos de América Latina (CEAAL)

Sr. Francisco Cabrera
Coordinador Regional para Centro América y miembro del Comité Directivo
Consejo de Educación de Adultos de América Latina – CEAAL
Guatemala C.A.

Consejo Nacional de Educación (Perú)

Sra. Patricia Salas O'Brien
Presidenta

Consejo Nacional de Educación del Perú
Perú

Consejo Nacional de los Jóvenes A.C.

Sr. Octavio García Ramírez
Presidente de la Comisión de Relaciones Exteriores
Consejo Nacional de los Jóvenes A.C.
México

Sr. Oscar Pérez Márquez
Presidente Filial Hidalgo
Consejo Nacional de Jóvenes A.C.
México

Corporación Andina de Fomento –CAF

Sr. Bernardo Requena
Director de Desarrollo Social
Corporación Andina de Fomento –CAF
Venezuela

C.R.I.He.Fi.

Sr. Antonio Domingo Drago
Presidente
C.R.I.He.Fi.
Argentina

Deutsche Gesellschaft für Technische Zusammenarbit (GTZ) Germany / Alemania

Dr. Roland Baecker
Coordinador de Programa
Programa de Educación Básica – PROEDUCA Cooperación Técnica Alemana - GTZ
Perú

FOC

Sra. María Teresa Tenaglia
Referente Lomas de Zamora
FOC
Argentina

FORGA

Sr. Gustavo Gioseffi
Presidente

FORGA
Argentina

Foro del Sector Social

Sra. Genoveva Teresa Barsanti
Coordinadora Comisión de Educación
Foro del Sector Social
Argentina

Foro Latinoamericano de Políticas Educativas – FLAPE

Sr. Pablo Venegas Cancino
Coordinador General
Foro Latinoamericano de Políticas Educativas – FLAPE
Chile

Sr. Miguel Angel Rodríguez
Coordinador Nacional FLAPE
Observatorio Ciudadano de la Educación
México

Foro Nacional Educación de Calidad para Todos

Sr. Guido Flamey
Secretario Ejecutivo
Foro Nacional Educación de Calidad para Todos
Chile

Fundación del Viso

Sra. Elizabeth Wanger
Directora Ejecutiva
Fundación del Viso
Argentina

Fundación Cimientos

Sra. Mariana Fonseca
Asesora del Consejo de Administración
Fundación Cimientos
Argentina

Fundación de Organización Comunitaria –FOC

Sra. Elisa Juana Schoijet P.
Socia Fundadora – Miembro Honoraria del Consejo del Board

Fundación de Organización Comunitaria - FOC
Argentina

Fundación Santillana

Sra. Carmen Ureña Lara
Directora de Proyectos Institucionales del Grupo Santillana
Fundación Santillana
España

Fundación SES

Sr. Alberto César Croce
Director Ejecutivo
Fundación SES
Argentina

Instituto Ayrton Senna (Brazil / Brasil)

Sra. Tatiana Filgueiras
Gerente de Avaliação e Desenvolvimento
Instituto Ayrton Senna
Brasil

Internacional Development Research Centre –IDRC

Ms. Alicia Richero
Senior Programme Officer
International Development Research Center –IDRC
Latin America and the Caribbean Office –LACRO
Uruguay

Kapelusz Editora

Sr. Carlos Martín Colombo
Gerente de Relaciones Institucionales
Kapelusz Editora
Grupo Editorial Norma – Carvajal S.A.
Argentina

MEGCABA

Sr. Alberto O. De Biase
Supervisor Escolar
MEGCABA/ME
Argentina

Ministerio de Educación de Argentina (no miembros de la delegación)
Ministry of Education, Argentina (non delegation members)

Sra. Alicia Masautis
Ministerio de Educación

Sr. Horacio Mario Molina
Auditor Interno Titular
Unidad de Auditoría Interna
Ministerio Educación

Sra. Nélide Scandroglío
Supervisora Adjunta Area Primaria
Ministerio de Educación Gobierno Ciudad de Buenos Aires

Organización Universitaria Interamericana

Sr. Gabriel García Torres
Secretario General
Universidad Técnica Particular de Loja
Ecuador

Plan Internacional

Sr. Rodrigo Bustos
Representante del Director Regional
Plan Internacional – Oficina Regional para las Américas
Chile

Sra. Sandra Cusato
Asesora Regional de Educación
Plan Internacional – Oficina Regional para las Américas
Chile

Revista Nova Escola

Sr. Gabriel Pillar Grossi
Director de Redacción
Revista Nova Escola
Brasil

Universidad Nacional de General Sarmiento

Sra. Paula Pogré
Investigadora Docente
Universidad Nacional de General Sarmiento
Argentina

Universidad del Museo Social Argentino

Sr. Rafael Omar Cura
Profesor Titular Cátedra “Política y Legislación Educativa”
Investigador en Políticas Educativas en América Latina y Rep. Argentina
Universidad del Museo Social Argentino
Argentina

**H. SECRETARIAT OF THE MEETING /
SECRETARIA DE LA REUNION**

*UNESCO Paris /
UNESCO París*

Mr. Koïchiro Matsuura
Director-General

Mr. Oskar Klingl
Executive Assistant Deputy Director-General DDG/SEC

Ms. Ana Luiza Machado
Deputy Assistant Director-General for Education - DADG/ED/EPM

Mr. Víctor Sologaistoa
Chief Latin America and Caribbean Section - ERC/RMS/LAC

Ms. Mami Umayahara
Regional Desk Officer for Latin America and the Caribbean
Education Sector – ED/EO/CTP

Ms. Cécile Duvelle
Executive Officer/French Speechwriter – ODG/RED

Mr. Kishore Singh
Programme Specialist, Responsible for the Right to Education
Division of Basic Educación

Sra. Neda Ferrier
Proyecto Villa Ocampo
Argentina

Ms. Lucía Iglesias Kuntz
Assistant Editor –Editorial and New Media Section – BPI/ENM

*UNESCO Bureau and Institutes in Latin America and the Caribbean /
Representaciones de la UNESCO en América Latina y el Caribe*

Sr. Vincent Defourny
Representante a.i.
UNESCO Brasilia
Brasil

Sra. Marilza Regattieri
Coordinadora Interina de Educación
UNESCO Brasilia
Brasil

Sr. Wolfgang Reuther
Director de Oficina y
Representante para Centroamérica y México
UNESCO San José
Costa Rica

Sra. Cristina Linaje
Oficial Encargada del Sector Educación
UNESCO San José
Costa Rica

Sr. Herman Van Hooff
Director y Representante
UNESCO/La Habana
Cuba

Sra. Katherine Grigsby
Representante
UNESCO Guatemala
Guatemala C.A.

M. Jorge Espinal
Représentant
UNESCO Puerto Príncipe
Haiti

M. Julien Daboué
Chef d'Education
UNESCO Puerto Príncipe
Haiti

Mr. Kwame Boafo
Director
UNESCO Kingston
Jamaica

Mr. Paolo Fontani
UNESCO Kingston
Jamaica

Sr. Luis Tiburcio
Director
Representación UNESCO México
México

Sra. Katherine Muller-Marin
Representante
UNESCO Lima
Perú

Sr. Jorge Grandi
Director Oficina Regional de Ciencia y Tecnología
UNESCO Montevideo
Uruguay

Sra. María Paz Echeverriarza
Oficial Profesional del Programa
UNESCO Montevideo
Uruguay

***Other UNESCO Bureau and Institutes /
Otras Oficinas e Institutos de UNESCO***

Sra. Margarita Poggi
Directora
IIPE – Buenos Aires
UNESCO International Institute for Educational Planning - IIEP
Argentina

Sra. Inés Aguerro
Coordinadora de la Unidad de Formación
IIPE – Buenos Aires
UNESCO International Institute for Educational Planning – IIEP
Argentina

Sra. Laura Fumagalli
Coordinadora de Proyectos de Desarrollo Educativo Local

IPE – Buenos Aires
UNESCO International Institute for Educational Planning – IIEP
Argentina

Sr. Alejandro Morduchowicz
Consultor
IPE – Buenos Aires
UNESCO International Institute for Educational Planning – IIEP
Argentina

Sr. Nerio Neirotti
Coordinador de Programas/Proyectos de Evaluación
IPE – Buenos Aires
UNESCO International Institute for Educational Planning – IIEP
Argentina

Sra. Marisol Paredes
Responsable de Administración
IPE – Buenos Aires
UNESCO International Institute for Educational Planning – IIEP
Argentina

Sr. Emilio Tenti Fanfani
Coordinador Area de Diagnóstico y Política Educativa
IPE – Buenos Aires
UNESCO International Institute for Educational Planning – IIEP
Argentina

Mr. Hendrik Van der Pol
Director
UNESCO Institute for Statistics
Canada

Ms. Ulrike Hanemann
Senior Programme Specialist
UNESCO Institute for Lifelong Learning – UIL
Germany

Ms. Clementina Acedo
Director
UNESCO International Bureau of Education
Suisse

Mr. Renato Operti
Programme Specialist
International Bureau of Education - IBE
Suisse

Sra. Ana Lúcia Gazzola
Directora
Instituto de la UNESCO para la Educación Superior en América Latina y el Caribe -
IESALC/UNESCO
Venezuela

Sr. José Antonio Quintero
Asistente en las Relaciones con los Estados Miembros y Asistente de la Dirección
Instituto de la UNESCO para la Educación Superior en América Latina y el Caribe - IESALC/
UNESCO
Venezuela

OREALC/ UNESCO Santiago

Enrique Delpiano 2058, Providencia
Casilla 127 Correo 29
Código Postal 6651692
SANTIAGO, Chile
Tel. (56-2) 655.1050
Fax (56-2) 655.1046, 655.1047
E-mail: unesco@unesco.cl

Sra. Rosa Blanco
Directora OREALC/UNESCO Santiago

Sr. Alfredo Astorga
Especialista OREALC/UNESCO Santiago

Sr. César Guadalupe
Asesor Regional UIS/UNESCO Santiago

Sra. María Luisa Jáuregui
Especialista OREALC/UNESCO Santiago

Sra. Beatriz Macedo
Especialista OREALC/UNESCO Santiago

Sra. Magaly Robalino
Especialista OREALC/UNESCO Santiago

Sr. Alfredo Rojas
Especialista OREALC/UNESCO Santiago

Sr. Vicente Vidal
Oficial Administrativo OREALC/UNESCO Santiago

Sr. Gastón Valdivieso
Asistente Administrativo OREALC/UNESCO Santiago

Sr. Marcelo Avilés
Encargado de Publicaciones OREALC/UNESCO Santiago

Sra. Carolina Jerez
Publicaciones OREALC/UNESCO Santiago

Consultores

Sr. Ricardo Cuenca
Consultor OREALC/UNESCO Santiago

Sr. Ricardo Hevia
Consultor OREALC/UNESCO Santiago

Sra. Carolina Hirmas
Consultora OREALC/UNESCO Santiago

Sr. Javier Murillo
Consultor OREALC/UNESCO Santiago

Sra. Libe Narvarte
Consultora OREALC/UNESCO Santiago

Sra. Paz Portales
Consultora OREALC/UNESCO Santiago

Sr. Daniel Taccari
Consultor OREALC/UNESCO Santiago

Sra. Lilia Toranzos
Consultora OREALC/UNESCO Santiago

Sra. Usune Zuazo
Consultora OREALC/UNESCO Santiago

Secretarias

Sra. María del Carmen Bas (OREALC/UNESCO Santiago)
Sra. Loreto Bilbao (OREALC/UNESCO Santiago)
Sra. Marcela Copetta (OREALC/UNESCO Santiago)
Sra. María de los Angeles Zamorano (OREALC/UNESCO Santiago)

*Ministry of Culture and Education, Argentina /
Ministerio de Educación y Cultura de Argentina*

Sra. Juliana Burton
Coordinadora Comisión Nacional Argentina para la UNESCO

Sr. Oscar Moreyra
Comisión Nacional Argentina para la UNESCO

Sr. Gonzalo Ruiz Moreno
Comisión Nacional Argentina para la UNESCO

Sra. Florencia Buonomo
Comisión Nacional Argentina para la UNESCO

Sra. Silvia Ferraris
Comisión Nacional Argentina para la UNESCO

Sra. Florencia Noya Dive
Comisión Nacional Argentina para la UNESCO

Sra. Hanna Hellenbroich
Pasante Secretaría

Sr. Claudio Fariña
Traslados

Sr. Ignacio Frutos
Traslados

Sr. Ignacio Balard
Traslados

Sra. Elsa Oshiro
Traslados

Sr. Marcelo Federico
Traslados

Sra. Marcela Prieto
Secretaría

Sra. Natalia Carfi
Secretaría

Sra. Claudia Sanguino
Traslados

Sr. Víctor González Prandi
Traslados

Sra. Alicia Del Gesso
Coordinadora de la Dirección Nacional de Cooperación Internacional de Argentina

Sra. Liliana Mary
Coordinadora General de Eventos

Sra. Inés Rodríguez Caillava
Responsable alumnos PEA

Sra. Silvina Seijas
Prensa

Sra. Alejandra Queralt
Ceremonial del Sr. Ministro

Sra. Inés Yoffé
Ceremonial del Sr. Ministro

Sra. María Lucila Landa
Ceremonial del Sr. Ministro

Sra. Nelly Meda
Apoyo Administrativo

Sr. Gonzalo Ignacio Villarreal-Mary
Colaborador

Sra. Jimena Cajica Vázquez
Colaboradora

***Pasantes de “La Suisse”-CEPEC (asistentes) /
Interns of “La Suisse”-CEPEC (assistants)***

Profesora: Cecilia González

Pasantes:
Esteban Bondaruk
Valeria Mazzocchi
Rocío Silva
Romina Ayala
Lidia Giménez
Gonzalo Profitos

***Translators and Interpreters /
Traductores e Intérpretes***

Traductores

Sra. Bettina Acher
Sra. Alicia Merli

Intérpretes

Sr. Etienne van Dam
Sra. Roxana Vasquez
Sra. Florencia Rodríguez
Sra. Diana Merchant
Sra. Aurélie Pinzon
Sra. Marilia Rebello
Sr. William Gallagher
Sra. Laura Salvatori
Sra. Victoria Massa

***Security /
Seguridad***

Sr. Francisco Lagos
Seguridad PNUD

Sr. César González
Seguridad PNUD

Sra. Geraldine Watson
Seguridad PNUD