

Teaching and Learning in the E2030 Agenda *Policy Dialogue*

Raul Prebisch Conference Room
Economic Commission for Latin America and the Caribbean, ECLAC
9 – 11 August 2016, Santiago, Chile

Background

The UNESCO Regional Bureau for Education in Latin America and the Caribbean, (OREALC/UNESCO Santiago) and the Center for Improvement, Experimentation and Pedagogical Research of the Ministry of Education of Chile, are organizing this meeting in the context of the 2030 Education Agenda (E2030) and its Framework for Action, adopted in November 2015.

The E2030 aims at achieving SDG-4 of the 17 Sustainable Development Goals (SDGs) to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

In the Lima Declaration, adopted in October 2014, the Ministers of Education from the region reaffirmed that education is a "fundamental human right, a basis for guaranteeing the realization of other rights, and essential for peaceful and inclusive, equitable and sustainable growth and prosperity in the LAC region". They also acknowledged that inequality is the main challenge in the region, and established a guiding principle for action until 2030 that is "to contribute to reducing inequality and poverty through inclusive quality education and lifelong learning for all, valuing the cultural diversity of the region".

The meeting in Santiago provides a unique opportunity for political will and technical capacities to advance the Right to Education, namely the right to learn for achieving a just and sustainable development for all.

The E2030 Agenda

The SDG 4 includes a renewed focus on effective learning and on the acquisition of skills relevant to sustainable development. It brings forward considerations on the relevance and significance of these learnings, both in terms of professional skills and techniques for a decent work and for a global citizenship.

This approach requires a review of curricular frameworks, teaching and learning contents, pedagogy, teaching practices in the classroom and means of evaluations, highlighting key issues such as teacher training, professional development, leadership and management.

The implementation of SDG-4 calls for innovative ways on the use of evaluations of learning outcomes in order to validate knowledge, skills and competencies, while considering the perspective of students and education communities. This implies greater flexibility in evaluation practices.

The SDG-4 also calls for strategies to attract and motivate the best candidates to teach and ensure they will be positioned where they are most needed. Countries should approve legislation and design policies to ensure adequate training and professional development. Likewise, mechanisms for social dialogue with teachers and their representative organizations should be strengthened, thus guaranteeing their full participation in the development, implementation, monitoring and evaluation of education policies.

Technical instruments for the countries

To support the improvement of decision-making in education, UNESCO has designed two technical instruments: the Latin American Laboratory for the Assessment of Quality of Education (LLECE), and the Regional Strategy on Teachers (RST).

The former is a regional network of national directors of education assessment aimed to introduce new approaches in the assessment of quality education and promote education change for improved student learning. Its most recent study is the TERCE. The latter contributes with analytical studies and disseminates demonstrated practices for the development of improved policies on the teaching profession in the countries.

Both instruments contribute to the implementation of the E2030 Agenda and thus to the regional advance in the realization of the right to inclusive quality education for all.

Participants

Vice-Ministers of Education and high level decision makers working in the fields of learning assessment and teachers have been invited. In addition, a team of researchers and international experts have also been invited for technical conferences.

Objective of the meeting

Through policy dialogue on teaching and learning, the objective of the meeting is to share and disseminate latest information, experiences and contributions, and address the challenges of the region in these areas, bearing in mind the implementation of the E2030 Agenda.

Specific results are:

- In the areas of teaching and learning the participants will: a) be updated on recent research findings and information; b) be given evidence-based guidance for decision-making; c) identify specific technical assistance from UNESCO in their countries.
- Consensus on the contents of a regional document on teaching, learning, quality of education and evaluation, with a view to implementing the E2030 Agenda in the region.

Topics for discussion

I. Education and learning: skill for today's world.

(Panel 1 and 3; The Brookings Institution conference, videoconference)

The E2030 Agenda builds upon the six goals of the previous “Education for All 2000-2015” cycle while addressing new challenges up to 2030, particularly focusing on lifelong learning. This entails a broader view of education, beyond the school system, which considers educational environments that promote learning opportunities everywhere, at all times and in many forms.

The E2030 Agenda entails a perspective of learning that considers, alongside core competences, skills, attitudes, knowledge and values consistent with the sustainable development of the region.

II. A multidimensional perspective of quality education

(Panel 2 and 5)

The concept of quality of education is not static or one-dimensional. In 2007 the Ministers of Education of the region adopted five dimensions to define the quality of education: equity, relevance, pertinence, effectiveness and efficiency. The E2030 Agenda recognizes the value of assessments and the challenges ahead to achieve progress in these five dimensions.

III. Education for global citizenship within the framework of E2030

(Panel 2 and 3)

Global Citizenship Education (CGED) is a strategic working area, based on lifelong learning. It seeks to provide children and youth with knowledge on human rights, social justice, diversity, gender equality and environmental sustainability concepts, to achieve just, peaceful and sustainable societies.

UNESCO has commissioned the International Association for the Evaluation of Educational Achievement (IEA), through the International Study of Civic and Citizenship (ICCS), to conduct research on how well prepared young people are to take upon their role as citizens, by looking into their levels of civic awareness, willingness to relate to issues in this area and the adequate fields of learning.

IV. State-of-the-art on teacher policies in the region: criteria and guidelines for developing teacher policies (Panel 4 and ICTs)

The work of the RST on teacher policies focuses on four key areas:

- Pre-service teacher training
- In-service training and professional development
- Teacher career and working conditions
- Institutions and processes of teacher policies, including teacher organizations.

Additionally, other themes will be addressed:

- Analysis and guiding criteria on public policies in early childhood education
- An analysis of the policies and learning opportunities offered by higher education institutions to future basic and secondary teachers in areas such as civic and citizenship education
- A study on the situation of the teaching careers in the region, focused on the enhancement of the teaching profession
- What role for teachers in ICTs for learning

V. Increasing support for teachers: the Inter-American Teacher Education Network (RIED)

(presentation on day 2 pm)

As part of the cooperation between the Organization of American States (OAS) and UNESCO Santiago, joint efforts have been made to strengthen the capacities of the teachers in the region.

The RIED, a regional entity that collects experiences and knowledge on teachers, will present its work, seeking to generate debate on topics of interest for the teacher community as well as stakeholders in the education sector.

VI. TERCE Thematic report on teachers - Third and sixth grade teachers in LAC: features, perceptions and relation with students' learning

(Presentation on day 2 pm)

This report serves two purposes:

- To provide knowledge on the features and perceptions of teachers that are relevant to education policy; and
- To understand how these features and perceptions relate to the levels of students' learning.

VII. A proposal to reform the teaching career in Chile

(Presentations on day 3 am)

One of the main aspects of the current education reform in Chile is the revision of the teacher training processes. The Ministry of Education in Chile has developed a proposal on the teaching career based on four pillars: a) new requirements for the admission to teacher training; b) compulsory accreditation of universities offering the training; c) new conditions for pre-service teacher training; d) assessments to improve continuing teacher training.

Other conditions such as the induction and mentoring of new teachers, the increase of the number of hours for preparation, and higher wages are also considered and adapted to the new education needs.

The contents and findings presented and discussed during this meeting will serve as the basis for a regional document that will help guiding the implementation of E2030 in Latin America and the Caribbean, particularly in the areas of teachers, learning, quality education and assessment. This document, presently under preparation, will be presented at the next regional Ministerial meeting, to be held in Argentina in January 2017.

