

FIRST INTERGOVERNMENTAL MEETING
OF THE REGIONAL EDUCATION PROJECT
FOR LATIN AMERICA AND THE CARIBBEAN

ED-PRELAC I

HAVANA, CUBA, 14-16 NOVEMBER 2002

Final Report

UNESCO

CONTENTS

SUMMARY		5
INTRODUCTION		7
	Meeting background and preparation	7
	Organization and scope of the meeting	7
	Organization of meeting deliberations	8
	Conference opening session	8
	Conference closing session	9
PART I	CONTEXT OF THE REGIONAL EDUCATION PROJECT FOR LATIN AMERICA AND THE CARIBBEAN (PRELAC)	11
	Round-table sessions:	
	a) The meaning of education and the economic, social and cultural context of the Regional Project	11
	b) The role of teachers and schools from the perspective of the Regional Project	12
PART II	PRESENTATION AND DISCUSSION OF THE REGIONAL EDUCATION PROJECT (PRELAC)	15
	a) Synthesis of the Cochabamba Declaration and the complementary relation between PRELAC and the Education For All Framework for Action	15
	b) Presentation of PRELAC	16
	c) General discussion of the PRELAC proposal	16
PART III	PROJECT FOLLOW-UP MODEL	19
	a) Proposal for monitoring the Regional Education Project within the countries of the region	19
	b) International cooperation in Education	21
PART IV	THE HAVANA DECLARATION	27
PART V	REGIONAL EDUCATION PROJECT (PRELAC) AND FOLLOW-UP MECHANISMS	31
PART VI	STATUTE AND REGULATIONS OF PRELAC	75

APPENDICES

I. Daily agenda	87
II. Speeches delivered at the opening, the beginning of the plenary	91
III. List of documents	101
IV. Meeting rules	103
V. List of participants	109

SUMMARY

The First Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean was held in Havana on 14-16 November 2002. UNESCO Director -General in compliance with the Approved Programme and Budget for the period 2002-2003, convened the meeting following the generous invitation of the government of Cuba.

Delegations headed by Ministers of Education, Deputy Ministers or Secretaries of State, represented 29 Member States and 4 Associated States in the Region. Attendance by Member States of other regions was also significant, as was that of UN agencies, intergovernmental and non-governmental organizations, as well as representatives of institutions and foundations.

At this meeting, the Ministers of Education and/or their representatives discussed and approved the Regional Education Project for Latin America and the Caribbean, the follow-up mechanisms that will remain in force until 2015, and the Project statutes and rules.

This document is divided into six parts. The first of them, entitled "Placing the Regional Education Project (PRELAC) Into Context" deals on the one hand with the meaning of education as reported to UNESCO in the document "Learning: the Treasure Within", and the economic, social and cultural context of the region and the development of education with special reference to equity; and on the other hand it treats the role of teachers and schools from the perspective of the Regional Education Project.

The second part, "Presentation and Discussion of the Regional Education Project (PRELAC)" provides a summary of the Cochabamba Declaration and the complementary relation between PRELAC and the Education For All framework for action. This part presents the contents of PRELAC as well as the results derived from discussion of the proposal.

The third part, "Project Follow-up Mechanisms" presents a proposal for follow-up of the Regional Education Project within countries and in the region. This section includes the initiatives and programmes international and regional cooperation agencies have designed aimed at attaining quality education for all.

Parts 4, 5 and 6 reproduce the Havana Declaration, the Regional Education Project, PRELAC and its Follow-up Mechanisms respectively. Finally, the PRELAC Statute and Regulations are included.

INTRODUCTION

Meeting Background and Preparation

In response to a request by the ministers of education attending the Seventh Meeting of the Intergovernmental Regional Committee of the Major Education Project in Latin America and the Caribbean, held in Cochabamba, Bolivia, between March 5-7, 2001, UNESCO drew up a 15- year Regional Education Project reflecting both the basic elements of the Cochabamba Declaration and the recommendations emerging from that meeting.

It should be noted that once the initial proposal was developed, in order to obtain the largest possible number of contributions and comments, UNESCO launched a public, open regional consultation via the Internet. The web site was visited by 8,000 people in 19 countries, and received 204 contributions from various individuals and institutions. Subsequently, following revision of the original proposal, a meeting of Deputy Ministers, all members of the Executive Board of PROMEDLAC VIII: Bolivia, Costa Rica, Cuba, Mexico, Panama and Chile (invited as the host nation) further enriched the proposal. The meeting was held in Santiago de Chile in August 2002. UNESCO also drew up the Regional Education Project Monitoring and Follow-up documents, the Statute and Rules of the Regional Education Project, and convoked a First Intergovernmental Meeting for review and approval of the Project.

Organization and scope of the meeting

At the generous invitation of the Cuban government, UNESCO organized the First Intergovernmental Meeting on the Regional Education Project in Havana, Cuba, held from November 14-16 2002.

The Member States and Associated States sent delegations headed by ministers of education, deputy ministers or secretaries of state. The meeting was attended by observers from Member States of other regions, representatives of organizations within the UN system, observers from intergovernmental organizations and international NGOs, as well as heads and representatives of various institutions and foundations. The complete list of participants may be found in Appendix IV.

Meeting participants studied and approved the Regional Education Project for Latin America and the Caribbean, and its Follow-up Mechanisms that will be in place through 2015, as well as the Project Statute and Regulations.

Round-table conferences were organized in order to to define the context of the Regional Education Project (PRELAC). These were attended by regional and international specialists and by representatives of international agencies and the Cuban Ministry of Education. These sessions analyzed possible political, social, economic and cultural scenarios wherein the Project might to unfold. Additionally, an International Cooperation Round Table was organized at which international agencies presented the activities they carry out within the follow-up framework of the Education For All action plan adopted in Dakar, Senegal, in 2001.

In addition, and as parallel activities to the First Intergovernmental Meeting of the Regional Education Project, visits were made to several Cuban schools.

Organization of meeting deliberations

The Ministers of Education and Heads of Delegations attending the First Intergovernmental Meeting on the Regional Education Project met in closed session under the initial chairmanship of Dr. Astrid Fischel Volio, Minister of Education of Costa Rica, as a member of the Executive Committee of PROMEDLAC VII. At this session, Luis Ignacio Gómez Gutiérrez, Cuba's Minister of Education, was unanimously elected to chair the Havana conference. The Executive Board was subsequently appointed as follows:

Chairperson:	Luis Ignacio Gómez Gutiérrez, Minister of Education of Cuba
First Deputy Chairperson:	Cecilia María Vélez White, Minister of Education of Colombia
Second Deputy Chairperson:	Dr. Astrid Fischel Volio, Minister of Education of Costa Rica
Third Deputy Chairperson:	Martin Baptiste, Chief Education Officer, Ministry of Education of Grenada
Fourth Deputy Chairperson:	Doctor Henry Jeffrey, Minister of Education of Guyana
Secretary (final report)	Dr. Gerardo Ayzanoa del Carpio, Minister of Education of Peru

The Meeting Rules were then duly approved.

Conference Opening Session

The first session of the Intergovernmental Meeting of the Regional Education Project was inaugurated by Sir John Daniel, Assistant Director General for Education of UNESCO. In his opening speech Mr. Daniel underlined the importance of Education For All, its history, progress, and future within the regional framework. He also mentioned the legacy of José Martí, teacher of the Americas, and of Amartya Sen, Economics Nobel Prize winner in Economics, thus relating education to human rights, freedom, and development.

UNESCO's Assistant Director General for Education described the objectives of Education For All, as well as the results of the 2002 Follow-Up Report of Education For All, published in London on November, 13, 2002, and which will be discussed by the High-level Group in Abuja, Nigeria during the week of November 18th . In the opinion of Sir John Daniel, and compared with the 2001 report, this recent report signals a major step forward, both in terms of scope and depth.

It should be noted that the Assistant Director General for Education presented PRELAC as an activity complementary to the Education For All movement, since it has adopted EFA's quantitative targets while specifying five key priorities for education policies.

Thereafter, Luis Ignacio Gómez Gutiérrez, Minister of Education of Cuba, welcomed the participants. He began his remarks by placing the region's complex social, political, economic, and educational panorama in context. He highlighted Cuba's situation and its progress in the field of education, despite the various difficulties his nation has undergone. He also mentioned the help in the form of study grants and technical advice that the Cuban Government has provided to other countries in the region. In closing, Mr. Gutiérrez recalled the King Sejong honourable mention awarded to Cuba in recognition of the country's efforts in a "literacy through radio" project launched jointly with the government of Haiti in that country. This experience, he concluded, is available to all countries.

Conference Closing Session

Before the beginning of the closing session, the Statute and Rules of the Regional Education Project (PRELAC), as well as its Follow-Up Mechanisms, and the Havana Declaration were presented and approved.

These discussions were presided over by Sr. Martín Baptiste, Chief Education Officer of Granada, and Third Deputy Chairperson of the Conference; by Dr. Henry Jeffrey, Minister of Education of Guyana and Fourth Deputy Chairperson of the Conference, and by Luis Ignacio Gómez Gutiérrez, Minister of Education of Cuba, and Chairperson of the Conference.

The closing session featured the presence of Commander in Chief and President of the Republic of Cuba, Fidel Castro Ruz, Party Member José Ramón Balaguer Cabrera, of the Assistant Director General for Education of UNESCO, Sir John Daniel, the Minister of Education of Cuba, Luis Ignacio Gómez Gutiérrez, the Minister of Higher Education of Cuba, Fernando Alegría; the Director of the UNESCO Regional Office of Education Ana Luiza Machado, and the Director of the UNESCO Regional Office of Culture, Francisco Lacayo.

The session was begun by Dr. Gerardo Ayzanoa del Carpio, Minister of Education of Peru who, as *Rapporteur* for the Conference Final Report, talked briefly of the importance of the five strategic focuses of PRELAC for insertion, with leadership, of the countries of Latin America and the Caribbean in to the process of globalization. He also emphasized the follow-up aspects of the project, which will make it possible to have bases for comparison, and of the importance of this for Latin American and Caribbean identity.

This presentation was followed by farewell speeches by the Assistant Director General of Education of UNESCO and by the Minister of Education of Cuba. Sir John Daniel praised the achievements of Cuba in the field of education, considering the difficult conditions, and underlined the good will of the government and the dedication of the Cuban people in achieving such results. Mr. Luis Ignacio Gómez Gutiérrez defined as vital the documents approved during the

meetings, given that the peoples of the Americas expect effective solutions and answers in the coming years.

The closing session ended with a speech by Commander in Chief and President of the Republic of Cuba, Fidel Castro Ruz, who spoke about current education reforms in his country, which aim at raising the quality of primary schooling, using larger doses of goodwill than economic resources, and with the goal of achieving a comprehensive general culture. Thus, he referred to achievements obtained and recognized in the study carried out by the UNESCO Latin American Laboratory for Assessment of the Quality of Education. The results of the study are not only a source of pride; they are a reason for concern as well, given the obstacles that most countries in the region need to overcome, and less so the English-speaking countries of the Caribbean, which having surprisingly high levels of education.

On the other hand, he declared that the sectors of health and education are the most impacted by a lack of economic resources, emphasizing that “only education can save the world”. In this sense, Mr. Castro underlined the importance of fostering the values of solidarity, domestically, abroad, and toward friendly countries. He spoke of the successes achieved in education after the Cuban revolution, inspired by the words of José Martí: “without culture, freedom is not possible”.

Furthermore, Mr. Castro outlined the efforts that Cuba is making in order to revolutionize the teaching system at the secondary school and university levels. Within this context, he stated that, using study and work grants, the goal is to offer coverage to young people who have finished the 9th grade, opening up training for new professional careers such as social work, art instruction, or sports. He also mentioned the creation of computer laboratories, the utilization of audiovisual media such as radio, television, video, print, and the establishment of public libraries as well as other special media aimed at fostering the universal access to higher education.

In closing his remarks, Mr. Castro cited UNESCO as a valuable partner in the search for higher quality education for all and congratulated the participants on the results achieved at the Havana Meeting.

PART I

**CONTEXT OF THE REGIONAL EDUCATION PROJECT FOR
LATIN AMERICA AND THE CARIBBEAN (PRELAC)**

- a) *The meanings of education and the economic, social, and cultural contexts of the Regional Project*

The Honorable Rudolph Greenidge, Minister of Education, Youth Affairs, and Sports of Barbados, served as the coordinator for the first round table of the day.

The first presentation, “The meanings of education according to the UNESCO report ‘Learning: The Treasure Within’”, was made by Mr. Roberto Carneiro, member of the International Commission on Education for the 21st Century, headed by Jacques Delors.

In his remarks, Mr. Carneiro referred to the four pillars of education and their relation to the six kinds of teleological and transverse learning: learning the meaning of life, learning to acquire information, learning to form an identity, and learning to build knowledge. He stated that education should be inclusive, and be aimed towards solidarity and justice as practiced on a day-to-day basis. He noted that we learn in a variety of different places and in a comprehensive manner, overcoming the fragmented nature of reality.

Learning serves a diversity of needs and at the same time is a lifelong process. Teachers are at the center (or are in the vanguard) of the learning society. Thus, they will need to develop cognitive strategies. At the same time, he explained that teaching is not finite, but rather elastic, expandable and eminently social in nature. Every school or university is an institution that learns. Everyone can learn and grow at the same time.

He concluded by emphasizing that education is not only a factor, but also a goal of development.

The second presentation, “The economic and social context of the region and the development of education”, was given by Mr. Rolando Franco, Director of the Social Development Division of ECLAC. Mr. Franco spoke about the current situation in the region, in which the worrisome signs of an economic downturn in the latter half of the 90s have been maintained and further aggravated as a result of the international scenario. At the same time, he noted that the international situation contributes to, but does not determine, the situation of the region itself. Latin America and the Caribbean have a certain degree of freedom to undertake public policies aimed at improving this situation.

In his presentation, Mr. Franco used the variable of employment, which is considered the hinge around which move economic and social factors. Consequently, he argued, the main cause of poverty is very much related to unemployment and underemployment.

He referred to the Goals of the Millennium Summit, where it was agreed that extreme poverty must be reduced by the year 2015. ECLAC maintains that this goal is feasible for the countries of Latin America and the Caribbean, emphasizing the difficulty of eradicating poverty completely, and insisting on the need for efforts to achieve a more equitable distribution of income.

The third presentation, "Equity in education", was given by the Honorable Luis Gómez Gutiérrez, Minister of Education of Cuba, who put forward the Cuban experience as a model for achieving equity.

He began his presentation by outlining the achievements of the Cuban Revolution in the area of education. He also described the new goals that Cuba is now working towards. These include: a maximum primary school class size of 20 students, with two teachers for classes larger than this; maintaining the same teacher with the same class from first through sixth grades; better coordination of morning and afternoon sessions; and the use of TV, videos and computers. At the secondary level, there is a program underway through which a single teacher will teach all subjects to a class of students, with the exception of foreign languages and physical education. As a result, teachers will not be solely concerned with the teaching of one particular subject, but rather with the comprehensive education of their students.

In Cuba there are currently audiovisual teaching programs being used with the help of an educational TV channel and videos; schools have been specially equipped and teachers have been trained in the use of this technology. In addition, in order to ensure full equity, schools in rural and mountainous regions have been equipped with solar panels to provide electrical power for this purpose. Along with these initiatives, the number of teachers trained to use these audiovisual programs and computers has doubled. These initiatives have resulted in the creation of new jobs and careers, such as art instructors, social workers, as well as programs through which unemployed youth can complete and upgrade their studies. Cuba has also begun to work towards the universalization of higher education in order to increase the cultural level of the population as a whole.

The Minister concluded by stressing that these efforts owe more to political will than to a favorable economic situation.

The Round Table ended with a series of questions and comments, including a request from the UNESCO representative from Dominica regarding the need for a case study on the Cuban experience as an example of what could be achieved in a situation of economic crisis.

b) *The role of teachers and schools within the perspective of the Regional Project*

The Honorable Dr. Graciela Maria Giannettasio, Minister of Education, Science and Technology of the Republic of Argentina, was the coordinator of the second Round Table of the day.

The first presentation, “Teachers and the development of education in the region”, was given by Mr. Emilio Tenti, coordinator of the Area of Education Diagnosis and Policy of the International Institute of Education Planning, IIPE, in Buenos Aires.

Mr. Tenti emphasized that the most strategic resource is human resources, especially in the provision of educational services. In this context, he noted that in discussions in recent years there have been certain fantasies entertained regarding the replacement of education specialists in learning processes. He also pointed out that the majority of reforms have placed priority on changes in structures, with the intention of changing practices as well; something that has not happened.

In reality, teaching practices are resistant to change because they are dependent on the subjective representations of teachers. At the same time, policies have been aimed more at changing structural contexts than strengthening the knowledge of teachers. Consequently, the task facing teachers is a massive one, with a long historical tradition, which explains the difficulty of effecting change.

Other aspects to be considered are those resulting from social changes and the changes brought about by the development of science and technology, the production of knowledge, and the variety of modes of learning. All of this demands a change of the role of teachers, who would become guides for this kind of learning.

In order to respond to the new modalities of the transmission of knowledge, the functions of schools need to be redefined. Finally, Mr. Tenti shared the results of a research study carried out in Argentina, Peru and Uruguay, stressing the fact that the teachers interviewed perceived themselves more as learning facilitators than as of knowledge transmitters.

The second presentation, “Achieving greater access in quality and equity in education in Latin America”, was given by Mr. Martin Carnoy, a professor of the School of Education of Stanford University, in the United States.

Mr. Carnoy noted that during the 1990s, new emphases emerged in education: the implementation of decentralization and privatization mechanisms; the need to account for results; the assessment of student learning; and greater parent participation. He noted as well that some studies show that decentralization has been more politically than educationally oriented in many countries.

He also mentioned aspects that he believes improve the quality of education: direct interventions to benefit disadvantaged groups; an increase in the time students spend in school, and longer class hours; better training for teachers, increasing their knowledge and consequently their ability to implement the curriculum; and raising the average schooling level attained by students.

Mr. Carnoy proposed that reforms serve to improve teacher training and to change training systems, given that a number of different training programs have been developed in recent years but have proven to be ineffective. In his opinion, in-service training of teachers in par-

ticular should be completely transformed. The assessment teacher performance should be included and considered, with the creation of new assessment systems. In this regard, he emphasized the existing difference between teachers who work in disadvantaged schools and those who do not.

He also reflected on an increase in the number of years of schooling versus better quality education in each year. In general, all countries of the region have increased the average number of years of schooling, yet there is no evidence of an improvement in results.

Mr. Carnoy concluded his presentation by stating that the most effective education reforms are those that improve the quality of education for the most disadvantaged sectors, reduce child poverty, allow more students to finish secondary school, increase the academic knowledge of the teaching staff, and ensure the presence of students and teachers in the classroom.

The third presentation, “The role and future of schools in the English-speaking Caribbean”, was given by Mr. Errol Miller, Professor of the University of the West Indies, who noted that the role of teachers in the Caribbean is not very different from those in other parts of the world. Nevertheless, he maintained that the contexts are different because these are countries with a very particular geography, in addition to their vulnerability to natural disasters.

He pointed out that education indicators are higher than economic indicators in comparison with other regions, and that these results cannot be explained by the availability of resources, but rather by the commitment of students, parents and teachers to the objectives of education, something that has been a constant throughout generations.

Mr. Miller also presented an overview of the current situation, marked by such challenges as rapid globalization, economic downturn, tensions between that which is local and that which is global, slow growth, unemployment, injustice, highly accelerated technological changes, different learning styles, and an increase in violence among young people. Faced with this panorama Mr. Miller asked how teachers can become more involved, and suggested following: helping them to understand themselves and their students; revitalizing the teaching profession by building a society based on values aimed at a better future for everyone; familiarizing teachers with new technologies, both for their own use and for the transfer of knowledge; and teaching them to understand political tensions in the short and long terms.

PART II

PRESENTATION AND DISCUSSION OF THE REGIONAL EDUCATION PROJECT (PRELAC)

- a) *Synthesis of the Cochabamba Declaration and complementariness between PRELAC and the Framework of Action of Education For All (EFA)*

Mrs. Ana Luiza Machado, director of the UNESCO Regional Office of Education, presented the historic path that led to the development of PRELAC: the Major Project of Education (1980-2000), Education For All, (Jomtien, 1990), MPE and EFA Assessments (2002), EFA Regional Forum (Santo Domingo, 2000) the World Forum of Dakar (2000), and the Declaration and Recommendation of Cochabamba (2001).

Furthermore, she assessed the 20 years of the Major Project in the Field of Education (MPFE) that served as an input for the Cochabamba Declaration and Recommendation, in which UNESCO was requested to prepare the new regional project of Education covering up to 2015, and embracing the topics of the Cochabamba Declaration. The MPFE evaluation showed that despite the great efforts made, the three MPFE goals have not totally been attained. Major progress has been made in covering and widening basic education, but there are still problems of continuance and quality, in spite of educational reforms made during this period. In the same manner, the absolute illiteracy rate has been reduced in all countries, but there are still 41 million illiterates.

Ms. Machado offered a description of the social, political and cultural context of the region, in which one of the most serious problems is the increasingly unequal income distribution. This economic inequality causes educational inequities, according to the social and economic level of students, their geographic situation, gender, age, ethnic and cultural origin, and different personal abilities. Latin America has a social debt with education: illiteracy, high levels of repetition and critical educational backwardness. On the other hand, education financing has increased, but the expenditure per student is low.

UNESCO's Regional Director of Education for Latin America and the Caribbean pointed toward the challenges to education in the region that include, among others, strengthening of the teaching profession, greater participation of other actors, more investment and better use of resources, production of knowledge, and use of information for decision-making.

She stated that based on this assessment and these challenges, the Ministers of Education recommended that UNESCO to develop, together with countries, a new Regional Project of Education for Latin America and the Caribbean (PRELAC), aimed at fostering changes in education that can make possible the attainment of the goals set in Dakar, that is to say, to have an incidence on the causes that have stopped the achievement of more progress in education. PRELAC, based on the Cochabamba Declaration and Recommendation, is complementary to EFA. The UNESCO Regional Office made a first draft, that was disseminated through an

Internet forum, and discussed afterwards in a meeting of deputy ministers of the PROMEDLAC VII table, held in Santiago, in August, 2002.

b) *Presentation of PRELAC*

Immediately afterwards, His Excellency Mr. Luis Gómez Gutiérrez, Minister of Education of Cuba, presented PRELAC - its goals, characteristics, and principles of the educational changes on which the project is based, moving:

- from structure and inputs to people;
- from the transmission of content to the comprehensive development of people;
- from homogeneity to diversity; and
- from the education system to the educating society;

He then outlined the five strategic focuses of the Project. They are the following:

1. Education practices and contents to build meaning about ourselves, the others and the world where we live in.
2. Teachers and the strengthening of their leading role in the educational change, so that it responds to the learning needs of the students.
3. Culture in schools so they become learning and participation communities.
4. Management and increased flexibility of education systems to give life-long effective learning opportunities.
5. Social responsibility for education to generate commitment to its development and results.

Finally, he suggested the identification of priorities that can result in priority action guidelines, according to the needs of every country. In this context, he explained the Cuban proposal that comprises four action guidelines:

- Literacy and education of young people and adults.
- Professional development and teacher training.
- Improvement of the quality and equity of basic education.
- Universalization of early childhood education, through different methods and with active participation and prominence of parents.

c) *General discussion about the PRELAC proposal.*

During the discussion at the end of these presentations, the following comments and suggestions were made:

- To introduce more explicitly in the PRELAC proposal the topic of technical training and work training, at the high school and higher education levels. Life-long education should not be confused merely with remedial or make-up studies.
- Co-operation between countries as expressed in Cochabamba, should be emphasized in the document. It is pertinent to find exchange on our education systems through actions of mutual support and exchange.
- It is important to think on life-long education not only as education for young people, but as education of the working world.
- To distinguish responsibilities, commitments, agreements and actions of the Regional Project and those of every country.
- Existence of millions of functional illiterates in the region is verified, which is alarming. However, more specific responses are required to face illiteracy, as well as the solidarity to train human resources for literacy and education of adults.
- From secondary school, the curriculum should consider work training, professional, vocational and student orientation, and sports, recreational and cultural activities.
- To neutralize some aggressions to education broadcast through the mass media, and to strengthen the value of peace, tolerance, and respect for the identity of the peoples.
- To incorporate, in the topic on teachers, the incentives made due to excellence, that is, to reward those who attain better results with their students, as a way to avoid their emigration from the teaching profession.
- To remark more the topic of the pedagogic leadership and not only the administrative leadership of school principals.
- An important aspect in the Caribbean is the absence of male teachers, both in primary and secondary schools. This has negative consequences due to the lack of responsible presence of men in the household.

It should be noted that a Working Group was organized which met on two occasions in order to collect and analyze suggestions made during the presentation and subsequent discussion of the PRELAC proposal. The deliberations of the Working Group were presented and approved in plenary session on November 16, 2002.

This Working Group, headed by Dr. Henry Jeffry, Minister of Education of Guyana, was comprised of Sra. Dra. Graciela María Giannettasio, Minister of Education, Science, and Technology of Argentina, by Sr. Sergio Alberto Palacio, General Secretary of the Federal Council of Culture and Education of Argentina, by Sr. Dr. Ricardo Guerrero Morales, Technical Secretary of the Mexican Commission for Cooperation with UNESCO of the General Secretariate of

International Relations of Mexico, by Sra. Alba Martínez Olivé, General Coordinator of In-Service Teacher Training of the Department of Public Education of Mexico, by Sra. Marie Jocelyne Palanquet, Conseillère Ambassade d'Haiti, by Sra. Marianela León González, Vice Minister of Education Affairs of the Ministry of Education, Culture, and Sports of Venezuela, by Sr. Gilberto Solís Poveda, Director General of Education of the Ministry of Education of Panama, and by Sr. Héctor Valdés, Director of the Central Institute for Pedagogical Studies of Cuba. Sra. Rosa Blanco, Sr. Juan Casassus, and Sr. Ricardo Hevia participated on behalf of the UNESCO-Santiago office.

PART III

PROJECT FOLLOW-UP MODEL

- a) *Proposal for follow-up of the Regional Project within countries and within the region.*

His Excellency Sr. Gerardo Ayzanoa del Carpio, Minister of Education of Peru, presented the proposal for the follow-up model –support, monitoring, and assessment– of the Regional Education Project for Latin America and the Caribbean (PRELAC). Sr. Ayzanoa emphasized that the proposal embodies a real paradigm and is based on valuable precedents: PROMEDLAC, JOMTIEN, DAKAR, and the Declaration of Cochabamba. Furthermore, he underlined the importance of joint efforts among countries and the support of international organizations for the establishment of a comparative vision.

Monitoring seeks to continuously examine the development of future activities of the project. For its part, assessment determines the achievement of project objectives. He also referred to the levels of intervention of the model, emphasizing project follow-up through networks coordinated by UNESCO. This proposal brings together a variety of sources in order to generate information and knowledge, involving diverse institutions for monitoring and considering the construction of indicators that make possible following the state of progress of the project. Sr. Ayzanoa presented a matrix that illustrates the strategic focuses of PRELAC with their different levels of activity.

In concluding his presentation, he offered three suggestions:

1. Keep in mind the sustainability of the project within countries. The duration of the project is 15 years, which demands the commitment of sectors involved in order to transform it into State policy.
2. Systematization of the efforts of international organizations in terms of the achievements of PRELAC. The documents of Cochabamba should be compared with those of other international entities.
3. Realize that we face a new kind of management policy, understood as political commitment, which involves decision-making, planning of the desirable and the possible, and optimized administration of resources, thus seeking a posture that is more pro-active than re-active.

The presentation was followed by a discussion on the follow-up proposal. The major points made were:

- a. Consider four specific related lines of action: professional training and development of teachers and principals; a program for literacy training and training of young people and adults; a program for the improvement of the quality and equity of basic education; and a program for the improvement of early childhood education.

- b. Emphasize the need to improve the professional enhancement of teachers and school principals. Promote the use of audio-visual media, of sets of material for various school subjects, and the development of diagnoses of learning difficulties.
- c. Achieve sustainability of the Project for the mid-term; State policies; a social contract for education and citizen participation; legislative agreements which help to fulfill commitments as mandates for countries, and adequate training for national and local authorities.
- d. Mobilize resources at the national and international levels in order to guarantee the sustainability of PRELAC, considering the difficulties faced by countries in the context of crisis.
- e. Coordinate inter-agency cooperation with PRELAC from within the countries themselves, and strengthen cooperation between countries.
- f. The importance of making PRELAC operational within countries in order for it to go from a declaration to an action process: identify in countries continuity mechanisms in order to make use of existing activities generated during one government administration that can be used of by subsequent administrations; make use of and strengthen both institutions and international experiences; recognize the inter-cultural nature of countries in the region.
- g. Grant priority to themes and focuses of the Project in terms of teacher training, school administration, or the extension of the compulsory nature of early childhood education.
- h. Center responsibility for coordination of follow-up mechanisms within Ministries of Education.
- i. Request the support of UNESCO in the following areas:
 - Comparative indicators and statistics to measure quality between countries using measurable elements;
 - Comparative research within groups of countries on themes of common interest within each strategic focus;
 - Successful experiences within countries within each strategic focus so they may be shared;
 - Education resources that can be used by countries in common disciplines, considering the use of new technologies such as education portals and others;
 - Increased training, with special attention on school principals, to the training of trainers, and on initial and in-service teacher training;
 - Selection of international offers of assessment services and obtaining of resources for the same;
 - Development of the ability of Ministries of Education to negotiate with teacher unions;
 - Dissemination of pedagogical thought of the region, that includes the teachings of its great thinkers.

b) *International Cooperation in Education*

This round table was led by Mr. Martin Baptiste, Chief Education Officer of the Ministry of Education of Grenada, and coordinated by Sir John Daniel, Assistant Director-General for Education of UNESCO. It was made up of international organizations, and bi-lateral and international assistance organizations. The purpose of the session was to hear reports of the activities of each agency in the area of education and their contributions to achieving Education For All in the region. Seventeen organizations were present, as well as a representative of the Latin American Parliament.

First, Ms. Ana Luiza Machado, Director of the Regional Bureau of Education for Latin America and the Caribbean of UNESCO presented the activities already carried out by that office (OREALC) in fostering coordination between agencies, legislators, and representatives of civil society.

She mentioned the existence of 13 UNESCO Offices in the region to support the efforts to achieve Education For All, and concluded by remarking that UNESCO-Santiago will support PRELAC through its networks and publications.

Following Ms. Machado's remarks, Mr. Doug Drew, Program Specialist of the UNESCO Institute of Statistics (UIS) presented the strategy designed to transfer specialized knowledge to various countries and to facilitate the creation of institutionally sustainable statistical systems that are sensitive to the needs of policy decision-makers. Important progress has taken place in Latin America and the Caribbean in the Regional Education Indicators Project in association with UNESCO-OREALC, USAID, and the Summit of the Americas. Thus, technical assistance is being provided related to carrying out the annual studies of education of UIS in more than 30 countries in the region.

Mr. Claudio Antonio Rama Vitale, Director of the Institute of Higher Education for Latin America and the Caribbean of UNESCO (IESALC), described the activities of this institute in fostering higher education in the region. There are currently more than 120 working projects. Among them is the Higher Education Observatory, which is a banner activity of IESALC.

Mr. William Experton, Chief of the Human Development Department of the World Bank for the Latin America and Caribbean region, stated that education is a keystone of the global mission of the World Bank Group, since education stimulates development by increasing productivity of workers, adaptability to technological changes, and the quality of human capital.

He emphasized the achievement of coordination between donors to mobilize financing in order to achieve universal coverage of primary education. The World Bank supports the Fast Track Initiative for increasing resources and loans for education. Currently, the institution allocates 50% of its education budget to primary education, 30% to secondary education, and 20% to higher education, science, and technology. It is likely that financing for the education sector will increase, especially for secondary education, early childhood training, and life-long education, as well as for inter-sector activities that make it possible to approach such problems as maternal health, infant mortality, HIV-AIDS, and at-risk youth.

Mr. Pablo Mandeville, Acting Resident Representative of the United Nations Development Program (UNDP) in Cuba, emphasized the importance of inter-agency cooperation in dealing with governments in order to make optimum use of the skills of each agency in the most efficient manner. He observed that quality education for all is a priority task, adding that it is essential to join forces and funds in order to achieve the Development Goals of the Millennium. As one strategy for sustainable development, the UNDP fosters development of the efficient use of information and communication technologies.

Ms. Martha Moyano, Regional Education Advisor of the United Nations Population Fund (UNFPA), described the education-related activities of that agency, through which it supports countries: population and development, sexual and reproductive health, and advocacy. In the area of population education and of sexuality, it supports policy-making processes, curricular transformation, teacher training, the production of educational materials, and assessment in all levels of formal education. In non-formal education, the agency works with labor unions, the armed forces, police, and peasant organizations. In informal education, it fosters community activities to stimulate social dialogue on education. Since its adherence to the World Declaration of Education For All (Jomtien, 1990), the UNFPA supports countries in gender equity in education and in the improvement of the quality of education, as well as in achieving Millennium Goals.

Mr. Garren Lumpkin, Regional Education Advisor of UNICEF stated that this organization is committed to working with countries in the region in order to achieve the commitments and objectives established by Education For All in Santo Domingo and in Dakar. The medium-term (2002-2005) strategic plan of UNICEF seeks to have a major impact on the lives of children, supporting the Declaration of the Millennium, the International Development Goals, Education For All, and the commitments of An Appropriate World For Children. Its five priority areas are: the education of girls, comprehensive early development, immunization "plus", combating HIV-AIDS, and improved protection of children against violence, exploitation, abuse, and discrimination. At the national level, UNICEF supports policy innovations in the comprehensive early development of children. In addition, it supports countries in achieving quality basic education for all, focusing on excluded children, especially girls.

In his presentation, Mr. Rolando Franco, Director of the Social Development Division of ECLAC, stated that the organization's basic goal is development, covering economic, social, and cultural dimensions. The Commission has collaborated, together with UNESCO, in several studies with an emphasis on the generation of human capital in Latin America and the Caribbean. Moreover, both institutions recently reached an agreement to hold a Regional Conference of Economic and/or Finance Ministers and Education Ministers which is to take place in parallel with the next period of sessions of the Commission in April, 2004 in San Juan, Puerto Rico. The objective of this dialogue will be to analyze the theme of the financing of education from two perspectives –sources and allocation – in order to achieve the objectives of Education For All. In preparation for this ministerial meeting, ECLAC and UNESCO will carry out studies on three subjects that can guide social policies: universal satisfaction of basic education needs; efficiency in the use of resources; and the impact achieved by programs in economic and social terms.

Mr. Mario Hugo Rosal, Principal Specialist in Professional Training of the International Labor Organization (ILO), stated that the mission of this agency is to foster the creation of employment that makes possible productive employment with fair wages within conditions of freedom, equity, safety, and human dignity. This goal requires decreasing the structural inequalities of education and training. He stated that the lack of basic education is at the root of fragmentation of the labor market, of child labor, and of social exclusion. The ILO fosters technical assistance in the formulation of national employment policies, training, and education in order to increase the average number of years of schooling of the population to nine years. To this end, it fosters social dialogue in order to arrive at national agreements in the areas of employment, education, and professional training; supports the opening of education and training systems in order to serve excluded populations, and promotes coordination between ministries of labor and of education.

Mr. Ashleigh Roberts, School Meals Support Officer of the World Food Program (WFP), presented the School Meals Program that in 2001 fed over 15 million students in countries with low incomes and food deficits. This organization implements such programs as one of the most effective tools to fulfill its mission in the struggle against hunger and as a sustainable basis for development. It is known that school feeding contributes to improved school attendance of children, better care for teachers, and higher achievements in school tests. Since 1963, it has spent over 633 million dollars in school feeding programs in Latin America and the Caribbean, giving assistance to 11 countries in the region, with some 2.9 million students as beneficiaries. The promotion of the program in the most vulnerable communities contributes to education for all.

Mr. Leonardo Mantilla from the Division of Promotion and Protection of the Pan-American Health Organization, World Health Organization (PAHO/WHO) introduced the Regional Initiative of Health Promoting Schools, which formally emerged in 1995, in order to promote health and health education with a comprehensive approach in the school environment. Such initiatives facilitate multi-sector articulation and mobilization of local, regional and national resources aimed at health care and promotion; improvement of the quality of life, and collective welfare of children and the rest of the education community. The strategy contributes to the establishment of equitable social relations between sexes, the strengthening of the civic spirit, democracy and solidarity, and the protection of human rights. To guarantee the successful development of Health Promoting Schools, alliances are made between families and parent associations are created, as well as with international and non-governmental organizations, and with community and political leaders.

Mrs. Lydda Gaviria, Communication Official for Development, Education and Extension of the Food and Agriculture Organization (FAO), presented "Education for the Rural Population", a new initiative launched by FAO and UNESCO as part of the Education For All Program at the World Summit on Sustainable Development in Johannesburg (September, 2002). This initiative is a call to make additional efforts which are crucial for achieving sustainable development, and which consists of educating the vast rural population. It is directed at children, young people, and adults through both formal and non-formal education, seeking to contribute to reducing poverty, developing rural areas, assuring an adequate diet, improving the sustainable management of resources, improving productivity, and the adoption of new technologies in an effort to achieve the goals of Education For All. Education is part of the concerns of FAO because it is important that basic education needs be satisfied with a multi-sector focus, work-

ing together rather than compartmentalizing efforts, since the gap between urban and rural area illiteracy is profound.

Mrs. Cristina Armendano, head of the Ibero-American Education Observatory of the Organization of Ibero-American States, places the main mission of the international body in technical co-operation and follow-up for the development of public policies in education, science and culture. Its main action guidelines in education are: comprehensive attention to early childhood education, based on the Co-operation Plan for Early Childhood Education in Ibero-America, and establishment of the Information and Communication Network of Ibero-American Early Childhood Education; high school and mid level education; innovations and educational practices in schools; social inclusion and education; teaching conditions and the teaching profession; new technologies and dissemination of information, and production of knowledge through the Ibero-American Education Observatory. Thus, among its main strategic goals is the consolidation of its publishing line, strengthening periodicals and collections making possible the dissemination in Ibero-America of the most updated and significant contributions in the fields of education, science and culture.

Mr. Holger Ramos Olmedo, Education Coordinator from the Andres Bello Agreement (CAB), pointed out that this institution seeks to foster the strengthening of integration and development processes in member countries, promoting consensus and initiatives in culture, education, science, and technology. He added that key themes are institutional organization, education systems, education in border areas, and education legislation and policies. By the creation of regional alliances, CAB contributes to the development of innovative experiences and research, to the promotion of successful practices, and to quality education for all.

Mrs. Johanna Zumstein, an Education Specialist from the Canadian International Development Agency (CIDA), said that this organization annually allots around 200 million Canadian dollars to associate, multilateral and bilateral programs, aimed at promoting a better distribution of wealth, contributing to environmental and economic stability, and to strengthening democracy and human capital. The basic education goals adopted by CIDA include access to and financing of good quality primary education for all children before the year 2015, gender equality in primary and secondary education before 2005, and the improvement of the literacy and the life skills at the basic level; formal public education and non-formal learning, and early childhood education. CIDA seeks to improve the access to education of children and adolescents, to implement comprehensive strategies to attain gender equality in the field of education; to improve the condition, morale, training, and professionalism of teachers; to develop education programs to combat HIV/AIDS; to create school management programs, that are sensible, participatory, and accountable; to support education programs aimed at easing civil conflicts; to promote the participation of the civil society; to support the use of the information and communication technologies, and to promote coordination and co-operation initiatives.

Mr. Roland Baecker, Principal Education Program Advisor, represented German Technical Co-operation (GTZ), an consulting organization in the field of education within the framework of the modernization of teacher training. In Peru, which is one of the priority countries for GTZ in Latin America, the organization currently implements 45 projects in four key sectors: social infrastructure, rural development, modernization of the State, and small and

medium enterprise. Beginning in 2003, GTZ, by means of an agreement with the Ministry of Education, and through the National Division of Teacher Training and Instruction, will carry out a new program called PRODEUCA GTZ, which comprises master policies, continuing training, education management, studies, and publications.

Mr. Alfonso Rangel Guerra, Director General of the Center for Regional Co-operation for Adult Education in Latin America and the Caribbean (CREFAL), introduced the activities that this organization carries out in the education of young people and adults. These activities include workshops, courses, degree courses and masters programs for teachers and for adults, and teacher training; research work to analyze problems related to adult education and their social and economic context; and international seminars for discussion and studies of topics regarding adult education. In addition, he expressed his interest in supporting projects and initiatives of Education For All.

When the presentations of organizations and agencies ended, Mrs. María Josefa Ruiz Maderos, vice-president of the Education Committee of the National Popular Assembly of Cuba, and member of the Latin American Parliament (PARLATINO), read the São Paulo Declaration, adopted on November 6, 2002, at the First Inter-parliamentary Conference on Education, organized by that organization and by the UNESCO Regional Bureau of Education, and which brought together the presidents of education commissions of the national legislatures of PARLATINO member countries. In the document, PARLATINO declares its support for the PRELAC proposal and commits its efforts to make the Education For All Goals in the region a reality.

It should be noted that two Working Groups were organized, the deliberations of were presented and approved in plenary session on November 16, 2002. These groups were the following:

1. PRELAC Follow-up Model Working Group
2. PRELAC Rules and Regulations Working Group

The first Working Group was headed by Sra. Cecilia María Vélez White, Minister of Education of Colombia, and by Sra. Astrid Fischel Volio, Minister of Public Education of Costa Rica. Its members were Sr. José Weinstein Cayuela, Assistant Secretary of Education of the Ministry of Education of Chile, by Sra. Ansell Scheker, Director of Basic Education of the Department of Basic Education of the National Department of Education of the Dominican Republic, by Sr. Ramón Fernando Cudas Friedmann, Vice Minister of Education of the Ministry of Education and Culture of Paraguay, and by Sra. Victoria Arencibia Sosa, Director of Science and Technological Innovation of the Ministry of Education of Cuba. Sr. Ana María Corvalán and Sr. Juan Enrique Fröemel participated on behalf of the UNESCO-Santiago office.

The second Working Group, headed by Sr. Hale Manning, Minister of Education of Trinidad & Tobago, was comprised of Sr. Alfredo M. Seas, Attorney General and Minister of Education of the Bahamas, and by Sr. Rudolph N. Greenidge, Minister of Educación, Youth Affairs, and Sports of Barbados. Sra. Loreto Bilbao, Sr. Alfredo Taborga, and Sr. Vicente Vidal participated on behalf of the UNESCO-Santiago office.

PART IV

HAVANA DECLARATION

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

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

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

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

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

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

Hereby declare that:

1. They approve the proposals for the “Regional Education Project for Latin America and the Caribbean 2002-2017” and the “Follow-up Model of the Regional Education Project

for Latin America and the Caribbean 2002-2017”, documents which are a part of this declaration.

2. The commitment to quality and equitable education for all must be consistently supported by the Latin American and Caribbean States, avoiding the risk of abandonment or delay due to changes of government in our countries. To this end, the Ministers commit themselves to create and carry forward effective mechanisms for reaching agreement and consensus between different social actors and effecting the subsequent and periodic assessment and accountability that make it possible to continue the project to its full term.
3. The proposals set forth by the Regional Education Project for Latin America and the Caribbean, which will help to meet the goals of Education for All, and the mechanisms and priority action programmes of the follow-up model of the Project are basic priorities and commitments for the countries of the region and should be adopted by governments as legislative measures and national education agreements that guarantee their sustainability and maintenance through changes of government.
4. All efforts to improve education in the region should be strengthened by promoting available human skills and material resources within countries, fostering those mechanisms that make possible horizontal cooperation between them and the effective support of different international agencies and organizations, which should be directed principally towards the strategic focuses of the Regional Project.
5. The principal efforts in terms of resources and cooperation should accord priority to the training and professional enhancement of teachers, using a comprehensive approach. This continues to be a key and urgent factor for our countries. It is necessary gradually to raise the standards of initial teacher training to university level, particularly for basic education, and to increase the number of teachers with such a level of training.
6. It is essential to grant priority to literacy training processes in the area as an initial step in the future educational development of persons and as a path to cultural enrichment that should involve all social factors. Best practice in the use of methods adjusted to our conditions, with the use of radio and of other resources within the reach of our economies, should be utilized in order to reduce illiteracy rates in five years and to eradicate them in 10 years. To this end, ministries of education should coordinate the necessary efforts.
7. Comprehensive early childhood care and education, centred fundamentally on the family and on universal access to pre-school education, should be the keystone of any good education. Therefore, early childhood education programmes for children from 0 to 6 years of age should be increased, with active participation of families and communities, using best practice in the area in order to increase its coverage.
8. The education level intended for adolescents and young people (secondary, middle education or its equivalent in different cases) should be adopted as a priority in our countries both as regards the gradual extension of coverage and the reformulation of a model focusing more on the needs of the current and future generations of adolescents.

9. There is a need to foster lifelong education in multiple and interactive human and educational environments which is focused on values education for character formation and fosters learning for being, doing and knowing, and for harmonious human relations, embracing as a positive factor our rich cultural and ethnic diversity.
10. Our education should recognize and respect diversity and increasingly reinforce the values of native language, culture, history, literature and national identity. It is the responsibility of governments and of societies to make every effort to ensure that individual socio-economic, ethnic, gender and language differences are not transformed into inequality of opportunities or into any form of discrimination. It is necessary to provide for comprehensive development of indigenous populations, in keeping with social harmony and linguistic, multi-ethnic and cultural pluralism, in accordance with the traditions of each nation.
11. Retrieval and systematization of the best traditions and of Latin American and Caribbean pedagogical thought for the creation of the basis of our own pedagogical framework and its dissemination among teachers is a primordial part of research efforts in comparative education for the future. These studies, the range of which should include, *inter alia*, successful national experience, a body of education projects and resources, system assessment alternatives and statistical resources, should take advantage of existing networks, broaden and strengthen them, and also create new ones when necessary.
12. Such sought after changes in education require a new kind of school; one that can become the most important cultural centre in the community, one that is open and interacts with the community, fostering the active participation of families in school management, and which combines its work with different non-formal education modalities. It is essential that schools be more flexible, with a high response capability, and prepared to organize and carry out their own educational projects, constructed as a joint effort, responding to the needs and diversity of the community that they serve, and assuming – together with other educational actors – accountability for results.
13. The Ministers wish to thank UNESCO for calling this meeting, express their support for the activities of the Organization as project coordinator and request, furthermore, that UNESCO act as an agent for mobilizing and activating resources in the development of the project for the region.

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

Havana, 16 November 2002

PART V

**REGIONAL EDUCATION PROJECT (PRELAC) AND
FOLLOW-UP MECHANISMS**

REGIONAL EDUCATION PROJECT (PRELAC)

INTRODUCTION

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

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

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

THE REGIONAL CONTEXT

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

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

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

A consequence of the third industrial revolution is that growth in productivity is less dependent on growth in employment. Work and the workplace, one of the basic areas for the exercise of citizenship, has undergone important changes that have repercussions not only in the quality of employment, but in the nature of society as well. Imbalances in access, unstable salaries, increases in the informal sector, and job uncertainty are aspects that, together with migration flows and mass incorporation of women in the job market, have caused changes in the economies and societies of the region.

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

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

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

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

From its beginnings, the region has been characterized by a rich cultural diversity that has not always received the recognition and attention it deserves. Modernization has accentuated

differences, and threatens the cultures of native peoples. The challenges imposed by social transformations, and by the continual need for change generated within an unfavorable economic and political environment oblige us to not ignore the social debt that this region has acquired, and which it must confront in building a new reality according to the principles of equity.

The Latin American and Caribbean countries face risks and opportunities that must be considered in their public policies. To do so, they need to analyze the kinds of challenges to accept. From this perspective, a new strategic vision is needed that encompasses the meaning of education in an increasingly plural and changing world.

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

PENDING TASKS IN EDUCATION

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

- Although all countries have reduced the percentage of total illiterates among their adult populations, there are still 41 million people who can neither read nor write. To this figure we should add over 110 million young people and adults who have not finished their primary education, which indicates lack of mastery of basic reading, writing and numeracy skills. Although adequate information is not available on functional illiteracy, recent evidence suggests that, due to its magnitude, this is a particularly alarming phenomenon.
- Although significant progress has been made in terms of universalization of access to primary education, 3% of children of primary school age are still not in school. We should note that a high percentage of children with disabilities are excluded from education. To this wit should be added that entering primary school is not synonymous to completing it; nor completing it with a quality experience. High levels of grade repetition produce age differences among students in the classroom and lead to school drop-out. There is a good deal of evidence that repeating a grade does not result in a improving learning outcomes for students; on the contrary, it negatively impacts self-esteem and motivation, and results in high economic and social costs. In various countries in the region, more than 20% of children who enter school do not reach the 6th grade. In general, no country in the region

has yet been able to fulfill the commitment to compulsory education for all as declared in their respective constitutions.

- However, these phenomena do not affect all countries or all social sectors within countries in the same way.
- Illiteracy among the adult population is a phenomenon that is observed most frequently among the elderly, native peoples, and those who live in isolated and rural areas. Moreover, the proportion of illiterate women is higher in Latin American countries, while in the English-speaking Caribbean the percentage is higher among men.
- Being kept behind in grade, and the resultant lower levels of schooling achieved, is most frequent among the poor, native populations, and rural dwellers, with gender differences existing in this factor as well. People living in households with greater resources achieve, depending on the country, from between 2 and 6 years more education than those living in poorer households. Urban dwellers achieve from 2 to 14 times more schooling than those who live in rural areas. This situation is worsened by the fact that the availability of early childhood, secondary, and higher education is concentrated in urban areas, thus obliging the rural population to emigrate in order to gain access to these educational services. Inequality is also reflected in the fact that higher levels of learning are systematically achieved by students in urban schools, and in these by students in private schools. Thus, the problems of inequality are not linked only to access to education services, but also to the quality of such services for those who do have access to them and to student learning achievement.
- Limitations in regard to equity raise important questions regarding the extent to which education in the region fosters in a positive manner the creation of equality of opportunities.
- With the administration of most education in the region being centralized, insufficient opportunities are available for actors in the process to participate and, consequently, contribute to bringing education more in line with their needs. For example, school calendars are not usually adapted to the characteristics of rural life. School study plans lack local cultural referents with the result that the education offered lacks relevance and meaning. Decentralization of some responsibilities have not been accompanied by resource allocation and technical, administrative, and pedagogical support that make possible the creation of autonomous and effective schools.
- For its part, the allocation of public resources for financing education appears seriously limited by restrictions caused by foreign debt pressures. This leads to per-student spending levels that make it difficult to guarantee quality services for all. At the same time, system inefficiencies reinforced, in some cases, by high administrative costs, lead to the wasting of important resources. Student repetition of the first grade of primary school results in an added cost to the region of approximately 12 billion dollars annually.

- Moreover, the trend toward privatization in various countries in the region is increasing the gap between public and private education. The growing separation of schools in terms of family income levels weakens the bases of social integration and cohesion. In spite of the existence of a growing number of compensatory, targeted activities, most spending for public education is distributed homogeneously; that is, without considering the specific characteristics of the public to be served.
- Teachers are the most important factor in the organization and delivery of education services. But the region lacks comprehensive policies that embrace initial and in-service training, requirements for entry into, permanence in, and development of teaching as a career, or for teacher responsibility for learning outcomes and salary levels. Education reform efforts have tended to consider the teacher as an executor of policies that usually are defined without his or her opinion or knowledge. This has seriously limited the possibilities for education policy to be translated into effected teaching practices in schools and in the classroom.
- Time effectively dedicated to learning continues to be insufficient, although some countries have increased the length of their school terms and/or school days. The problem is not just that have these official changes often have not been carried out in practice – especially in poorer areas – but that classroom hours tend to be organized around traditional instructional methods that do not foster the comprehensive student development. Nor do they contribute to the development of cognitive, affective, attitudinal, and axiological life skills.
- The use of new information and communication technologies in schools is still very limited, in spite of the fact that these can offer important opportunities for guaranteeing access, for circulating information, and for using new complex instruments to support learning.
- High quality training in science and technology for all is a pending challenge, since it has not yet been incorporated sufficiently into all levels of education. This challenge is of the first importance, given the need to contribute to the training of informed citizens who can act effectively in societies marked by growing changes in science and technology.

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

PURPOSE AND NATURE OF THE PROJECT

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

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

Life-long learning goes far beyond equivalent instruction. It means offering multiple and varied educational opportunities that serve different purposes: gaining access to and complementing studies at different levels of education, including higher education, and facilitating different modalities and possibilities of entry and reentry; facilitating skill-building, work-related technical training, career change, and professional advancement; increasing links between education and the world of work. It also means facilitating different life-long learning trajectories and opportunities, and the building of bridges between them, allowing individuals to set their own educational projects in pursuit of personal and professional enrichment.

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

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

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

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

nical and policy forum that fosters dialogue, the joint construction of knowledge and exchange between education system authorities, teachers and other education professionals, and diverse actors in society.

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

FROM INPUTS AND STRUCTURES TO PEOPLE

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

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

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

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

FROM TRANSMISSION OF CONTENT TO THE COMPREHENSIVE DEVELOPMENT OF PEOPLE

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

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

In order for education to contribute to development, it is necessary for us to take into account different dimensions of human beings that are closely inter-related: affective and emotional factors, inter-personal relations, social engagement and action skills, as well as cognitive, ethical, and aesthetic development. It is also important to remember that people have different potentials in each of these areas and that there are many types of intelligence that are not normally fostered in the school environment, a fact that limits learning opportunities and full personal development.

FROM HOMOGENEITY TO DIVERSITY

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

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

Education can be a factor in promoting cohesion if it takes into account the diversity of individuals and of human groups while at the same time not allowing such diversity to be a factor of social exclusion. Consequently, it is important to establish a distinction between

difference and inequality. Education must act to eliminate or compensate for inequalities but not erase differences. Equality of opportunities does not mean treating everyone the same; rather it means providing what each person requires in order to develop his or her possibilities and identity to the maximum.

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

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

FROM SCHOOL-BASED EDUCATION TO THE EDUCATION SOCIETY

Learning is not produced only through in-school education, although this mode exercises a basic role. The environments and opportunities propitious to learning are increasingly numerous. There are forms of learning not linked to school-based education. Not everything that one learns is the result of teaching. Life-long learning goes beyond the traditional distinction between basic education and continuing education and involves moving toward an education society in which multiple opportunities exist to learn and to develop individual abilities.

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

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

On the other hand, throughout life people learn from the different areas of the communities to which they belong. For this reason, the community as a whole must assume the responsibil-

ity of educating its members, whether through on-going dialogue with schools, or through contributing to the education of people within the framework of the activities that take place within them. The workplace is also an important environment for educating and training people. The employment dimension must be better incorporated into education with a better interface between the education system and the workplace. Schools must cease being institutions closed within themselves and become connected not only to their immediate environment, but to the greater world outside through participation in networks.

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

STRATEGIC FOCUSES

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

FOCUS ON: EDUCATION CONTENTS AND PRACTICES TO CONSTRUCT MEANINGS IN REGARD TO OURSELVES, TO OTHERS, AND TO THE WORLD IN WHICH WE LIVE.

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

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

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

Although education continues to be essential, it is not enough that it supply the traditional basic skills; it must also offer elements necessary for the full exercise of citizenship, contribute to a culture of peace, and to the transformation of society. From this perspective, education has a civic and liberating function for human beings. The so-called “Pillars of Learning for the XXI Century” defined by UNESCO, are an excellent guide for asking ourselves about the meanings and contents of education: **Learning to be** in order that we may know ourselves and value ourselves and to construct one’s own identity in order to function with growing personal autonomy, judgment, and responsibility in different life situations; **Learning to do**, developing skills that prepare people to confront a large variety of situations, working in groups, and developing themselves within different social and work contexts; **Learning to know** in order to acquire a general culture and specific knowledge that stimulate curiosity in order to continue to learn and to develop in the knowledge society; **Learning to live together**, developing understanding of and appreciation for others, perceptions of forms of inter-dependence, respecting the values of pluralism, mutual understanding, and peace. To these we should add “**Learning to endeavor**” in order to develop a pro-active, innovative attitude, putting forth proposals and taking initiatives.

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

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

- On-going public discussion and forums within the framework of society and of schools, and which include the participation of students, professional educators, academics, policy-makers, families, and diverse organizations within civil society. It is essential that ideas about education be openly discussed and be shared with multiple groups within society, serving as a basis for organizing alliances and mobilizing groups so that education be included on the public agenda, with increased resources for education provided by the State. The use of available information and knowledge is necessary in order for informed public debate to take place. The participation of teachers is essential in reflection about the meaning and content of education. Therefore, it is indispensable that mechanisms be created and/or strengthened that make it possible for teachers to participate effectively in these forums and debates. The on-going interest and action of the communication media must be stimulated in order to create public awareness and to move forward toward an education society.
- The design of open and flexible curricula that make possible on-going revision, construction, and up-dating by teachers and education administrators. This means that teachers

cannot be considered to be mere executors of the decisions adopted at different levels of the education system. Offering life-long educational opportunities involves as well designing curricula as a continuum of learning, including a balance of learning for the comprehensive development of citizens.

- Considering social, cultural, and individual diversity to be keystones in curricular design and development in order to achieve equity in quality of learning. To this end, we should strengthen the inter-cultural dimension, the learning of native languages, and gender equality. Moreover, it is necessary to foster attitudes that respect differences, avoiding stereotypes, prejudice, and ethnic, cultural, and gender discrimination. Curricular flexibility will also aid in creating curricula that respond to the individual learning needs of students, seeking maximum development of the potential of every individual.
- The review and transformation of teaching and of learning. Teachers need theoretical frameworks in order that they may reflect upon their practices and transform them. Education must be student-centered, and consider them to be participants in their learning rather than mere receivers of knowledge. In this regard, it is essential to foster and strengthen the research skills of students beginning in the very first years of schooling. A variety of methodological strategies should be used to tune the teaching process according to student differences, strengthening at the same time cooperative learning among them. Changes in pedagogical processes require that teachers have opportunities to train and to exchange experiences as well as being able to work together. These changes also require that diverse teaching material be available that are meaningful to all and pertinent in terms of culture, language, and gender.
- The incorporation of new technologies and communication media in education. The use of these media offers important learning opportunities for students and for teachers, for the management and administration of education systems and schools, and for the exchange of knowledge and experience. A question often asked is, “how can education teach new skills if students have not fully mastered the basic skills?” In fact, one does not exclude the other. Rather, basic skills and new skills should be offered simultaneously. We need to assure the learning of basic skills, since they are necessary for performing within the global society of information and knowledge. But we should simultaneously incorporate, as soon as possible and in all schools, information and communication technologies in order to solve old problems and to avoid increasing the social gap between those who have and those who do not have access to them. Thus, we must encourage the use of radio, the press, and television since they are a valuable asset, not only for student learning, but for the society in general. Progressing toward an education society involves taking advantage of the potential of these media.

FOCUS ON: TEACHERS AND STRENGTHENING THEIR PARTICIPATION IN EDUCATION CHANGE SO THEY MAY BETTER SATISFY STUDENT LEARNING NEEDS.

Another strategic focus is the support of public policies that foster the social recognition of teachers and that value their role in the transformation of education systems. This need stems from the unsatisfactory nature of the role played by teachers in traditional education, involving primarily

the transmission of information, the memorization of content, little autonomy in curricular design and assessment, a passive attitude toward innovations in education, and a working mode much more individual than cooperative.

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

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

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

This strategic focus will be developed through:

- The design of public policies aimed at thoroughly changing the role of teachers, involving integrating their cognitive and emotional skills; stimulating linkages between initial and in-service training, focusing on the production of knowledge through critical reflection of education practices; encouraging teaching career paths that consider professional performance as well as working conditions and salaries; fostering performance assessment that embraces the intellectual and ethical training of students as well as support of the local community. Moreover, in-service training should not be limited to teachers, but rather involve all those working in the education system, such as school principals, those responsible for system management policies at different levels, supervisors, and other specialists.
- Incentives for the creation of international, regional, and national networks of schools, students, and of teachers who use the Internet to share experiences and thoughts on their education practices. Given that many schools, in particular those in rural areas, do not

possess the minimum infra-structure that the new technologies require, innovative alternatives must be developed in order to avoid a “digital gap” and to assure equity.

- Preparation of teachers, both in their initial and in-service training, in the use of the new technologies in education. Life-long education for all requires innovation in form, time, and modality in order to reach the population and to thus satisfy the broadest range of education needs. The new technologies are excellent tools for the self-training of teachers and for changing how teachers teach and how students learn. Teacher training must incorporate as a key and cross-cutting element research and reflection on instructional practice, especially in terms of teaching methods for different curricular subjects, and on factors that facilitate student learning and participation.
- Support and incentives for teachers who work among the socially underprivileged. In this sense, teachers must be provided with tools and methodologies in order for them to develop in their students who are members of native groups attitudes that value and strengthen these students’ cultural diversity, traditions, and languages. Moreover, it is necessary to improve the preparation of literacy trainers as well as that of others who work in non-formal education programs intended for those who wish to complete their basic and secondary education. Incentive policies must also be given to teachers whose students achieve superior learning results, ensuring that they teachers remain within the profession, and to foster peer coaching. At the same time, studies and public discussions should be carried out that address labor and professional conflicts of teachers, and on the role that labor unions can play in improving education policies.
- Development of initiatives aimed at attracting male candidates to the teaching profession, one that has long been characterized by an increasing predominance of female teachers in most countries. This is especially important when one considers that many households in the region lack a father figure, and the consequences this has on boys and on their identification with a masculine role. A concerted effort must be made to raise the social status of the teaching profession in order to make it more attractive to men.
- Creation of support networks and resource centers. The new and increasing demands that schools and teachers must face require the collaboration and support of other education professionals, especially in underprivileged areas. Resource centers can provide facilities for the training, support and meeting of teachers, serving several schools within a particular area. These centers can also include multi-professional teams –psychologists, guidance counselors, social workers, and other specialists– working together with teachers to serve students who present different kinds of difficulties. Besides human resources, such centers can offer teaching materials, software, videos, documentation, and Internet services.
- Going beyond the traditional model of public policy making that distinguishes between those who design and those who execute such policies. Policies should be implemented that change the emphasis away from factors and toward actors. Strengthening the participation of teachers and of their unions in the definition and execution of education policies is an indispensable condition for fostering changes in those who have the direct responsibility for teaching and learning processes.

*FOCUS ON: THE CULTURE OF SCHOOLS TO CONVERT THEM INTO PARTICIPATORY
LEARNING COMMUNITIES*

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

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

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

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

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

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

to the work of teachers, to facilitate practices of school management and change, and to achieve a harmonious school climate.

- The development of participatory learning communities requires not only that teachers work together, but that they work in shared collaboration with families and with students. It also requires fostering participation of the community and the school in decisions that have an impact on the community. Achieving the full participation of all requires establishing channels of democratic participation in schools so that people can be involved in decisions that affect them while at the same time defining the levels of responsibility of each.
- Strengthening of the participation of students in decision-making in order that they may learn skills inside the school to help them participate as autonomous citizens and as protagonists in their own learning. From an early age, students can participate in decisions regarding learning content, teaching methods, setting behavioral norms, and self-assessment of their learning.
- Development of a harmonious school climate that fosters the development of emotions and inter-personal relations that favor not only student learning, but that of teachers and families as well. The school climate also influences how children perceive themselves, how they construct their cultural identity, and their feeling of belonging within the school. Many students from underprivileged areas and from other cultures do not feel represented in the school culture. This has an impact on their self-esteem and on their learning achievement. Schools must foster a climate of equality, offering support to all students, valuing them and having high expectations in regard to what they can learn, since often, teachers themselves have prejudices that condition the learning outcomes of their students.
- Construction and review of education projects that reflect the identity of each school. This requires a vision and pedagogical project shared by the entire community that fosters the participation of social sectors willing to collaborate with such a project. Improving the quality of teaching and assuring equality of opportunities requires that each school, together with such sectors, reflect upon and plan for the kind of learning plan most in accordance with its own reality. Only to the extent that such a project is collaborative will it be possible for the entire education community to assume responsibility for the learning and progress of students, and to assure continuity and coherence in their learning process.
- Opening up schools to the community, offering opportunities for communication and exchange between students, teachers, families, and community representatives. Schools must open their doors to the community, offering their infrastructure and services for recreational, cultural and social activities. At the same time, schools should participate in activities that take place around them and participate in decisions that affect the community. We must move from schools shut up behind their walls to schools that are connected to their outside environment, creating networks between schools and connecting them to the world outside through the use of information and communication technologies.

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

FOCUS ON: MANAGEMENT OF EDUCATION SYSTEMS IN ORDER TO MAKE THEM MORE FLEXIBLE AND TO OFFER EFFECTIVE LIFE-LONG LEARNING OPPORTUNITIES

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

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

Policy discourse in Latin America and the Caribbean, embodied in education reforms, contain many elements directed at improving the quality and the equity of education. This undoubtedly is an important step forward. But it is not sufficient. In general, there is a gap between discourse and measures that are adopted, resulting in the scant results achieved, in spite of efforts undertaken. The challenge, therefore, is to guide management, placing it at the service of learning and participation and not so directed at the structure of the system, as has been the case heretofore. This requires breaking away from the centralizing and bureaucratic culture present in intermediate levels of the education system that often resist changes due to either to devotion to established routines or for fear losing power.

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

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

- Progressive re-structuring of formal education processes encompassing various modalities of education. The distinctions between formal, non-formal, on-site and distance education are increasingly blurred, with various education environments that are not school-based. This requires defining what kinds of learning school-based education should assume and what kinds should be assumed by other modalities in order to delimit and define the roles of each. It also requires both establishing links between all education options and levels in order that people may return to and/or continue their studies at any time, and making assessment and accreditation procedures more flexible. Flexibility of the supply of education services and diversity of learning opportunities are especially important in order to overcome high rates of absolute and functional illiteracy in the region and to offer other educational opportunities to those who have overcome illiteracy.
- Utilization of new communication and information technologies which make it possible to personalize individual education paths. Making education more diversified and flexible also requires distance learning modalities in which these technologies play a key role. The use of radio and television is also essential in order to reach large numbers of the population, especially those who live in isolated areas. These technologies are extremely valuable for literacy training.
- In order to respond to the changing demands of the labor market insertion of the population into that market, changes must be made in current training structures in order to establish effective linkages between education and employment. It is necessary to offer continuous training guided by principles of equity and competition, providing basic quality education that access of the entire population to basic employment skills and to specific training that is both attentive to the job market and provides for professional training.
- Greater participation of actors and institutions in the creation of networks. Life-long learning and the of linking education and the workplace require the participation of a greater variety of actors and institutions that provide education. This will have an impact on the organization of the education system as a whole and on the meaning and function of school-based education. It also will influence the institutionalization of networks, which require a kind of organization much different than the current one - open, autonomous, non-linear hierarchies, multiply-connected, and with changeable limits. This represents a great challenge for the re-organization of education systems.
- The allocation of resources and support for public schools must be carried out as a function of the characteristics and needs of each school. It is also necessary to create conditions to achieve greater stability in teaching staffs so that teachers are able to work in a single school and have sufficient time at their disposal, without students, to carry out collective tasks.

- Education policy decision-makers need information that is relevant, meaningful, and up-to-date. It is therefore necessary that comprehensive information systems be developed that include education indicators and statistics, innovations, and the results of research and assessment. This information must be available for use by those responsible for education policy, school management, teachers, and teacher trainers.
- Construction of a broad set of indicators to aid education policy decision-making based on real needs, with a long-term perspective and for accountability of diverse actors responsible for education. This information should also be useful for school-based decision making. It should therefore be available to principals and teachers.
- Strengthening of education research, with the active participation of teachers and dissemination of the findings of such research so that it may be used both in policy definition and assessment and in improvement of teaching practices and school management. It is therefore necessary to offer incentives for research and to encourage collaboration between universities, research centers, and schools so that research may help to improve school management and educational practices. It is necessary to systematize, assess, and disseminate innovative experiences so that teachers may share, discuss, and learn from such experiences.
- Assessment of the quality of education should be at the service not only of system management, but of learning as well. This requires that changes be introduced in the focus of assessment systems so that they perceive assessment of learning in a broad sense and take into account the influence of social, economic, cultural, and education contexts on the quality of learning. These models should consider the assessment of processes as well as of results, and include the opinions that families, teachers, and students have of education and of their schools. It is vital to involve teachers in the assessment of teaching and learning processes, providing simple instruments that help them to understand how such processes are developed and how to introduce necessary changes. From the point of view of management, the purpose of assessment should be to identify resources aid each school requires in order to foster the full participation and learning of students rather than for comparing one school to another.

FOCUS ON: SOCIAL RESPONSIBILITY FOR EDUCATION IN ORDER TO GENERATE COMMITMENT TO ITS DEVELOPMENT AND RESULTS

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

decisions regarding the education of their children, and to exercise their rights and responsibilities.

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

- Fostering a culture of assessment and of commitment to assessment results, including open discussion regarding the meaning and outcomes of education, and regarding the approach of quality education assessment systems.
- Encouragement of families to participate in the education of their children. Schools should be concerned not only in keeping families informed about possible problems of their children, but should stimulate families with programs and materials so they may accompany students in their development, giving special support in the transmission of traditions, values and world-views. In this sense literacy-training and adult education activities are key for increasing the cultural capital of parents, and which have positive effects on the development and learning of their children.
- Participation of cultural, social, recreational, and sport-related organizations of the community in the development of educational activities in schools. Schools should take advantage of the cultural wealth available in their around them, establishing links with museums, markets, cultural centers, libraries, and communication media, incorporating them actively in the learning processes of students. The participation of these organizations is extremely important for value-building, for the development of artistic, cultural, and athletic skills of students and in order to counter the climate of violence in schools.
- Greater linkage between private businesses and schools, principally with technical-professional secondary schools, through exchange, internships, visits, and discussions, among others. Companies should maintain dialogue with schools in order to express their needs in regard to the kinds of professionals and workers that they require.
- Responsibility of the communication media to stimulate citizen participation in education, channel the demands of society for greater commitments of authorities to improving education results. Moreover, television and the written press can provide a great variety of quality educational programs and texts that can complement the work of schools and families.
- Implementation of social and economic policies that foster integration, treating some of the problems external to schools and education systems but that generate inequalities within them. This linking and coordination of inter-sector social policies is an essential condition for overcoming the viscous circle of poverty and exclusion.
- On-going increases in the percentage of GDP dedicated to education. The priority of education as a key instrument for development should be reflected in increases in the level of investment dedicated to education. This increase is justified given the place that education should occupy in the new knowledge society and the urgent need for the entire population to exercise its right of access to quality education. To this end, it is essential

to assume with greater responsibility the obligation to make this right a reality through the commitment of the State to financing public education.

- Design of creative strategies in order to diversify the sourcing of funds for education, with open discussions on the role that private sector investment should play.
- Improvement of the allocation of public spending, of resource management, of internal redistribution of the system, and the use of resources, given the fact that increased investment by itself does not guarantee improvement in the quality and equity of education. Moreover, per-student spending for basic education must be increased. In order to achieve greater equality it is important to focus resources on geographic areas and schools in areas of greater poverty in order to diminish high rates of grade repetition and school drop-out and thus improving the internal efficiency of the system. A more equitable distribution of resources would be encouraged if per-capita public spending for education were the inverse of income levels. This measure, besides its redistributive effects, would have the virtue of decreasing the great effort that low-income families make in many countries to pay for the education of their children.
- The allocation of resources to education, which should be viewed as an investment rather than as a cost, must be based upon sufficient, valid, and reliable information that facilitates making adequate decisions regarding its best use. This requires dedicating substantial public resources over time to develop a broad and timely information system that makes it possible to gauge the results of education, the adequacy of spending, and its impact on the system and on schools while effectively guiding decision-making on education policy and on resource allocation.

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

INTRODUCTION

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

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

OBJECTIVES OF THE FOLLOW-UP MODEL

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

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

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

- Education contents and practices in order to construct meanings regarding ourselves, others, and the world in which we live.
- Teachers and strengthening their participation in educational change so they may respond to the learning needs of their students. Special efforts will be made regarding aspects related to the performance of teachers and school principals, their training and professional development.
- The culture of schools, so that they may become participatory learning communities.
- Management of education systems, making them more flexible in order to offer effective life-long learning opportunities.
- Social responsibility for education in order to generate commitments to its development and results.
- Stimulate the incorporation of all of society in the tasks of education so that, while maintaining the focus of the teacher and the student as key subjects in the educational process, all active forces of the community may be effectively involved in the process.
- Strengthen activities aimed at the construction of knowledge and information within countries in order to support decisions that foster improving learning.
- Strengthen at all levels of society a culture of analysis, assessment, and accountability on the part of those responsible for education.

BASIC PRINCIPLES AND FUNCTIONS OF THE FOLLOW-UP MODEL

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

- The emphasis, in both the support of development and in the assessment of the results of PRELAC, is on people – students, teachers, principals, and families, emphasizing processes more than products.
- Follow-up should be carried out by Ministries of Education, through coordination with specialized organizations in each country. PRELAC should be part of national plans and of Education For All plans. This should be based on the political will to improve tools that aid decision-making: statistics, assessments, research and studies of education, among others. Such tools should be enriched by information generated by schools themselves.

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

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

- Support. The set of support activities within countries to foster the correct implementation of PRELAC. The purpose is to assure that countries make progress in achieving the objectives of the Project.
- Monitoring. The process through which both international organizations and countries themselves will shape the development of PRELAC and hence its purpose, objectives, and strategic focuses, and its contribution to the achievement of the objectives of Education For All.
- Assessment. The process through which UNESCO, according to the 13th point of the Declaration of Cochabamba, will establish, using information generated within countries, achievement of the focuses of PRELAC in the region in each of its three five-year phases, as well as determining the degree of achievement of the objectives of Education For All. This is an eminently periodic process with well-defined time lines, specifically designed for the purpose, and including sets of especially-selected information and indicators.

SUBJECTS AND LEVELS OF THE FOLLOW-UP MODEL

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

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

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

¹ For more details, see Appendix A.

PRIORITY LINES OF ACTION

TRAINING AND PROFESSIONAL DEVELOPMENT OF TEACHERS AND SCHOOL PRINCIPALS

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

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

LITERACY TRAINING AND EDUCATION FOR YOUNG PEOPLE AND ADULTS

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

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

IMPROVEMENT OF THE QUALITY AND EQUITY OF BASIC EDUCATION

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

- The comprehensive macro-diagnosis of the most underprivileged school regions.
- The micro-diagnosis of schools that achieve the poorest results.
- “In situ” training activities in the teaching of mathematics and language within targeted schools.
- Development of instructional materials for teachers.
- Periodic monitoring and assessment of activities noted above in order to achieve their sustainability.

UNIVERSAL COVERAGE OF EARLY CHILDHOOD EDUCATION

Foster within countries means to train local specialists in:

- a) The identification of the 0-6 year old child population not receiving educational services
- b) Design and implementation of community-based inter-sector programs educational programs that foster:
 - The active role of families in the education of their children
 - The satisfaction of other family needs such as literacy training, education in areas related to health and nutrition, as well as cultural enrichment.
- c) Implementation and strengthening of the training of those charged with the responsibility of early childhood education, including:
 - Initial and on-going training of educators at this level and of others involved in this task.
 - Systematic and differentiated training of school principals at different levels; of aids and supervisors who serve early childhood and pre-school education; of educators and others working in education of communities, with emphasis on the family.
- d) Development and application of a quality follow-up and monitoring system for early childhood care programs.

SUPPORT FUNCTION

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

SUPPORT FROM WITHIN COUNTRIES

Foreseen support activities are the following:

- a. Training activities such as seminars and workshops on the local, provincial, and national levels in order to foster broad-ranging debate regarding the different modes of learning and so that researchers, specialists, teachers, principals, families, and education system representatives may discuss themes related to education.
- b. Exchange and internships of teachers, school principals, education system authorities, assessment specialists, and researchers.
- c. Preparation and publication of documents aimed at a better understanding of the meanings of education and of ways to improve the situation of students, teachers, schools, and of education systems as a whole.
- d. Research, assessments, and analysis of education policies, in order to produce knowledge for policy formulation and changes in educational practices. Periodically, the UNESCO Regional Office of Education will publish a list of suggestions for needed research relevant for the definition of education policies in the region. The purpose will be to encourage researchers and postgraduate students to focus their work on the subjects so listed, both within schools and within education systems.
- e. Encouraging the participation of other actors. A highly participatory style will be fostered, involving multiple actors from society in general² such as legislators, central, provincial, and local authorities and those from other spheres of government. Also included will be social and labor organizations from the national and local levels, the communication media, companies, and national, bilateral, and multilateral financing agencies.

SUPPORT WITHIN THE REGIONAL FRAMEWORK

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

Regional networks coordinated by UNESCO

The UNESCO Regional Office of Education has developed various networks designed to support regional activities, producing cooperation and synergy between different actors and institutions both within and between countries. These networks work with schools, teachers, researchers, professionals from ministries of education, and with other institutions and actors in the region. Furthermore, depending on the needs perceived by countries during the implementation of PRELAC, new networks can be created. The existing networks are:³

² See Appendix B.

³ A more detailed description is presented in Appendix C.

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

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

UNESCO priority support areas

The following will be considered priority support areas by UNESCO:

- In general, the idea is to not do that which countries already do for themselves, but rather to concentrate on those things which have the greatest impact on the development of PRELAC.
- Development of comparable statistics, indicators, and quality assessment among countries based on elements that are subject to measurement. Emphasis on intra-regional comparison, while maintaining an international reference.

- Development of comparative research in groups of countries on themes of common interest for each strategic focus. Development of studies of secondary education.
- Systematization and dissemination, ideally by electronic means, of successful experiences within countries for each of the focuses in order that they be shared and standardized.
- Systematization and dissemination of educational resources that can be used by countries in the academic subjects the treatment of which is more homogeneous between countries. The latter, will consider the use of new, highly replicable technologies such as education portals and others.
- Provision for training to which countries currently do not have access, with special attention to school administrators, the training of trainers, initial and in-service teacher training, as well as technologies of the highest level.
- Support in the systematization and eventual participation in the selection of offers of international assessment services, as well as support in obtaining resources for the same.
- Systematization of the various offers of technological education services from the international level and support in its selection by countries.
- Skill development within Ministries of Education for negotiating with teacher unions.
- Creation of a network for the dissemination of original pedagogical thought, past and present, within the region that supports pedagogical research and training.
- Leadership in the creation and assessment of support networks.

Support networks coordinated by other international cooperation organizations

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

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

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

International cooperation and cooperation between countries

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

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

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

MONITORING AND ASSESSMENT FUNCTIONS

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

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

ACTIVITIES WITHIN COUNTRIES

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

- Countries shall consolidate existing mechanisms, improving their efficiency and usefulness, accompanied by UNESCO and by other cooperation agencies.
- These mechanisms will be consolidated through the development of knowledge and information regarding education based on statistical, assessment, research, or other systems already existing within countries.
- Knowledge and information developed within national settings will be directed, on the one hand, toward facilitating the definition of basic concepts, and hypotheses for research and, on the other, toward supporting sought after changes in education policies.

- The purpose of these activities should be to assure better decision-making in policy formulation aimed at strengthening teachers, changes in educational practices, and supporting commitment to results on the part of national authorities. This will provide a stimulus to discussion of the problems of education on all levels, from the school to the country as a whole.
- These processes demand bringing together a variety of sources and tools in order to generate information and knowledge. Chief among the former are political philosophy, social psychology, and education research and assessment; among the latter are statistics, the construction of indicators, analysis, “state of the art” studies, and working documents.
- National institutions making up in working groups for systematic monitoring of PRELAC will include universities, schools of education, research centers, UNESCO institutes, and various academic networks.

ACTIVITIES ON THE REGIONAL LEVEL

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

ORGANIZATION AND FREQUENCY OF FOLLOW-UP

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

WITHIN COUNTRIES

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

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

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

IN THE REGION

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

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

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

Appendix A

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

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

STUDENTS, FAMILIES, AND THEIR SURROUNDINGS

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

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

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

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

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

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

TEACHERS AND THE CLASSROOM

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

How: Research must be carried out that better describes current characteristics and needs of teachers, their training, salaries, working conditions, and professional performance. Studies

must be developed in order to establish the relations between these variables and learning results in order to guide education policies.

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

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

PRINCIPALS, TEACHING TEAMS, AND SCHOOLS

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

How: In this context, follow-up and assessment involves producing more knowledge and information on school effectiveness; of how the organizational climate of schools can foster the quality and equity of learning; of the ability to continually improve the three phases of the curriculum (preparation, teaching, and learning) and of on-going changes in learning processes and the degree of commitment of teachers to the same. Follow-up and assessment also requires more thought about curricular content and its application in schools. It is also important to be aware of the degree and type of community participation in schools. Studies are needed on the relationships of schools and education systems with social, economic, political, and cultural settings, whether local and/or national.

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

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

NATIONAL EDUCATION SYSTEMS AND THEIR CONTEXTS

What: PRELAC seeks to foster flexible, diversified, life-long quality education. This requires national education systems and subdivisions of these systems that guarantee that schools respond

adequately to the learning demands of all people, according to the contexts within which they develop.

How: Constructing and analyzing pertinent information regarding progress of the strategic focuses and of fulfillment of the purpose of the Project as related to the objectives of Education For All. Key tools are the norms and guidelines established for the functioning of the education system and the policies adopted to foster life-long learning.

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

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

Who: National organizations that are part of regional networks.

EDUCATION IN THE LATIN AMERICA AND CARIBBEAN REGION

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

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

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

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

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

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

Appendix B

INVOLVING OTHER ACTORS

LEGISLATORS

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

STATE, PROVINCIAL, AND LOCAL AUTHORITIES

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

OTHER GOVERNMENT SECTORS

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

NATIONAL AND LOCAL SOCIAL AND LABOR ORGANIZATIONS

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

NATIONAL AND INTERNATIONAL PUBLIC AND PRIVATE FINANCING INSTITUTIONS

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

COMMUNICATION MEDIA

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

Appendix C

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

- UNESCO Network of Associated Schools. Made up of schools in various countries, the purpose of this network is mobilize efforts in carrying out pilot projects seeking to strengthen the role of education in fostering a culture of peace and tolerance. The network centers its attention on “learning to live together”. Creation of sister schools and exchange between participating schools of materials, teachers, and students are integral parts of the activities of this network. UNESCO encourages each region of the world to develop its own Action Plan that includes “model” projects, initiatives, and events (regional seminars and workshops for national coordinators, teachers, etc.). Exchanges of teacher and students from the same region are also encouraged. In 1996, 3,700 schools participated in the program worldwide. Of these, 769 were in Latin America and the Caribbean. They comprise kindergartens, primary, and secondary schools, technical-professional institutes and teacher training institutions located in both urban and rural areas.
- Education Leadership Network. The focus of activities of this network is on leadership in the school environment. Its point of departure is that school principals, together with their staffs, play a crucial role in the success or failure of any attempt to improve education and, by extension, the learning of all students. The network seeks to support principals and their staffs in the development of leadership abilities, both for the active incorporation of members of the community (teachers, parents, students, and neighborhoods), and for the construction of organizational and emotional climates that are favorable for learning to take place. Similarly, the network fosters the construction of a professional ethic based on the meaning of Education For All, in which the success of all students is the goal. Members of the network are school principals and school and political-administrative teams that are concerned with the themes of management and leadership in the school environment.
- INNOVEMOS Network. The Latin American Regional Education Innovation Network – INNOVEMOS– was conceived as a interactive and permanent forum for reflection, production, exchange, and dissemination of knowledge and practices regarding innovations and changes in education that result in improvement in learning in order to contribute to the improvement of the quality and equity of education in its different modalities and programs. INNOVEMOS is a regional network of national networks than includes institutions of different modalities and competencies (schools and non-formal education programs, research centers, ministries of education, universities, and others), different territorial levels (regional, national, local), and different thematic areas (institutional development, teaching and learning processes, professional development, education and labor, diversity and equity, education and culture). Besides its workshops and publications, INNOVEMOS works through a web page in which education innovations and practices are presented within the areas cited above.

- Latin American Laboratory for Assessment of the Quality of Education (LLECE). The Laboratory is comprised of a network of systems and teams for measurement of the quality of education within ministries of education of countries in the region. Its primary function is to provide technical support for the development of these systems and teams through promoting country-to-country collaboration. It also organized various events for training and for the exchange of information and experiences. In addition, through the application of examinations of education quality that countries carry out periodically, the Laboratory has made achievement levels comparable for the primary school in 13 countries of Latin America. Using these as a basis, the Laboratory carried out a first study of factors that influence learning. As part of its activities, within the framework of the present Regional Project, the Laboratory has projected –among other tasks– carrying out at least one new study every 5 years as a basis for analyzing the development of the quality of education in the region. The Laboratory has a web page in which it presents data and results of its studies.

- Regional Information System (SIRI). SIRI is a network of ministries of education systems and teams for the production and analysis of statistical information. Its primary function is to provide technical support for education planning and statistics units of the ministries through the promotion of country-to-country cooperation and the organization of various events for training and the exchange of experiences. In addition, SIRI cooperates closely with the UNESCO International Institute of Statistics, with headquarters in Montreal, which is the organization charged with collecting and presenting world level statistics on education, culture, the sciences, technology, and communications. SIRI accompanied the OREALC/UNESCO Major Project in the Field of Education between 1980 and 2000, periodically producing the publication entitled, The State of Education in Latin America and the Caribbean. SIRI has a web page where it presents the results of its studies and fosters technical studies by national teams.

- The Science Education Network. An Ibero-American inter-university network that fosters the improvement of science education by means of initial, in-service, and postgraduate training as well as through the creation and consolidation of research groups and the development and publication of material. This network has become a UNESCO Chair that is regional, changes from one institution to another, and that emphasizes country-to-country cooperation between different institutions.

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

- Regional Forum of Education For All in Latin America. Countries appoint National Coordinators of Education For All (EFA) whose mission is to lead and coordinate on the technical and policy level the development and implementation process of EFA National Plans. At the same time, they are responsible for mobilizing citizen participation and for fostering country-to-country cooperation between different actors. The Regional Forum, accessible through the web page of UNESCO Santiago, offers opportunities for exchange and mutual support between National Coordinators, representatives of civil society, and international cooperation agencies in order to generate exchange of information and experiences during the process of preparation and functioning of the national action plans in order to achieve the objectives of Education For All for 2015.

Appendix D

UNESCO AND INTERNATIONAL COOPERATION

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

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

Appendix E

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

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

PART VI

STATUTE AND REGULATIONS OF PRELAC

**STATUTE OF THE REGIONAL INTER-GOVERNMENTAL
COMMITTEE OF THE REGIONAL EDUCATION**

Text to be presented by the Committee, for examination by the General Conference of UNESCO at its 32nd Meeting to be held in 2003.

Article 1

The present Statute creates, within the United Nations Educational, Scientific, and Cultural Organization a Regional Inter-Governmental Committee of the Regional Education Project for Latin America and the Caribbean, hereafter to be denominated “the Committee”.

Article 2

Within the framework of decisions of the General Conference relative to the Regional Project, the Committee shall be responsible for:

1. formulating recommendations to members of the Committee for the execution of the Regional Project;
2. adopting necessary execution measures contained within the Follow-Up Model of the Regional Education Project and, within the same, defining regional or sub-regional activities necessary to support national actions contemplated and carried out in order to respond to the objectives of said Project;
3. carrying out follow-up of the execution of the “regional action plan” and formulating suggestions that contribute to achievement of the objectives of the Regional Project at national, sub-regional, or regional levels;
4. being familiar with the “national action plans” and other documents that make up the Regional Project and fostering publication of the results achieved in each phase of its application;
5. facilitating, within the framework of the Regional Project, horizontal technical cooperation between countries and between groups of countries of the region;
6. stimulating regional, sub-regional, or national activities corresponding to the objectives of the Regional Project in favor of technical and financial support of the Member States of UNESCO, institutions, organizations, and public or private, sub-regional, regional, or national sources of financing.
7. providing to the Director General of UNESCO opinions regarding measures that the Organization could adopt in order to support carrying out the Regional Project;

8. presenting reports on its activities to the General Conference of the United Nations Educational, Scientific, and Cultural Organization at each of its ordinary meetings;
9. promoting or carrying out activities that foster the best fulfillment of the objectives of the Regional Project.

Article 3

1. The Committee shall be composed of all Member States of the United Nations Educational, Scientific, and Cultural Organization that comprise the region of Latin America and the Caribbean defined according to the resolutions of the General Conference and of Associate Members who so request.
2. States that cooperate or wish to cooperate in carrying out technical or financial aspects of the Regional Project and that are members of one or of various organizations of the United Nations System shall be Associate Members of the Committee; Agencies and Organizations of the United Nations System that have subscribed to the World Framework of Action at the World Forum on Education For All (Dakar, Senegal, 2000), and other organizations and institutions that support the Education For All program may participate in a consultative manner. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) shall comprise the Secretariat of the Committee. The Director General of UNESCO or his representative shall participate in all deliberations of the Committee in a consultative manner.
3. Intergovernmental organizations, international non-governmental organizations, and foundations that maintain official relations with UNESCO and that wish to cooperate technically or financially with the Regional Project may be associated with the deliberations of the Committee in a consultative role.
4. The members of the Committee shall elect their representatives taking duly into account the mandate of the Committee as defined in the present Statute.

Article 4

1. The Committee shall meet in ordinary session once every two years. It may call extraordinary meetings in accordance with the rules of the Committee.
2. At such meetings, each member of the Committee shall have a right to one vote, but may send to meetings the number of specialists and advisors deemed necessary.
3. The Committee shall approve its by-laws at its first meeting.
4. Within the framework of its by-laws the Committee may create all subsidiary entities that it deems appropriate to the extent that financing of such entities is assured.

Article 5

1. At each of its ordinary meetings, the Committee shall elect a President, four Vice Presidents, and two Reporters which together will constitute the Executive Board of the Committee.
2. The Executive Board shall carry out those functions determined by the Committee.
3. The Executive Board may be convoked during intervals of the meetings of the Committee by the Director General of UNESCO, either by his own initiative or by request of the President of the Committee, or by a majority of the Members of the Executive Board.

Article 6

1. Representatives of Member States and Associated Members of UNESCO that are not members of the Committee may participate without a right to vote as observers in all meetings of the Committee, with the exception of meetings of the Executive Board.
2. Representatives of the United Nations and of other organizations of the United Nations System with which UNESCO has concluded reciprocal representation agreements may participate without right to vote in all meetings of the Committee, with the exception of meetings of the Executive Board.
3. The Committee may determine the conditions under which representatives of States not members of UNESCO but which are members of one or various organizations of the United Nations System may be invited as observers, as well as representatives of organizations of the United Nations with which UNESCO has not concluded reciprocal representation agreements and representatives of other international, governmental, and non-governmental organizations, institutions and foundations. The Committee shall determine as well the conditions under which persons particularly qualified in their fields of competence may be invited and consulted.

Article 7

1. The Director General of UNESCO shall be responsible for the Secretariat of the Committee and shall place at the disposition of the Committee the necessary personnel and means for its functioning.
2. The Secretariat shall bring together and shall present to the Committee all suggestions and observations of the members of the Committee, of the Member States of UNESCO or of the international organizations interested in being related to the Regional Project. If necessary, it shall develop concrete projects based on such suggestions and also present them for the consideration of the Committee.

Article 8

1. The members of the Committee shall assume expenses occasioned by the participation of their representatives in meetings of the Committee. Expenses occasioned by participation of members of the Executive Board in meetings of the Board and the ordinary expenses of the Committee shall be defrayed through open credits opened for such purpose by the General Conference of the United Nations Educational, Scientific, and Cultural Organization.
2. Voluntary contributions may be accepted to constitute trust funds, in accordance with the Financial Regulations of the United Nations Educational, Scientific, and Cultural Organization. Such trust funds shall be solely utilized for PRELAC and shall be administered by the Director General of UNESCO through the Regional Bureau of Education for Latin America and the Caribbean.

**REGULATIONS OF THE REGIONAL EDUCATION PROJECT
FOR LATIN AMERICA AND THE CARIBBEAN**

Article 1 – Members and Associate Members

- 1.1 Member States of UNESCO that constitute the region of Latin America and the Caribbean defined according to the resolutions of the General Conference are principal members of the Inter-Governmental Committee of the Regional Education Project for Latin America and the Caribbean.
- 1.2 States that cooperate or wish to cooperate in carrying out the Regional Project, International Governmental and Non-Governmental Organizations, as well as Foundations that maintain official relations with UNESCO and which wish to provide technical or financial support for the Project may be Associate Members of the Committee.
- 1.3 Members and Associate Members of the Committee shall send to meetings of the Committee the number of specialists or advisors that they deem necessary.

Article 2 – Representatives and Observers

- 2.1 Representatives of Member States and Associate Members of UNESCO that are not members of the Committee may participate as observers in all meetings of the Committee, with the exception of meetings of the Executive Board.
- 2.2 The Committee may invite as observers those States that are not Members of UNESCO.
- 2.3 Representatives of the United Nations and of other organizations of the United Nations System with which UNESCO has concluded reciprocal representation agreements may participate as observers in all meetings of the Committee with the exception of meetings of the Executive Board.
- 2.4 The Committee may decide to invite as observers those States that are not members of UNESCO but are members of one or of various organizations of the United Nations System.
- 2.5 The Committee may decide to invite and consult with persons particularly qualified in subjects of interest to the Committee.

Article 3 – Election of Members of the Executive Board of the Committee

- 3.1 The Committee shall elect a President, four Vice-Presidents, and a two Reporters who will comprise the Executive Board of the Committee

Article 4 – Attributions of the President

- 4.1 In addition to powers conferred by dispositions of the Statute, the President shall have the following functions: declare the opening and closing of meetings; direct debates, see that the present Regulations are observed, concede the floor to speakers, submit points in discussion to voting, and, taking into consideration the stipulations of the present Regulations, regulate debate and guarantee the maintenance of order.
- 4.2 The President shall maintain permanent contacts with members of the Executive Board of the Committee, with the Director General of UNESCO, and with the Secretariat of the Executive Board in order to overcome any problem that may arise in the exercise of his or her functions.

Article 5 – Functions of the Vice-Presidents

- 5.1 Functions of the Vice-Presidents are to substitute for the President during a meeting or representation activity in case of the absence of the incumbent and to assume the Coordination of Working Groups that may be established by the Agendas of meetings.

Article 6 – Organization of deliberations

- 6.1 Meetings of the Committee will be carried out through Plenary Sessions, Working Groups, Round Tables, or other modalities that activities of the Agenda require.
- 6.2 The Executive Board of the Meeting shall be responsible for the organization and follow-up of deliberations, for the setting of meeting times, and for fulfillment of activities established by the Agenda of the Meetings, as well as for assisting the President in fulfillment of his or her functions.

Article 7 – Subsidiary groups

- 7.1 In order to fulfill the tasks assigned to it by the Rules, the Committee, during ordinary meetings, shall create any subsidiary group that it deems appropriate, on the condition that financing for such group is assured.

Article 8 – The Secretariat

- 8.1 The Director General of UNESCO or his representative shall participate in the deliberations of the Committee and its subsidiary groups, including the Executive Board, without a right to vote. At any time, he may formulate oral or written declarations in regard to any subject that is being examined.
- 8.2 The Director General shall determine that the UNESCO-Santiago Regional Office of Education act as Secretariat of the Executive Board and shall provide personnel and means necessary for its functioning.

- 8.3 The Secretariat of the Executive Board shall attend all meetings of the Committee and of its subsidiary groups, including the Executive Board. It may make both oral and written declarations regarding any subject that is being examined.

Article 9 – Working languages

- 9.1 Oral comments during the Meetings shall be translated into Spanish, English, French, and Portuguese.
- 9.2 The Draft of the Final Report and other documents that result from each Meeting shall be published in Spanish and in English during the course of such Meeting.
- 9.3 The Final Report of each Meeting shall be subsequently published in the four languages cited in paragraph 9.1.
- 9.4 Any speaker may use a language not listed above, on the condition that he or she be responsible for facilitating interpretation into one of the four languages cited in paragraph 9.1.

Article 10 – Working documents

- 10.1 The working documents of each ordinary meeting of the Committee shall, by general rule, be submitted to the members 45 days before the opening of the Meeting.

Article 11 – Reports

- 11.1 The Committee shall submit reports of its activities to the respective Ordinary Meeting of the General Conference of UNESCO.

Article 12 – Quorums

- 12.1 In plenary sessions, a quorum shall be a majority of the Governments referred to in paragraph 1.1 and that are represented at the Meeting. A “majority” is understood to mean one-half plus one of the member countries attending.
- 12.2 In Working Groups, a quorum shall consist of a majority of Member States referred to in paragraph 1.1 and that are members of such groups.
- 12.3 If, in meetings of subsidiary groups, after a 10 minute recess of the session, a quorum has not been constituted in the terms stipulated above, the President may ask for unanimous agreement of the Member States of the Committee present to temporarily waive the dispositions of paragraph 12.1.

Article 13 – Right to vote

- 13.1 Only Member States of the Committee have the right to vote, and each shall have the right to one vote.

Article 14 – Voting

- 14.1 Decisions shall be adopted by a simple majority of Member States of the Committee present and voting, except in cases stipulated in articles 20 (Modifications of the Daily Agenda), 27 (special consultation by correspondence) and 29 (suspension).
- 14.2 For the effects of these Regulations, “Member States of the Committee present and voting” is to be understood as the Member States of the Committee that vote in favor or against. It shall be considered that those who abstain from voting have not taken part in the voting.

Article 15 – Hand voting and role-call voting

- 15.1 Voting will normally take place by raised hands. However, any Member State of the Committee may, before a vote begins, request role-call voting that shall have the support of at least five Member States of the Committee. The vote or abstention of each member that participates in a role-call vote shall appear in the report.

Article 16 – Adoption of amendments

- 16.1 An amendment to any proposal shall be considered any motion that adds to, replaces, or modifies any of its parts.
- 16.2 When an amendment to a proposal is presented, the amendment shall be voted on first.
- 16.3 When two or more amendments to a proposal are presented, the Committee shall vote first on the amendment that, in the judgment of the President, is furthest from the original proposal and thus successively, until all amendments have been voted. If one or various amendments are approved, the modified proposal shall be put to vote. If no amendment is approved, the proposal will be put to vote in its original form.

Article 17 – Voting in elections

- 17.1 All elections shall be decided by open voting unless a Member State of the Committee has objections or the Committee decides to the contrary.

Article 18 – Ties in votes on proposals

- 18.1 When a tie in voting occurs, the proposal in question shall be submitted to a second debate in order to clarify different points of view, followed by a new vote. In case another tie vote occurs, the President shall decide if the motion has been rejected or approved.

Article 19 – Approval of the Daily Agenda

- 19.1 At the beginning of each Meeting, the Committee shall approve the corresponding Daily Agenda.

Article 20 – Changes to the Daily Agenda

20.1 With the approval of a two-thirds majority of Member States of the Committee present, during a Meeting the Committee may modify the sequence, add to, or replace points of the Daily Agenda.

Article 21 – Right to address the Meeting

21.1 Representatives, observers, and persons referred to in paragraph 1.2 and in Article 2 of these Regulations may, with previous authorization of the President, participate in debates of the Committee or of its subsidiary groups.

Article 22 – Order of speakers

22.1 During Meetings, the President will cede the floor to members of the Committee following the order in which they have expressed the wish to speak.

Article 23 – Duration of contributions

23.1 The Committee may limit the duration of the contributions of each speaker.

Article 24 – Points of order

24.1 In the course of debates, any Member of the Committee may at any time make a point of order, upon which the President shall pronounce immediately. Any Member of the Committee may appeal the decision of the President, which may only be revoked by a majority of the Members present and voting. A Member may not, upon making a point of order, speak to the substance of the subject that is being examined.

Article 25 – Suspension, postponement, and closure

25.1 Member of the Committee may at any time move to suspend or to postpone a session or recess or closure of a debate. This motion shall be submitted for an immediate vote, with approval requiring a majority of the Member States present and voting. The following motions shall have priority in the order indicated in regard to all other proposals or motions.

- a) suspension of the session
- b) recess of the session
- c) postponement of debate on the subject that is being examined
- d) closure of debate on the subject is being examined.

Article 26 – Public nature of meetings

26.1 All meetings of the Committee and of its subsidiary groups, with the exception of those of the Executive Board, shall be public unless the Committee decides to the contrary.

Article 27 – Special consultation by correspondence

27.1 If approval by the Committee is required of measures that are urgent and of exceptional importance while the Committee is not in session, the Executive Board may, through the Secretariat, consult the Members by correspondence. The measure in question shall be adopted if it is approved by two-thirds of the Members, which shall be communicated to the Members of the Committee.

Article 28 – Modifications

28.1 This Regulation, except in what may correspond to dispositions of the Statute of the Committee or to decisions of the General Conference, may be modified by a decision of the Committee in one of its ordinary sessions adopted by a majority of the Member States of the Committee present and voting, on the condition that the proposal for modification has been included on the Daily Agenda.

Article 29 – Suspensions

29.1 The application of any disposition in these Rules, with the exception of that which reproduces an article of the Statute of the Committee, or a decision of the General Conference, may be suspended by a majority of two-thirds of the Member States of the Committee present and voting.

APPENDIX I

DAILY AGENDA

Wednesday, November 13

Participant reception and registration

Thursday, November 14

Morning

Preliminary session (Private session for Ministers and Heads of Delegations)

- Election of Executive Committee
- Approval of meeting regulations

Inaugural session

- Sir John Daniel, UNESCO Assistant Director General for Education
- The Hon. Mr. Luis Ignacio Gómez Gutiérrez, Minister of Education of Cuba.

Coffee

The Regional Education Project (PRELAC) in perspective

Round Tables:

Meanings of education and the economic, social, and cultural contexts of the Regional Project

Coordinator: Dr. Rudolph Greenidge, Minister of Education, Youth Affairs and Sports of Barbados

- Mr. Roberto Carneiro, member of the International Commission on Education for the XX Century, headed by Jacques Delors: *The meanings of education according to the UNESCO report "Learning: The Treasure Within"*
- Mr. Rolando Franco, Director of the Social Development Division of ECLAC: *The economic and social context of the region and the development of education*
- Mr. Luis Gómez Gutiérrez, Minister of Education of Cuba: *Equity in education*

The role of teachers and schools in the perspective of the Regional Project

Coordinator: Dra. Graciela María Giannettasio, Minister of Education, Science, and Technology of the Republic of Argentina

- Mr. Emilio Tenti Fanfani, Coordinator of the area of diagnosis and education policy, IIPE, Buenos Aires: *Teachers and the development of education in the region*
- Mr. Martin Carnoy, Professor of the School of Education, Stanford University: *The role and perspectives of schools in Latin America*
- Mr. Errol Miller, Professor of the University of the West Indies: *The role and perspectives of schools in the English-speaking Caribbean*

Lunch

Afternoon

Presentation and discussion of the Regional Education Project for Latin America and the Caribbean (PRELAC).

Visit to Cuban schools.

Presentation of a background summary of the Declaration of Cochabamba and the complementary nature of PRELAC, the Framework of Action of Education For All - Ms. Ana Luiza Machado, Director of UNESCO Santiago.

Presentation of PRELAC - Sr. Luis Ignacio Gómez Gutiérrez, Minister of Education of Cuba and President of the Executive Committee of PRELAC I.

Coffee

General discussion of the PRELAC proposal

Evening

Reception offered by the Government of Cuba

Friday, November 15

Morning

Follow-up Mechanisms of the Project

Presentation of the Follow-Up Proposal of the Regional Project for implementation within countries of the region - Sr. Gerardo Ayzanoa del Carpio, Minister of Education of Peru

Discussion

Coffee

International Cooperation in Education Round Table.
Coordinated by Sir John Daniel, UNESCO Assistant General Director for Education

Presentation of the results of the PRELAC Drafting Committee

Lunch

Afternoon

Private meeting of Ministers or Heads of Delegations to discuss the Declaration of Havana

Coffee

(Simultaneous activities)

Working Groups of Ministers or Heads of Delegations for:

- Drafting of the Declaration of Ministers
- Drafting of Statutes and Regulations of the Regional Project
- Drafting of the Follow-Up Model of the Regional Project

Other delegates and guests:

- visit stands
- visit The Latin American School of Medicine
- Cultural gala in colonial Havana

Saturday, November 16

Morning

Presentation and approval of:

- The Regional Education Project (PRELAC) and its follow-up mechanisms
- PRELAC Rules and Regulations
- Declaration of Ministers
- Presentation of the Meeting Report
- Closing Speech by Sir John Daniel, Assistant Director General for Education of UNESCO
- Closing Speech by Fidel Castro Ruz, President of the Republic of Cuba

Luncheon offered by UNESCO, Habana Club.

APPENDIX II

SPEECHES AT THE OPENING, THE BEGINNING OF THE PLENARY**Speech delivered at the opening session by Sir John Daniel, Assistant Director-General for Education of the United Nations Education, Scientific and Cultural Organization (UNESCO)**

Education for All in Latin America and the Caribbean: are we on track?

Introduction

Honourable Ministers, Excellencies, Ladies and Gentlemen:

It is a great pleasure to be with you and to bring you the greetings of the Director-General of UNESCO, Koïchiro Matsuura, who regrets that he cannot be here as well.

I joined UNESCO just over a year ago and this is the first time I have had the pleasure of participating in a regional meeting of ministers of education. It particularly pleases me that my first experience of such an event should be in Latin America and the Caribbean. That is because, as I shall show later on, the progress in this region in achieving *Education for All* is encouraging. This is no excuse for complacency and I know you are not complacent, but some other regions of the world face much greater challenges in achieving the targets that the nations of the world set collectively when they met in Dakar, Senegal two and a half years ago.

I am also delighted that we are in Cuba because this country stands out, not only in your region but also across the whole world, for its commitment to education and its delivery on that commitment. For UNESCO, which has been charged with co-ordinating the global movement of *Education for All*, the example of Cuba is particularly encouraging because Cuba is not a rich country. Cuba has shown that if a country believes in education, has the political will to turn that belief into a programme of action, and the managerial strength to implement that programme of action, then extraordinary things can happen. Cuba is the only country in the world that has achieved universal Early Childhood Care and Education, which research has shown to be a most valuable foundation for good performance at all other levels of education. Perhaps our Cuban colleagues will tell us how they did it.

My remarks today will be in three parts. First, I shall recall why we are doing this. Why is *Education for All* important? It may seem strange to argue for the importance of education to a meeting of ministers of education but I do not apologise. It is always good to remind ourselves why we are doing things, and you must often have to argue the case for education to your presidents, prime ministers and fellow members of cabinet. Furthermore, the arguments for education evolve constantly as our understanding of development increases.

Second, I shall recall some of the background to our present efforts. I shall review briefly the history of the *Education for All* movement at the world level. Then I shall summarize your work in this region, the *Proyecto Principal de Educaciòn* - the Major Project in the Field of Education – that has been running since 1980. My aim is to show that what you are doing in this region is absolutely compatible with developments in the wider world.

That will provide the context for my third section, which will report on progress towards *Education for All*. It so happens that the *2002 Monitoring Report on Education for All* was launched in London yesterday. It is the most comprehensive assessment of the world's performance in relation to the goals of *Education for All* that we have had in several years. I shall share with you some of the highlights of that report.

Education for All: Why?

First then, why is *Education for All* important? I cannot do better than quote the great Cuban poet and thinker José Martí. He was more than Cuba's greatest thinker. Some call him the 'teacher of the peoples of the Americas' because he taught in a number of Latin American countries as well as in the United States. As Ricardo Nassif said, 'Martí didn't have time for teaching within four walls. America was his true classroom, in which, as an educator of the liberators of the peoples he was unmatched'. I give you two quotations from José Martí.

First: All people, when they arrive on earth, have a right to be educated; and then in return, they have the obligation to educate others'.

Let us note in passing how well Cuba itself has implemented that right and fulfilled that obligation. It gives full educational opportunities to its people and then encourages them to help with educating those in neighbouring countries.

Second: 'To educate is to give people the keys to the world, which are independence and love; granting them the ability to walk alone, at the happy pace which is that of natural and free individuals'.

In those quotes and his other writings José Martí summarised, more than a century ago, the three reasons that we evoke today to argue for the importance of *Education for All*. First, education is a human right, declared as such back in 1948 in Article 26 of the *Universal Declaration of Human Rights*. This recognises the intrinsic human value of education, underpinned by strong moral and legal foundations. The right to education is the key to unlocking other human rights. Where the right to education is guaranteed, people have a greater chance to access and enjoy other rights.

Second, education is the key to human freedom. The Nobel prizewinner Amartya Sen, in his recent book *Development as Freedom*, shows that development and human rights are two sides of the same coin. He defines development simply as the process of expanding the real freedoms that people enjoy. So the central criterion for the assessment of progress is whether the freedoms that people have are enhanced. Freedom defines development but freedom also

promotes development. It is primarily through the free agency of people that development is achieved. And of course education, as José Martí so often said, is the key to freedom.

Third then, as Amartya Sen argues, because education is the key to freedom it is also the key to development. A new generation of economic growth models gives human resources a central position in increasing development returns. We know that schooling improves productivity in rural and urban employment. We know that literate people have fewer and healthier children.

Rights, freedoms and development benefits make up a powerful triangle of arguments for *Education for All*. The challenge for each country is to recognise the validity of these arguments, define their own distinctive policy priorities and map their own route to achieving *Education for All*.

Education for All: History

This leads naturally to the second part of these remarks, a brief history of international attempts to make progress toward *Education for All*. The international commitment to education for all goes back to the UNESCO constitution of 1945 which said that the States that were parties to it believed in '*full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge*'.

In the event the Cold War began shortly after that and then the energies of many developing countries were devoted to the processes of decolonisation and nation building. It was not really until 1990, at the World Conference on Education for All held in Jomtien, Thailand, that the world as a whole turned its attention again to educating all the people of the world. At that conference it became clear that education for all was far from being a reality across the world. The conference set a series of targets for achieving that goal.

The international community returned to the challenge at the World Education Forum held in Dakar, Senegal in 2000, having commissioned country-by-country assessments of the degree to which education for all had been achieved. The overall picture was still disappointing. On the one hand countries had not made the educational progress that had been hoped. On the other hand, partly because rich countries thought that they could pay themselves a peace dividend at the end of the Cold War, their funds for international development assistance, including education, fell sharply over the 1990s.

The 164 countries assembled in Dakar restated the six goals of *Education for All* as, one: to ensure that all children of primary school age would have more access to and complete free schooling of acceptable quality; two: that gender disparities in schooling would be eliminated; three: levels of adult illiteracy would be halved; four: early childhood care and education would be expanded; five: learning opportunities for youth and adults would be greatly increased; and, six: all aspects of the quality of education would be improved.

The Dakar Forum articulated a strategy for achieving these six goals and gave UNESCO the task of co-ordinating the efforts of all the players. One of UNESCO's tasks is to convene

annually a High-Level Group, made up of senior representatives of the four stakeholder groups, in order to maintain the political momentum of the EFA movement. The High-Level Group bases its recommendations on an annual EFA Monitoring Report. As I said, the 2002 Monitoring Report was launched in London yesterday and the High-Level Group will meet next week in Abuja, Nigeria. Ministers from Cuba and El Salvador will represent this region. Unfortunately Minister Aylwin from Chile, who should have gone as well, is detained at home by parliamentary business.

This year's report is the second of these EFA Monitoring Reports but it represents a quantum leap, both in scope and depth, from what we were able to produce last year. Copies of the Executive Summary in Spanish are available at this meeting. I will give some highlights in a moment, but let me just note now that the report uses the six goals of Dakar as its framework for judging how education is progressing and for calculating costs. This means that we should use the Dakar goals as the common language that unites the worldwide enterprise of *Education for All*.

Here in Latin America and the Caribbean you began your own campaign to achieve *Education for All* in 1980, ten years before Jomtien and twenty years before Dakar. This was the Proyecto Principal de Educaciòn – the Major Project in the Field of Education, which had three major objectives. The first was access of all school-age children to a minimum of 8-10 years of primary education; the second was literacy training and education for young people and adults; and the third was improving the quality and efficiency of education through carrying out necessary reforms.

In March 2001, the Ministers of Latin America and the Caribbean met in Cochabamba, Bolivia asked UNESCO to develop their recommendations into a new regional project for education, PRELAC, that would be complementary to the *Education for All* movement. PRELAC takes on board the quantitative goals of EFA and specifies five priorities on which education policies must focus. They are:

- first, to ensure that the content and practice of education enable us to construct meaning about ourselves, about others and about the world;
- second, to concentrate on teachers and increase their participation in educational change so as to meet the learning needs of pupils;
- third, to work on the culture of schools to turn them into participatory learning communities;
- fourth to reform the management of education systems in order to make them more flexible and able to offer opportunities for learning throughout life;
- and finally, to stress the social responsibility of education in order to generate commitment to its development and its outcomes.

Education for All: are we on track?

That is the framework in which Latin America and the Caribbean is working to achieve *Education for All*. Let me now try to summarize where we have got to at present, using the data from the EFA Monitoring Report that was published yesterday. There is bad news and good

news. The bad news is that one third of the world's population live in countries where achieving the *Education for All* goals remains a dream. The good news are that things are more encouraging in Latin America and the Caribbean.

I shall move from the general to the specific in presenting some data. These data focus on the three measurable goals of Dakar, namely primary education, gender parity and literacy. The authors of the Monitoring Report have created a composite index of progress with regard to these three goals, which they use to place countries in three categories. First come the countries with a high chance of achieving *Education for All* by 2015. Second are countries that are not yet making sufficient progress but could reach the targets with greater determination and better policies. Third, come the countries where the gaps to be bridged are so great that they are at serious risk of not meeting any of the targets.

The general situation is summed up in this slide, which shows the situation for the E9 countries. These are the nine most populous emerging countries, which are home to nearly half the world's people and most of its illiterates. You can see that the two E9 countries in this region, Brazil and Mexico, are likely to achieve *Education for All* by 2015. Bangladesh, China, Egypt and Indonesia will struggle to meet the targets, whereas India, Nigeria and Pakistan have little chance of getting there on present trends.

Here now is a similar table for all the countries of this region. The good news is that no countries are seriously at risk of not making the targets. Most have a high chance of reaching them.

This is a very different situation from sub-Saharan Africa, where, as this table shows, most countries are at serious risk of not making it.

All those tables are for a composite index of the Dakar Goals of primary education, gender parity and literacy. Let us now look in more detail at each of these indicators separately.

In summarizing the results for each of the Dakar goals the authors of the Monitoring Report have devised a system of quadrants using two dimensions, one static and one dynamic. The static dimension is the distance that a country was from a particular Dakar goal in 2000, whether close to it or farther away. The dynamic dimension is the change between 1990 and 2000, whether a country is moving towards the goal or away from it. This gives four boxes. Two boxes show countries that are close to the Dakar goal. In one box are the countries where the indicators went backwards between 1990 and 2000, suggesting that the goal will not be reached, in the other box are countries, which progressed between 1990 and 2000 and have a high chance of achieving the goal.

Two other boxes show countries that are far from the goal. Those that are moving away from it are, of course, very unlikely to meet the goal without drastic change. Those that are moving towards it are unlikely to meet it because the gap is too large to close in the time.

Let us now place in such tables the countries of this region for which data was available, starting with Primary Education. First, here are the countries that have already achieved Uni-

versal Primary Education, defined as a Net Enrolment Rate of greater than 95% in 1999. This next slide shows the situation of the countries with Net Enrolment Rates of less than this.

Here is the same treatment for Gender Parity. First here are the countries that have achieved Gender Parity in their Gross Enrolment Rates in Primary Education. Gender Parity is defined as less than three percentage points away from unity. Here is the table showing the situation of those countries that have not yet achieved Gender Parity.

I conclude by presenting the results for literacy in the same way. First, here are the countries in the region that have achieved an adult literacy rate of 95% or more. Here is the table showing the situation of those countries that have not yet achieved Adult Literacy.

It is time for me to conclude. I realise that I have focused on those educational goals for which it is easy to present data. I fully realise that much of your concern as ministers, following the PRELAC agenda that you laid out in Cochabamba, has to do with the quality of education, the skills that pupils acquire and the management of the systems. The EFA Monitoring Report has much to say about these issues, but it does not lend itself to simple tables.

I therefore encourage you and your officials to study the report very carefully. I am very proud of what the new Monitoring Report team has accomplished in a short time and they promise even more interesting analyses next year.

Meanwhile, I conclude that while the educational situation of Latin America and the Caribbean is much better than in various other regions of the world there is no room for complacency. However, determined political leadership should allow all countries in this region to achieve *Education for All*.

Reference

UNESCO (2002) *Education for All: Is the world on track?* EFA Global Monitoring Report.

**Speech delivered by Mr. Luis Ignacio Gómez Gutiérrez,
Minister of Education of the Republic of Cuba at the opening session**

Distinguished colleagues:

For Cuba, it is a source of pride and satisfaction to have the privilege of hosting the 1st Intergovernmental Meeting on the Regional Education Project for Latin America and the Caribbean. Therefore, on behalf of the government and the people of Cuba, I would like to extend a most cordial welcome to all of the delegates and representatives of the governments of Latin America and the Caribbean and of the international agencies and organizations who have honored us with their presence.

This meeting takes place at a time when humanity is facing one of the most complex moments in its history; when the very survival of the human race is at risk. Unbridled aggression against the environment and resulting climatic changes, the economic crisis, an external debt that suffocates any attempt at development, galloping unemployment, the HIV-AIDS pandemic and other diseases, hunger, migrations, drugs and violence are among the scourges afflicting the world, for which there are no effective solutions in sight.

The ever widening gap between rich and poor reflects a paradoxical panorama in which a small few enjoy the most sophisticated technological advances, while 880 million illiterate people and 115 million children deprived of an education represent a veritable affront to the dignity of humanity.

Our region, which holds the unfortunate record of being the most unequal on the planet, is living in times of enormous suffering as the number of poor has increased by 20 million and the rate of extreme poverty has doubled.

Given this bleak reality, education also has the mission of explaining that this is not a time for the people to wear themselves out in lamenting, much less to weep inconsolably over their destiny. On the contrary, it is a time to face this destiny with optimism, to teach the future citizens now seated in our classrooms to look inside themselves and be determined to fully be who they want to be, because they have the historic right to do so.

While those of us gathered here may not be able to solve the root causes that lead to such pressing problems, we can at least contribute to creating awareness of these problems and of the terrible consequences they will have for current and future generations in our respective countries.

This is why it is so important for us to meet and to adopt a Regional Education Project that will serve as a guideline for setting goals and for defining the steps to achieve them.

The scourge of illiteracy must be fully eliminated in our countries.

The problem of children not attending school must be solved once and for all.

The quality of education must be improved - for everyone, without exception.

Teachers, the soul of education, deserve special attention, upgrading in science and instruction techniques based on job security that protects them as representatives of one of the most strategic professions for the cultural and spiritual development of our countries.

Educational services must be extended to underprivileged populations. We must strive for quality education that is essentially democratic in its content and methods. The education that our times demand must be, in essence: for all, scientific, participatory, rooted in the culture of dialogue, peace, cooperation and integration, combining the best of our respective national traditions with the universal.

In this world where economic crises and other ills have become globalized, we must tirelessly struggle to globalize solidarity, cooperation and peace.

Everything that contributes to bringing our countries together to build a better future must prevail over the disagreements that in no way serve the interests of our peoples.

José Martí, the apostle of our independence, said that "Homeland is Humankind".

Understanding that being united is the only way we can save the region from a greater holocaust should become our primary political conception, over and above any ideological creed or posture.

It is in this sense that UNESCO can play a major role by coordinating actions aimed at achieving the goals adopted in Dakar.

UNESCO can also help promote fruitful and respectful exchange and the mobilization of resources from the powerful, in order to revitalize the currently weakened and insufficient North-South cooperation.

Cuba is making a determined contribution to the efforts promoted by UNESCO to eradicate illiteracy and achieve education for all.

Over 14,000 Cuban teachers have selflessly offered their services in other countries of the Third World, while 40,000 young people from 120 countries have studied in our country.

Today there are 9,799 young people from Latin America and the Caribbean who are being trained here as doctors, sports instructors and in other specialties thanks to scholarships offered by Cuba.

With a mixture of modesty and pride we received the honorary mention of the King Sejong international prize awarded by UNESCO in recognition of the method for literacy instruction by radio developed jointly with the government of Haiti. We are open to sharing this experience with all of the countries of the region, and prepared to send experts to help with its implementation, wherever they are requested.

Terrorist aggression and the cruel economic blockade which, during more than 40 years has left thousands of victims among our people and caused losses of more than 70 billion dollars, have not been able to impede the eradication of illiteracy and the achievement of education for all.

In Cuba, the goals agreed upon in Dakar have already been achieved.

These are the circumstances under which our people have eradicated illiteracy, achieving years ago the goals adopted in Dakar, and have continued to raise the quality of education in our country.

Today we are engaged in a battle to ensure that all of our people achieve a general and comprehensive cultural and educational level that will lead to an ever more just society based on true equality among all citizens.

Based on Cuba's experience, we can tell you, with all modesty, conscious of our shortcomings, that it is not in vain to cling to the best in human beings and believe in their potential for development; that it is not dreaming to take the side of virtue and cultivate the human soul; that it is well worth the sacrifice that confides in the transformational power of an education based on ethics.

In welcoming you here, your home, we want to reiterate how honored we are by the presence of each and every one of you, in whose work so many people in your respective countries have staked their hopes.

We hope that this meeting will help us to learn from one another, to get to know each other better, and to unite our efforts in the service of human betterment. And on behalf of Cuban educators, we say to you, in the words of our national hero, José Martí:

“Let us show our soul to these illustrious messengers who have come from our peoples, so they may see that it is honest and loyal, and that the just admiration and useful and sincere study of what comes from others, study without the lenses of the nearsighted or farsighted, does not weaken our ardent, saving and holy love of what is our own; neither for our own personal good, if in conscience there is good without peace, should we be traitors to what we are ordered to do by nature and humanity. And thus, when each one of them returns to the shores that we will perhaps never see again, they will be able to say, pleased with our decorum, to she who is our mistress, our hope and our guide:

**MOTHER AMERICA, THERE WE FOUND BROTHERS AND SISTERS!
MOTHER AMERICA, THERE YOU HAVE SONS AND DAUGHTERS!”**

Thank you very much.

APPENDIX III

LIST OF DOCUMENTS

NORMS DOCUMENTS

- | | | |
|----|---------------------------|---------------|
| 1. | Provisional Meeting Rules | ED-PRELAC I/1 |
|----|---------------------------|---------------|

INFORMATION DOCUMENTS

- | | | |
|----|----------------------------|-------------------|
| 2. | General information | ED-PRELAC I/INF.1 |
| 3. | Provisional Working Agenda | ED-PRELAC I/INF.2 |
| 4. | List of Documents | ED-PRELAC I/INF.3 |

WORKING DOCUMENTS

- | | | |
|----|--|-------------------|
| 5. | Proposal of Regional Education Project
for Latin America and the Caribbean | ED-PRELAC I/REF.1 |
| 6. | Proposed Follow-up model of the Regional
Education Project for Latin America and
the Caribbean | ED-PRELAC I/REF.2 |
| 7. | Proposed Statute of the Regional
Inter-governmental Committee of
the Regional Education | ED-PRELAC I/REF.3 |
| 8. | Proposed Rules of the Regional Education
Project for Latin America and the Caribbean | ED-PRELAC I/REF.4 |

SUPPORT DOCUMENTS

- | | | |
|-----|---|--|
| 9. | Secondary education: a path toward human development | |
| 10. | Teacher training: a contribution to discussion.
Some country experiences. | |
| 11. | Qualitative study of schools with outstanding.
Results in seven latin american countries | |

APPENDIX IV
MEETING RULES

I. PARTICIPANTS

Article 1 – Principal participants

Member States of UNESCO that comprise the region of Latin America and the Caribbean defined according to the resolutions of the General Conference and which may participate in the Meeting with a right to vote.

Article 2 – Representatives and Observers

- 2.1 Other Member States of UNESCO not referred to in Article 1, Associated Members, Territories, and the Holy See may participate as Observers.
- 2.2 The United Nations and other organizations of the United Nations System with which UNESCO has entered into mutual representation agreements may participate as Observers.
- 2.3 Inter-governmental organizations and non-governmental organizations, institutions and foundations invited to the Meeting may participate as Observers.
- 2.4 Representatives and Observers referred to in paragraphs 2.1 and 2.3 may participate in the deliberations of the Meeting without right to a vote.

II. ORGANIZATION OF THE MEETING

Article 3 – Election of members of the Executive Committee

- 3.1 The Meeting shall elect a President, four Vice-Presidents, and a General Reporter who shall constitute the Committee Board.
- 3.2 The Vice-Presidents shall be Reporter-Coordinators of the four working groups of the Meeting.

Article 4 – Organization of deliberations of the Meeting

- 4.1 The Meeting will be held in plenary sessions, working groups, and round tables.
- 4.2 The Executive Committee of the Meeting shall be responsible for the organization of deliberations, determination of meeting hours, and the maintenance of order, as well as for assisting the President in the carrying out his or her functions.

III. ORGANIZATION OF DELIBERATIONS

Article 5 – Attributions of the President

- 5.1 In addition to powers conferred by other dispositions of these Rules, the President shall assume the following functions: declare the opening and closing of plenary meetings; direct debates, see that the present Rules are observed, concede the floor to speakers, submit points in discussion to voting and announce decisions adopted. The President shall also put to vote motions of points of order and, in accordance with these Rules, shall regulate debates and guarantee the maintenance of order. The President shall not vote, but may instruct another member of his or her respective Delegation to do so.
- 5.2 If the President is absent during the course of the Meeting, one of the Vice-Presidents shall exercise the President's functions. The Vice-President that assumes the Presidency shall exercise the same powers as the President.
- 5.3 Plenary sessions shall be public unless the Meeting decides to the contrary.

Article 6 – Quorum

- 6.1 In plenary sessions, a quorum shall be comprised of a majority of the Governments referred to in Article 1 and that are represented at the Meeting.
- 6.2 In Working Groups, a quorum shall be comprised of a majority of Member States referred to in Article 1 and that are members of such groups.

Article 7 - Right to address the Meeting

- 7.1 The President shall offer the floor to speakers in the order that they have requested to do so.
- 7.2 The President may limit the duration of the contributions of each speaker.
- 7.3 Representatives and Observers cited in Article 2 may, with prior authorization of the President, participate in debates.

Article 8 – Points of Order

- 8.1 In the course of debates, any Delegation may propose a point of order, upon which the President shall pronounce immediately.
- 8.2 Decisions of the President may be appealed. An appeal against a decision of the President shall be submitted to an immediate vote. The decision of the President shall prevail unless it is revoked by a majority of the Delegations present and voting.

Article 9 – Suspension, recess, and closure

- 9.1 During a session, any Member may propose recess or suspension of the session.
- 9.2 This motion shall be submitted to an immediate vote. Except for that stated in paragraph 10.1, the following motions shall have priority in the order indicated, in regard to all other proposals or motions:
- (a) suspension of the session;
 - (b) recess of the session;
 - (c) postponement of debate on the subject being examined;
 - (d) closure of debate on the subject being examined.

Article 10 – Sense of the Meeting proposals and projects

- 10.1 Sense of the Meeting proposals and projects that appear in the Meeting and that shall be submitted to the participants referred to in Article 1 and shall be transmitted in writing to the Meeting Secretariat which will see to it that copies are received by all Delegations.
- 10.2 As a general rule, no Sense of the Meeting proposal or project shall be submitted for discussion or voting that has not previously circulated among all Delegations with sufficient time beforehand in the working languages of the Meeting

Article 11 – Working languages

- 11.1 Oral comments during the Meetings shall be translated into Spanish, English, French, and Portuguese.
- 11.2 The Draft Final Report and other documents that result from each Meeting shall be published in Spanish and in English during the course of such Meeting.
- 11.3 The Final Report of each Meeting shall be subsequently published in the four languages listed in paragraph 11.1
- 11.4 Any speaker may use a language not listed above, on the condition that he or she be responsible for providing interpretation into one of the four languages cited in paragraph 11.1.

Article 12 – Voting

- 12.1 Each Delegation of the Member States referred to in Article 1 of these Rules shall have the right to one vote in the Meeting, as well as in the working groups in which it is represented.
- 12.2 Voting will normally be carried out by raised hands.

- 12.3 If hand voting results in doubts, the President may ask for a role-call vote. A role-call vote may also take place if requested by not less than three Delegations before the beginning of the vote in question.
- 12.4 When an amendment to a proposal is presented, the amendment shall be voted on first. When two or more amendments to the same proposal are presented, the Plenary shall vote first on the amendment that, in the judgment of the President, is furthest from the original proposal and thus successively, until all amendments have been voted.
- 12.5 If one or various amendments are approved, the modified proposal shall be put to vote.
- 12.6 An amendment to a proposal shall be considered to be any motion that adds to, replaces, or modifies any of its parts.

Article 13 – Reports

- 13.1 The results of the working groups, as well as their recommendations and their conclusions, shall be transmitted to the Meeting by means of a Report.
- 13.2 The Meeting shall adopt a Final Report in a draft version treating the results of its deliberations, such Report to include documents and declarations.
- 13.3 After adjournment of the Meeting, UNESCO shall publish the Final Report.

IV. MEETING SECRETARIAT

Article 14 – The Secretariat

- 14.1 The Director General of UNESCO or his representative shall participate in the deliberations of the Meeting without a right to vote. At any time, they may formulate declarations both oral and written during plenary sessions and in working groups regarding any subject that is being discussed.
- 14.2 The UNESCO-Santiago Regional Office of Education shall be constituted as the General Secretariat of the Meeting.
- 14.3 The Secretariat shall receive and distribute all official documents of the Meeting. In addition, it shall cooperate in the development of reports and shall fulfill any other task necessary for the deliberations of the Meeting.

V. AMENDMENTS TO AND ADOPTION OF THE RULES

Article 15 – Amendments

15.1 The Meeting may amend the Draft Rules by a decision of two-thirds of the Delegations present and voting in the first plenary session.

Article 16 – Adoption

16.1 The Meeting shall adopt the rules by a decision to be made in the first plenary session by a simple majority of the Delegations present and voting.

APPENDIX V

**LIST OF DELEGATES,
REPRESENTATIVES AND OBSERVERS**

**I.
DELEGATES**

Member States

(In alphabetical order in Spanish)

Argentina

Excma. Señora Dra. Graciela María Giannettasio (Head of Delegation)
Ministra de Educación, Ciencia y Tecnología
Ministerio Educación, Ciencia y Tecnología
Pizzurno N° 935, 1^{er} piso
1020 BUENOS AIRES, Argentina
Tel. (54-11) 4129.1330 / 34
Fax N° (54-11) 4129.1335
E-Mail: ceremonial@me.gov.ar

Sr. Sergio Alberto Palacio
Secretario General
Consejo Federal de Cultura y Educación
Pizzurno N° 935
1020 BUENOS AIRES, Argentina
Tel. (54-11) 4129.1136
Fax N° (54-11) 4129.1134
E-Mail: spalacio@netverk.co.ar

Sra. Alba Graciela Piotto
Ministerio de Educación
Comunicación Social
Tacuari 1842
Apartado 1141
BUENOS AIRES, Argentina
Tel. (54-11) 4309.7500
Fax (54-11) 4309.7510
E-Mail: albapiotto@hotmail.com

Sr. Eduardo Porretti
Secretario
Embajada de Argentina en Cuba
Calle 36 N° 511
LA HABANA, Cuba
Tel. (53-7) 204.2565
Fax N° (53-7) 204.2140

Bahamas

The Hon. Alfred M. Sears (Head of Delegation)
Attorney General and Minister of Education
Ministry of Education
Headquarters, Collins House, Shirley Street
P.O. Box N-3913/4
NASSAU, N.P., Bahamas
Tel. (1-242) 322.5495, 323.2691
Fax: (1-242) 322.6327, 356.3815
E-Mail: asears@bahamaseducation.com

Mrs. Iris Pinder
Director of Education – Chief Education Officer
Department of Education
Ministry of Education
Headquarters, Collins House, Shirley Street
P.O. Box N-3913/4
NASSAU, N.P., Bahamas
Tel. (1-242) 322.8116
Fax: (1-242) 325.8140
E-Mail: irispinder@hotmail.com

Mrs. Leonora Archer
Deputy Director of Education
Ministry of Education
Headquarters, Collins House, Shirley Street
P.O. Box N-3913/4
NASSAU, N.P., Bahamas
Tel. (1-242) 326.5892
Fax: (1-242) 356.6351
E-Mail: starlens@hotmail.com

Mr. Stephen Brennen
Chief Photographer
Ministry of Education
Conterbery Park
NASSAU, N.P., Bahamas
Tel. (1-242) 393.5379
Fax: (1-242) 242.23081
E-Mail: stephenbrennen@hotmail.com

Barbados

The Hon. Rudolph N. Greenidge (Head of Delegation)
Minister of Education, Youth Affairs and Sports
Ministry of Education, Youth Affairs and Culture
The Elsie Payne Complex, Constitution Road – St. Michael
BRIDGETOWN, Barbados
Tel. (1-246) 430.2705
Fax: (1-246) 436.2411
E-Mail: rngreenidge@hotmail.com - mined1@caribsurf.com

Ms. Shirley Farnum
Permanent Secretary (Education)
Ministry of Education, Youth Affairs and Culture
The Elsie Payne Complex, Constitution Road – St. Michael
BRIDGETOWN, Barbados
Tel. (1-246) 430.2707
Fax: (1-246) 436.2411
E-Mail: mined1@caribsurf.com

Mrs. Wendy Griffith-Watson
Chief Education Officer
Ministry of Education, Youth Affairs and Culture
The Elsie Payne Complex, Constitution Road – St. Michael
BRIDGETOWN, Barbados
Tel. (1-246) 430.2709
Fax: (1-246) 436.2411
E-Mail: mined1@caribsurf.com

Bolivia

Sra. María Esther Seleme
Encargada de Negocios a.i.
Embajada de Bolivia en Cuba
Calle 26 N° 113, Miramar
LA HABANA, Cuba
Tel. (53-7) 204.2426
E-Mail: emboliviahabana@cubacel.net

Brazil

Sra. María Helena Guimaraes de Castro (Head of Delegation)
Secretaria Ejecutiva
Ministerio de Educação
Caixa Postal 04-0063 – Esplanada dos Ministerios, 7° Andar
70047 900 BRASILIA, D.F., Brasil
Tel. (55-61) 410.8744
Fax N° (55-61) 410.9172
E-Mail: mariacastro@mec.gov.br

Sra. Vitoria Alice Cleaver
Jefe de Asesoría International
Ministerio de Educación
Caixa Postal 04-0063 – Esplanada dos Ministerios, Bl. L, 8º. Andar, Sala 824
70047 900 BRASILIA, D.F., Brasil
Tel. (55-61) 410.8836
Fax N° (55-61) 410.9229
E-Mail: vitoriacleaver@mec.gov.br

Sra. Magda Coelho
Asesora
Ministerio de Educación
Caixa Postal 04-0063 – Esplanada dos Ministerios, Bl. L, 8º. Andar
70047 900 BRASILIA, D.F., Brasil
Tel. (55-61) 410.8836
Fax N° (55-61) 410.9229
E-Mail: magdacoelho@mec.gov.br

Sra. Maria Auriana Pinto Diniz
Asesora
Ministerio de Educación
Caixa Postal 04-0063 – Esplanada dos Ministerios, Bl. L, 8º. Andar
70047 900 BRASILIA, D.F., Brasil
Tel. (55-61) 410.9278
Fax N° (55-61) 410.9229
E-Mail: mariadiniz@mec.gov.br

Sra. Iara Gloria Areias Prado
Secretaria de Educación Fundamental
Ministerio de Educación
Caixa Postal 04-0063 – Esplanada dos Ministerios, Bl. L, 8º. Andar
70047 900 BRASILIA, D.F., Brasil
Tel. (55-61) 410.8617
Fax N° (55-61) 410.9269
E-Mail: iaraprado@mec.gov.br

Sra. Esther Pillar Grossi
Diputada Federal
Camara de Diputados – GAB 952
BRASILIA D.F., Brasil
Tel. (55-61) 318.7013
Fax (55-61) 318.2952
E-Mail: esthgros@zaz.com.br

Sr. Efrem de Aguiar Maranhao
Consejero
Consejo Nacional de Educación - CNE
Av. L2 SGAS607 Lote 50 CNE
BRASILIA DF, Brasil
Tel. (55-61) 244.0668
Fax (55-61) 224.0880
E-Mail: eam@npd.ufpe.br – efrem@educacao.pe.gov.br

Sra. Raquel Figueiredo Alessandri Teixeira
Consejera
Consejo Nacional de Educación - CNE
Av. L2 SGAS607 Lote 50 CNE
BRASILIA DF, Brasil
Tel. (55-61) 244.0668
Fax (55-61) 224.0880
E-Mail: professoraraquel4566@hotmail.com

Sr. Luciano Martín de Almeida
Embajador
Embajada de Brasil
Lamparilla N° 2, Lonja del Comercio
LA HABANA, Cuba
Tel. (53-7) 66.2910
Fax (53-7) 66.2917
E-Mail: brasil@ceniai.inf.cu

Sr. Pedro Etchebarne
Agregado Cultural y Consular
Embajada de Brasil en Cuba
Lonja del Comercio, 4to. Piso
LA HABANA, Cuba
Tel. (53-7) 66.2910
Fax (53-7) 66.2917
E-Mail: brasil@ceniai.inf.cu

Chile

Sr. José Weinstein Cayuela (Head of Delegation)
Subsecretario de Educación
Ministerio de Educación Pública
Avda. Libertador B. O'Higgins 1371, 6to. Piso
SANTIAGO, Chile
Tel. (56-2) 390.4601
Fax N° (56-2) 380.0341
E-Mail: jweinste@mineduc.cl

Sra. María Josefina Lira Bianchi
Jefe de Relaciones Internacionales
Ministerio de Educación Pública
Avda. Libertador B. O'Higgins 1371, 6to. Piso
SANTIAGO, Chile
Tel. (56-2) 390.4623
Fax (56-2) 380.0342
E-Mail: jlira@mineduc.cl

Sr. Jorge Salinas
Primer Secretario
Embajada de Chile en Cuba
Calle 33 N° 1423 e/ 14 y 18, Miramar
LA HABANA, Cuba
Tel. (53-7) 202.1222
Fax (53-2) 204.1694
E-Mail: echilecu@cubacec.net

Colombia

Excma. Sra. Cecilia María Vélez White (Head of Delegation)
Ministra de Educación
Ministerio de Educación Nacional
Avda. El Dorado - CAN, Of. 510, Piso 5°
Apto. Aéreo 077983
SANTAFE DE BOGOTÁ, Colombia
Tel. (57-1) 222.4691, 222.4785, 222.2800, 315.7777 ext. 6009
Fax N° (57-1) 222.2307
E-Mail: crivera@mineducacion.gov.co

Sr. Julio Londoño Paredes
Embajador
Embajada de Colombia en Cuba
LA HABANA, Cuba
Tel. (53-7) 204.1246

Sr. Mauricio González López
Ministro
Embajada de Colombia en Cuba
LA HABANA, Cuba
Tel. (53-7) 204.1246

Sr. León Ricardo Pérez Valderrama
Segundo Secretario
Embajada de Colombia en Cuba
LA HABANA, Cuba
Tel. (53-7) 204.1246

Costa Rica

Excma. Doctora Astrid Fischel Volio (Head of Delegation)
Ministra de Educación Pública
Ministerio de Educación Pública
Av. 1 y 3 Calle 1, Antigua Embajada Americana, 2º piso
Apartado 10087-1000,
SAN JOSE, Costa Rica
Tel. (506) 222.6762, 221.9616, 221.9113
Fax N° (506) 283.0390
E-Mail: afischel@gobnet.co.cr - minieduc@ice.co.cr

Sra. Irinia M. Elizondo Delgado
Cónsul General
Consulado General de Costa Rica
Av. 5ta., N° 6604 e/ 66 y 68, Miramar
LA HABANA, Cuba
Tel. (53-7) 204.6938
Fax (53-7) 204.6937

Cuba

Excmo. Señor Luis Ignacio Gómez Gutiérrez (Head of Delegation)
Ministro de Educación
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2930, 833.8062 (directos), 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sr. Francisco Ferreira Báez
Viceministro Primero
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sra. Berta Fernández González
Viceministra
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sra. Magalys González Pérez
Viceministra
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sr. Jorge Hidalgo Prado
Viceministro
Ministerio de Educación
Calle 17 y O, Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sr. Rolando Ortega Alvarez
Viceministro
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sra. Tomasa Romero Espinosa
Viceministra
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sr. Rodolfo Abel Alarcón
Viceministro Primero
Ministerio de Educación Superior
Calle 23, esquina F N° 565, Vedado
Apartado 10400
LA HABANA, Cuba
Tel. (53-7) 855.2358
Fax (53-7) 833.4390
E-Mail: alarcon@reduniv.edu.cu

Sra. Victoria Arencibia Sosa
Directora de Ciencia e Innovación Tecnológica
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: meireles@rimed.cu / cdmined@ceniai.inf.cu

Sr. Carlos Alfaro Alfaro
Director de Relaciones Internacionales
Ministerio de Educación
Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.3105, 855.2920 (planta)
Fax N° (53-7) 833.3085
E-Mail: alfaro@rimed.cu

Sr. Héctor Valdés
Director, Instituto Central de Ciencias Pedagógicas de Cuba

Dominica

The Hon. Roosevelt Skerrit (Head of Delegation)
Minister for Education, Sports and Youth Affairs
Ministry of Education, Sports and Youth Affairs
Government Headquarters – Kennedy Avenue
ROSEAU, Dominica
Tel. (1-767) 448.2401 ext. 3203
Fax: (1-767) 448.0644
E-Mail: minsports@cwdom.dm - roosie6@hotmail.com – dominica@oeru.org

Dominican Republic

Sra. Ancell Scheker (Head of Delegation)
Directora de Educación Básica
Secretaría de Estado de Educación
Avda. Máximo Gómez N° 20
SANTO DOMINGO, D.N., República Dominicana
Tel. (1-809) 688.7277
Fax N° (1-809) 221.2375
E-Mail: ascheker@see.gov.do

Ecuador

Excmo. Señor Dr. Juan Cordero Iñiguez (Head of Delegation)
Ministro de Educación Cultura, Deportes y Recreación
Ministerio de Educación, Cultura, Deportes y Recreación
Calle San Salvador E6-49 y Eloy Alfaro, Edificio MEC, Casilla N° 17-01-561
QUITO, Ecuador
Fax N° (593-2) 290.9456, 290.9457
Tel. N° (593-2) 290.9456, 290.9457
E-Mail: mecbid@pi.pro.ec

Grenada

Mr. Martin Baptiste (Head of Delegation)
Chief Education Officer
Ministry of Education
Botanical Gardens, Tanteen
ST. GEORGE'S, Grenada W.I
Tel. (1-473) 440.2166
Fax: (1-473) 440.7701
E-Mail: Martinbaptiste@hotmail.com

Guatemala

Sr. Lic. Bayardo Arturo Mejía Monzón (Head of Delegation)
Viceministro de Educación
Ministerio de Educación
Despacho Palacio Nacional 3er. nivel
6ta Calle 1-87, Oficina N° 13, Zona 10
GUATEMALA, Guatemala C.A.
Tel. (502) 332.9847, 361.0350
Fax N° (502) 360.3582
E-Mail: bmejia@mineduc.gob.gt

Sr. Hugo René Guzmán Maldonado
Embajador Extraordinario y Plenipotenciario de Guatemala en Cuba
Embajada de Guatemala en Cuba
Calle 16 N° 505 e/ 7ma. Y 5ta. Avenida, Miramar
LA HABANA, Cuba
Tel. (53-7) 204.8173, 204.3417
Fax (53-7) 204.8173

Guyana

The Hon. Dr. Henry Jeffrey (Head of Delegation)
Minister of Education
Ministry of Education and Cultural Development
Government of Guyana
26 Brickdam Street
P.O. Box 1014
GEORGETOWN, Guyana
Tel.: (592) 226.3094
Fax: (592) 225 5570
E-Mail: HBJ45@hotmail.com

Haiti

Mme. Myrto Célestin Saurel (Head of Delegation)
Ministre de l'Education Nationale
Ministère de l'Education Nationale
5, rue Dr. Audain,
PORT-AU-PRINCE, Haiti
Tel. (509) 222.9732, 223.4716
Fax: (509) 223.7887,
E-Mail: mycsaurel@yahoo.fr

M. Caton Schiller
Directeur du Cabinet
Ministère de l'Education Nationale
5, rue Dr. Audain,
PORT-AU-PRINCE, Haiti
Tel. (509) 222.9732, 223.4716
Fax: (509) 223.7887,
E-Mail: sfcaton@yahoo.fr

M. Pierre-Michel Laguerre
Assistant Chief Education Officer
Ministère de l'Education Nationale
5, rue Dr. Audain
PORT-AU-PRINCE, Haiti
Tel. (509) 222.9731, 558.8799
Fax: (509) 222.9887
E-Mail: pimila@hotmail.com

Mme. Marie Jocelyne Palenquet
Conseillère
Ambassade d'Haiti
5ta. Ave. N° 6804 c/ 68 y 70 Miramar Playa
LA HABANA, Haiti
Tel. (53-7) 204.5421 y 22
Fax (53-7) 204.5423 y 24
E-Mail: mj-palenquet@hotmail.com

Honduras

Excmo. Señor Carlos Alberto Avila Molina (Head of Delegation)
Secretario de Estado en el Despacho de Educación
Secretaría de Educación
1ra. Calle entre 2da. y 4ta. Avenida , Comayagüela, D.C.
TEGUCIGALPA, Honduras
Tel. (504) 222.0700
Fax N° (504) 222.8571, 222.8573
E-Mail: carlos.avila@se.gob.hn – levis.escober@se.gob.hn

Sr. Reynieri David Amador
Jefe de Misión
Embajada de Honduras en Cuba
Calle 30 entre 143 casa 42, 3ra. Planta
LA HABANA, Cuba
Tel. (53-7) 204.5496
Fax N° (53-7) 204.5497
E-Mail: embhocu@ip.etcusa.cu

Jamaica

Mr. A. B. Steward Stephenson
Ambassador
Embassy of Jamaica in Cuba
Calle 22 y 5ta. Avenida
LA HABANA, Cuba
Tel. (53-7) 204.2908
Fax (53-7) 204.2531

Mexico

Sra. Alba Martínez Olivé (Head of Delegation)
Coordinadora General de Actualización y Capacitación para Maestros en Servicio
Secretaría de Educación Pública (SEP)
Mariano Escobedo 438, Col. Casa Blanca
Delegación Miguel Hidalgo
C.P. 11590 MEXICO, D.F., México
Tel. (52-55) 5231.1740
Fax N° (52-55) 5250.5910
E-Mail: almarto@sep.gob.mx

Dr. Ricardo Guerrero Morales
Secretario Técnico
Comisión Mexicana de Cooperación con la UNESCO
Dirección General de Relaciones Internacionales
Secretaría de Educación Pública
Brasil N° 31, Piso 2 Oficina. 302, Col. Centro
06029 MEXICO, D.F., México
Tel. (52.55) 5328.1004
Fax (52-55) 5328.1000 ext. 11764
E-Mail: ricardogm@sep.gob.mx

Sr. Rubén Lau Rojo
Agregado Cultural
Embajada de México en Cuba
7ª. Av. Y Calle 12, Miramar
LA HABANA, Cuba
Tel. (53-7) 204.7722
E-Mail: lau@embamex.co.cu

Nicaragua

Sr. Raúl Quintanilla Jarquín (Head of Delegation)
Ministerio de Educación, Cultura y Deportes
Centro Cívico Nacional, Módulo «J», Planta Alta
Apartado P 67
MANAGUA, Nicaragua
Tel. (505) 265.0145
Fax N° (505) 263.0143
E-Mail: quintanillar@meed.gob.ni

Sr. Carlos Schiebel
Secretario General
Ministerio de Educación, Cultura y Deportes
Centro Cívico Nacional, Módulo «J», Planta Alta
Apartado P 67
MANAGUA, Nicaragua
Tel. (505) 265.0038
Fax N° (505) 265.0434
E-Mail: schiebelc@mecd.gob.ni

Panama

Prof. Gilberto Solís Poveda (Head of Delegation)
Director General de Educación
Ministerio de Educación
Cárdenas, Edif. 6525
Apartado 1061, Zona 1
PANAMA, Panamá
Tel. (507) 317.6158, 315.7374
Fax (507) 315.7362
E-Mail: hecate@cwpanama.net

Paraguay

Dr. Ramón Fernando Codas Friedmann (Head of Delegation)
Viceministro de Educación
Ministerio de Educación y Cultura
Calle Chile 849 entre Piribebuy y Humaitá – Casilla 1080
ASUNCION, Paraguay
Tel. (595-21) 44.3919
Fax N° (595-21) 44.3919
E-Mail: vicedu@mec.gov.py

Sr. Augusto Ocampo Caballero
Encargado de Negocios
Embajada del Paraguay en Cuba
Calle 34 N° 503 e/ 5ta. Y 7ma. Playa
LA HABANA, Cuba

Peru

Excmo. Señor Dr. Gerardo Ayzanoa del Carpio (Head of Delegation)
Ministro de Educación
Ministerio de Educación
Av. Van de Velde 160, San Borja
Casilla N° 4681, Correo Central
LIMA 41, Perú
Tel. (51-1) 436.3624 (directo), 215.5830, 215.5800.(central)
Fax N° (51-1) 436.3624, 435.4781
E-Mail: azimmermann@minedu.gob.pe -- calvarez@minedu.gob.pe

Sr. Juan Alvarez Vita
Embajador
Embajada del Perú en Cuba
Calle 30 N° 107 e/ 1 y 3 Miramar
LA HABANA, Cuba
Tel. (53-7) 204.9466
Fax (53-7) 204.2636
E-Mail: embaperu@embaperu.cu

Sr. Edgar Pérez
Primer Secretario
Embajada del Perú en Cuba
Calle 30 N° 107 e/ 1 y 3 Miramar
LA HABANA, Cuba
Tel. (53-7) 204.2477, 204.2632
Fax (53-7) 204.2636
E-Mail: eperez@embaperu.cu

Saint Kitts & Neves

Mr. Osmond Petty (Head of Delegation)
Permanent Secretary / Viceminister for Foreign Affairs and Education
Ministry of Foreign Affairs and Education
Church Street, P.O. Box 333
BASSETERRE, St. Kitts W.I.
Tel. (1-869) 465.2521
Fax: (1-869) 466.8974
E-Mail: secpet@hotmail.com - foreigna@caribsurf.com / minelsc@caribsurf.com

St. Lucia

Dr. Didacus Jules (Head of Delegation)
Permanent Secretary, Education and Human Resource Development
Ministry of Education
4th Floor, Francis Compton Building
The Waterfront
CASTRIES, St. Lucia
Tel. (758) 451.6725

Mr. Frances D. Michel
General Consul
Consulate of Saint Lucia in Cuba
Calle 8 N° 304 e/ 3ra. y 5ta.
Miramar, Playa
LA HABANA, Cuba
Tel. (53-7) 204.0909
Fax (53-7) 204.0908
E-Mail: saintlucia_consulate@hotmail.com

St. Vincent & the Grenadines

The Hon. Michael Browne (Head of Delegation)
Minister of Education, Youth and Sports
Ministry of Education, Youth and Sports
Kingstown Park - P.O. Box 497
KINGSTOWN, St. Vincent and the Grenadines
Tel. (1-784) 457.1104
Fax: (1-784) 457.1114, 457.2943
E-Mail: mined@caribsurf.com

Trinidad & Tobago

The Hon. Sen. Hazel Manning (Head of Delegation)
Minister of Education
Ministry of Education
18 Alexandra Street - Saint Clair
PORT-OF-SPAIN, Trinidad & Tobago
Tel. (1-868) 622.3115, 622. 2181-2, 622.0536
Fax: (1-868) 622.3635, 628.8909, 628.4827 (Unesco)
E-Mail: mined@tstt.net.tt - nctntunesco@tstt.net.tt

Dr. Janet Stanley-Marcano
Chief Education Officer
Ministry of Education
18 Alexandra Street - Saint Clair
PORT-OF-SPAIN, Trinidad & Tobago
Tel. (1-868) 628.7350
Fax: (1-868) 622.9484
E-Mail: jan2111@yahoo.com

Mrs. Lystra Sampson-Ovid
Teacher/Educator
Vakyn Teachers' College Ministry of Education
18 Alexandra Street - Saint Clair
PORT-OF-SPAIN, Trinidad & Tobago
Tel. (1-868) 622.3115, 622. 2181-2, 622.0536
Fax: (1-868) 622.3635, 628.8909, 628.4827 (Unesco)
E-Mail: ovid5@tstt.net.tt

Mr. Alan Douglas
Security Officer
Ministry of Education
18 Alexandra Street - Saint Clair
PORT-OF-SPAIN, Trinidad & Tobago
Tel. (1-868) 622.3115, 622. 2181-2, 622.0536
Fax: (1-868) 622.3635, 628.8909, 628.4827 (Unesco)
E-Mail: nctntunesco@tstt.net.tt

Uruguay

Sr. Alberto Rodríguez
Cónsul
Consulado General de Uruguay en Cuba
Calle 14 N° 506 e/ 5ta. Y 7ª., Miramar
LA HABANA, Cuba
Tel. (53-7) 204.2311
E-Mail: conurucu@ceniai.inf.cu

Venezuela

Sra. Marianela León González (Head of Delegation)
Vice-Ministra de Asuntos Educativos
Ministerio de Educación, Cultura y Deportes
Esquina de Salas – Edificio SEDE, piso 20
CARACAS 1010, Venezuela
Tel. (58-212) 506-8107
Fax N° (58-212) 564.1508
E-Mail: marianelaleon@cantv.net

Sra. Ana Karina Hernández Moreno
Directora de Relaciones Internacionales
Ministerio de Educación, Cultura y Deportes
Esquina de Salas – Edificio SEDE, piso 17
CARACAS 1010, Venezuela
Tel. (58-212) 562.4380, 506.8107
Fax N° (58-212) 564.1508
E-Mail: akhernan@yahoo.com

Associated States

Aruba

The Hon. Fredis J. Refunjol (Head of Delegation)
Minister of Education and Administrative Affairs
Ministry of Education and Administrative Affairs
Bestuurskantoor L.G. Smith Boulevard 76
ORANJESTAD, Aruba
Tel. (297) 880.699
Fax (297) 880.085
E-Mail: depeduc.aruba@setarnet.aw

Ms. Anne-Marie R. Proveyer-Groot
Chief Education Officer
Department of Education
Ministry of Education and Administrative Affairs
Frankrijkstraat 3
ORANJESTAD, Aruba
Tel. (297) 823.360
Fax (297) 838. 438
E-Mail: depeduc.aruba@setarnet.aw –proveyer@setarnet.aw

Mr. Jose A. Dane
Senior Advisor Minister of Education and Administrative Affairs
Ministry of Education and Administrative Affairs
L.G. Smith Boulevard 76
ORANJESTAD, Aruba
Tel. (297) 880.699
Fax (297) 880.085
E-Mail: depeduc.aruba@setarnet.aw

British Virgin Islands

Mrs. Rosalie Adams (Head of Delegation)
Permanent Secretary
Ministry of Education , Culture, Sports and Youth Affairs
Mc Namara, Road Town
P.O. Box 54
TORTOLA, British Virgin Islands
Tel. (1-284) 468.3701 -2614
E-Mail: bvimecgov@hotmail.com

Mrs. Medita Wheatley
General Secretary
National Commission for UNESCO
Ministry of Education , Culture, Sports and Youth Affairs
Mc Namara, Road Town
P. O. Box 355
TORTOLA, British Virgin Islands
Tel. (1-284) 494.7739
E-Mail: bvimecgov@hotmail.com

Cayman Islands

The Hon. Roy Bodden (Head of Delegation)
Minister of Education, Human Resources and Culture
Ministry of Education, Human Resources and Culture
Government Administration Building
GRAND CAYMAN, Cayman Islands
Tel. (1-345) 244.2415
Fax (1-345) 949.9343
E-Mail: erlene.hunte@gov.ky

Netherlands Antilles

The Hon. Mrs. Emely de Jongh-Elhage (Head of Delegation)
Minister of Education, Youth, Sports and Culture
Ministry of Education
Fort Amsterdam 17
WILLEMSTAD, CURAÇAO, Netherlands Antilles
Tel. (599) 9-463.0487, 463.0495
Fax (599) 9-461.8046, 461.8124
E-Mail: carol.assang@gov.an

Mr. Aignald Panneflek
Academic staff member
Directorate for Education and Culture
Schouwburgweg 24-26
WILLEMSTAD, CURAÇAO, Netherlands Antilles
Tel. (599) 9-434.3713
Fax (599) 9-465.2267
E-Mail: pannefle@curanet.net

Ms. Marcella Hazel
Head of the Federal Department of Education
Federal Department of Education Section Windward Islands
Brooks Tower 7, Harbour View
PHILIPSBURG, St. Maarten, Netherland Antilles
Tel. (599-54) 23296, 23458
Fax (599-54) 23191
E-Mail: eduwin@sintmaarten.net – celahazel@yahoo.com

Mr. James Franklin Wilson
Head of the Department of Education
Government of Saba
St. Johns Saba
P.O. Box 5 Saba
THE BOTTOM, Netherlands Antilles
Tel. (599) 416.3302, 416.3309
Fax (599) 416.3302
E-Mail: jayef@unspoiledqueen.com

Mr. William Stanley Johnson
Commissioner of General Affairs
Government of Saba
The Level, Windwardside, Saba
P.O. Box 506
THE BOTTOM, Netherlands Antilles
Tel. (599) 416.3365
Fax (599) 416.3484
E-Mail: wjohnson@unspoiledqueen.com

Mrs. Lynne Johnson
Government of Saba
P.O. Box 600
The Level, Saba, Netherland Antilles
Tel. (599) 416.2244
Fax (599) 416.2244
E-Mail: lynnejohnson57@hotmail.com

Mr. Hubert Roy Smith
Government of Saba
Oleander Street # 6
P.O. Box. 9
THE BOTTON, Netherlands Antilles
Tel. (599) 4-416.3267
Fax (599) 416.3510
E-Mail: hrsmith@unspoiledqueen.com

Mr. Pancratio Benito Cicilia
Government
Plaza Reina Wilhelmina
Kaya Marcela 5
BONAIRE, Netherland Antilles
Tel. (599) 5330 – 401
Fax (599) 717.4010
E-Mail: pancratio@yahoo.com

II.
OBSERVERS FROM OTHER MEMBER STATES

Spain

Sr. Miguel González Suela (Head of Delegation)
Subdirector General Adjunto de Cooperación Internacional
Ministerio de Educación, Cultura y Deporte
Paseo del Prado, 28, 2da. planta
28014 MADRID, España
Fax (34-91) 506.5704
Tel. N° (34-91) 506.5681
E-Mail: miguel.gsuela@educ.mec.es

III.
OBSERVERS FROM NON-MEMBER STATES

Bermuda

The Hon. Paula A. Cox (Head of Delegation)
Minister of Education and Development
Ministry of Education and Development
The Bermuda Government
7 Point Finger Road
P.O. Box HM 1185, Hamilton HM EX
PAGET DV04, Bermuda
Tel. (1-441) 236.6904
Fax: (1-441) 236.4006
E-Mail: paula.cox@doe.edu.bm / Marcia.Boyce@doe.edu.bm / bdaedcom@ibl.bm

Ms. Michelle B. Khaldun
Permanent Secretary for Education and Development
Ministry of Education and Development
The Bermuda Government
7 Point Finger Road
P.O. Box HM 1185, Hamilton HM EX
PAGET DV04, Bermuda
Tel. (1-441) 236.6904
Fax: (1-441) 236.4006
E-Mail: Michelle.Khaldun@doe.edu.bm

Mrs. L. Joeann Smith
Senior Education Officer
Ministry of Education and Development
The Bermuda Government
7 Point Finger Road
P.O. Box HM 1185, Hamilton HM EX
PAGET DV04, Bermuda
Tel. (1-441) 239.3627
Fax: (1-441) 236.4006
E-Mail: joeann.smith@doc.edu.bm

Holy See

S.E. Mons. Luis Robles Díaz (Head of Delegation)
Nuncio Apostólico en Cuba
Nunciatura Apostólica - Santa Sede
Calle 15 N° 514
Apartado 11300 Marimar Playa
LA HABANA, Cuba
Tel. (53-7) 204.2296
Fax (53-7) 204.2257
E-Mail: csa@pcn.net

Mons. Nicolas Henry Marie Denis Thevenin
Secretario
Nunciatura Apostólica - Santa Sede
Calle 15 N° 514
Apartado 11300 Marimar Playa
LA HABANA, Cuba
Tel. (53-7) 204.2296
Fax (53-7) 204.2257
E-Mail: csa@pcn.net

Hno. Luis Franco Aguado, F.S.C.
Secretario
Nunciatura Apostólica - Santa Sede
Calle 15 N° 514
Apartado 11300 Marimar Playa
LA HABANA, Cuba
Tel. (53-7) 204.2296
Fax (53-7) 204.2257
E-Mail: csa@pcn.net

**IV.
REPRESENTIVES & OBSERVERS FROM OTHER
AGENCIES OF THE UNITED NATIONS SYSTEM**

Economic Commission for Latin America and the Caribbean (ECLAC)

Sr. Rolando Franco
Director División de Desarrollo Social
Comisión Económica para América Latina y el Caribe – CEPAL
Av. Dag Hammarskjöld s/n, Vitacura
Casilla 179-D
SANTIAGO, Chile
Tel. (56-2) 210.2525
Fax (56-2) 210.2523
E-Mail: rfranco@eclac.cl

United Nations Food and Agriculture Organization (FAO)

Sra. Lydda Gaviria
Oficial de Extensión, Educación y Comunicación
Oficina Regional de la FAO para América Latina y el Caribe
Avda. Dag Hammarskjöld 3241, Vitacura
SANTIAGO, Chile
Tel. (56-2) 337.2205
Fax (56-2) 337.2101
E-Mail: lydda.gaviria@fao.org

International Labor Organization (OIT)

Sr. Mario Hugo Rosal
Especialista Principal en Formación Profesional del Equipo Técnico Multidisciplinario
Organización Internacional del Trabajo - OIT
Ofi plaza del Este, Edificio B, 3er. Nivel
Barrio Bethania
San Pedro de Montes de Oca
Apartado Postal 10170-100
SAN JOSE , Costa Rica
Tel. (506) 253.7667
Fax (506) 224.2678
E-Mail: mrosal@sj.oit.or.cr

Pan-American Health Organization – World Health Organization PAHO/WHO

Dr. Leonardo Mantilla
Representante de la Asesora Regional de Educación para la Salud
Pan American Health Organization
World Health Organization PAHO/WHO
525 Twenty-third Street N.W.
WASHINGTON, D.C. 20037-2895, USA
Tel. (1-202) 974.3243
Fax (1-202) 974.3640
E-Mail: villaltr@paho.org

United Nations Childrens Fund (UNICEF)

Sr. Garren Lumpkin
Asesor Regional de Educación
UNICEF – Oficina Regional para América Latina y el Caribe
Edif. 131, Ciudad del Saber, Ave. Morse
Apartado Postal 3667, Balboa, Ancon
PANAMA, Panamá
Tel. (507) 315.7452
Fax (507) 317.0258
E-Mail: glumpkin@unicef.org

Sra. Elena Duro
Consultora Area de Educación
Oficina de Argentina – UNICEF
Junín 1940, Planta Baja
BUENOS AIRES, Argentina
Tel. (54-11) 4800.0123
Fax (54-11) 4800.0111
E-Mail: eduro@unicef.org

United Nations Development Program (UNDP)

Sr. Luis O. Gómez-Echeverri
Coordinador Residente Naciones Unidas y Representante Residente
Programa de las Naciones Unidas para el Desarrollo - PNUD
Calle 18 N° 110, Miramar
Apdo. 4138
LA HABANA, Cuba
Tel. (53-7) 204.1513
Fax (53-7) 204.1516
E-Mail: registry.cu@undp.org

Sr. Pablo Mandeville
Representante Residente a.i.
Programa de las Naciones Unidas para el Desarrollo - PNUD
Calle 18 N° 110, Miramar
Apdo. 4138
LA HABANA, Cuba
Tel. (53-7) 204.1513
Fax (53-7) 204.1516
E-Mail: pablo.mandeville@undp.org - registry.cu@undp.org

Sra. Ana María Gudz
Especialista de Programa
Programa de las Naciones Unidas para el Desarrollo - PNUD
Calle 18 N° 110, Miramar
Apdo. 4138
LA HABANA, Cuba
Tel. (53-7) 204.1513
Fax (53-7) 204.1516
E-Mail: registry.cu@undp.org

United Nations Population Fund (UNPF)

Sra. Martha Falconier de Moyano
Asesora Regional de Educación en Población/Educación de la Sexualidad
UNESCO/UNFPA
Homero N° 806, Col. Polanco
Apartado Postal 105-322 (11591)
11550 MEXICO D.F., México
Tel. (52-55) 5250.7977
Fax (52-55) 5203.7575
E-Mail: martha.moyano@eat.org.mx

Sr. Alfonso Farnós
Representante Asistente
UNFPA
18 # 110, Playa
Apartado 10400
LA HABANA, Cuba
E-Mail: farnos@unfpa.org

World Food Program (WFP)

Ms. Ashleigh Roberts
School Feeding Support Officer
School Feeding Unit
World Food Programme – WFP
Via Cesare Giulio Viola 68-70, Parco de Medici
00148 ROME, Italy
Tel. (39-6) 6513.2081
Fax (39-6) 6513.2854
E-Mail: ashleigh.roberts@wfp.org

The World Bank

Mr. William Experton
Country Sector Leader for the Caribbean Region
World Bank
1850 I Street, N.W., Room I4-095
WASHINGTON, D.C. 20433, USA
Tel. (1-202) 473.5176
Fax (1-202) 676.1494
E-Mail: wexperton@worldbank.org

V.

OBSERVERS FROM OTHER INTER-GOVERNMENTAL ORGANIZATIONS

Commonwealth of Learning (COL)

Mr. Gajaraj Dhanarajan
President and Chief Executive Officer
The Commonwealth of Learning
1285 West Broadway, Suite 600
VANCOUVER, British Columbia BC V6H 3X8, Canada
Tel. (1-604) 775.8200, 775.8262 (direct)
Fax (1-604) 775.8210
E-Mail: gdhan@col.org – abacchus@col.org

Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI), España

Sra. Cristina Armendano
Directora Observatorio de la Educación Iberoamericana
OEI – Organización de Estados Iberoamericanos
C/ Bravo Murillo 38
28015 Madrid, España
Tel. (34-91) 594.4382
Fax (34-91) 594.3286
E-Mail: carmendano@oei.es

Sr. Maximiliano Juárez
Profesional de Programas Observatorio de la Educación Iberoamericana
OEI – Organización de Estados Iberoamericanos
C/ Bravo Murillo 38
28015 Madrid, España
Tel. (34-91) 594.4382
Fax (34-91) 594.3286
E-Mail: mjuarez@oei.es

Parlamento Latinoamericano – PARLATINO

Dip. María Josefa Ruiz Mederos
Miembro Comisión de Educación
Parlamento Latinoamericano (PARLATINO)
Calle 42 N° 2308 e/ 23 y 25, Playa
LA HABANA, Cuba
Tel. (53-7) 209.5583
Fax (53-7) 204.6010
E-Mail: anpp@infomed.sld.cu

Secretaría Ejecutiva Permanente del Convenio “Andrés Bello” (SECAB) (Colombia)

Sr. Omar Muñoz
Secretario de Administración y Finanzas
Convenio Andrés Bello (CAB)
Avda. 13 N° 85-60
Santa Fe de Bogotá D.C., Colombia
Tel. (57-1) 644.9292 ext. 108
Fax (57-1) 610.0139
E-Mail: omunozs@cab.int.co

Dr. Holger A. Ramos Olmedo
Coordinador Area de Educación
Convenio Andrés Bello (CAB)
Avda. 13 N° 85-60
Santa Fe de Bogotá D.C., Colombia
Tel. (57-1) 644.9292 ext. 115
Fax (57-1) 530.6112
E-Mail: hramos@cab.int.co

VI.

OBSERVERS FROM NON-GOVERNMENTAL INTERNATIONAL ORGANIZATIONS

Category B

Consumers International

Sr. Juan Trímboli
Sub-Director Regional
Coordinador del Programa de Educación para el Consumidor/a
Consumers International – Oficina para América Latina y el Caribe
Las Hortensias 2371, Providencia
Casilla N° 9635
SANTIAGO, Chile
Tel. (56-2) 335.1695
Fax (56-2) 231.0773
E-Mail: jtrimboli@consint.cl

VII.
OBSERVERS FROM INSTITUTIONS AND FOUNDATIONS

Japan International Cooperation Agency

Mr. Toshiaki Furuya
Resident Representative of JICA in Cuba
Japan International Cooperation Agency – JICA
C/o Embajada del Japón
Centro de Negocios Miramar, Edificio N° 1, 5 piso
Ave. 3ra. Esq. 80, Miramar, Playa
LA HABANA, Cuba
Tel. (53-7) 204.3355
Fax (53-7) 204.8902
E-Mail jica@enet.cu

Ms. Miho Ota
Project Formulation Advisor of JICA in Cuba
Japan International Cooperation Agency – JICA
C/o Embajada del Japón
Centro de Negocios Miramar, Edificio N° 1, 5 piso
Ave. 3ra. Esq. 80, Miramar, Playa
LA HABANA, Cuba
Tel. (53-7) 204.3355
Fax (53-7) 204.8902
E-Mail jica@enet.cu

Asociación de Televisión Educativa Iberoamericana (ATEI) (Madrid, Spain)

Sr. Iván Barreto Gelles
Director Nacional de Televisión Educativa y Presidente del Capítulo Cubano de ATEI
Asociación de Televisión Educativa Iberoamericana (ATEI)
C/o Ministerio de Educación
Avenida 41 N° 3406 entre 34 y 36 – Playa
LA HABANA, Cuba
Tel. (53-7) 206.2696, 205.1655
E-Mail: tve_ivan@rimed.cu

Ayuda en Acción (Bolivia)

Sr. José Rafael Maguiña Villón
Director Nacional, Programa Bolivia
Ayuda en Acción
Calle Cervantes N° 2750, Zona Sopocachi
Casilla 7543
LA PAZ, Bolivia
Tel. (591) 242.1068, 241.1936
Fax (591) 242.1092
E-Mail: maguina@bolivia.ayudaenaccion.org – diraabol@ceibo.entelnet.bo

Canadian International Development Agency (CIDA)

Ms. Johanna Zumstein
Senior Education Specialist
Canadian International Development Agency (CIDA)
200, Promenade du Portage
Hull Quebec K1A0G4, Canadá
Tel. (1-819) 997.5006
Fax (1-819) 953.6088
E-Mail: JOHANNA_ZUMSTEIN@acdi-cida.gc.ca

Centro Cultural POVEDA

Sr. Raymundo González de Peña
Encargado de Investigaciones
Centro Cultural POVEDA
Calle Pina 210, Ciudad Nueva
Apartado Z-062, Ciudad Colonial
SANTO DOMINGO, República Dominicana
Tel. (1-809) 689.5689, 686.0210
Fax (1-809) 685.4635
E-Mail: ctro.poveda@codetel.net.do

Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe – CREFAL, Mexico

Dr. Alfonso Rangel Guerra
Director General
Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe – CREFAL
Quinta Eréndira - Av. Lázaro Cárdenas s/n, Col. Revolución
CP 61609
PATZCUARO, MICHOACAN, México
Tel. (52-434) 342.8111, 342.8112
Fax (52-434) 342.8151
E-Mail: arangel@crefal.edu.mx

Confederación de Educadores Americanos (CEA)

Sr. Fernando Rodal Maclean
Presidente
Confederación de Educadores Americanos (CEA)
Donceles 76, 3er piso
Centro Histórico
Delegación Cuauhtémoc
C.P. 06020, MEXICO D.F., México
Tels. (Tel. (52-55) 5521.3158, 5510.9615
Fax (52-55) 5510.9615 ext. 245
E-Mail: ceapresidencia@hotmail.com

Consejo de Educación de Adultos de América Latina (CEAAL)

Sra. Nydia González
Fiscal
Consejo de Educación de Adultos de América Latina (CEAAL)
Asociación de Pedagogos de Cuba (APC)
Avenida 41 N° 3406, Playa
LA HABANA, Cuba
Tel. (53-7) 203.5886
Fax (53-7) 203.5886
E-Mail: apc@ceniai.inf.cu

Sr. David Venegas
Coordinador de la Región Andina
Consejo de Educación de Adultos de América Latina (CEAAL)
Equipo de Educación y Autogestión Social (EDAPROSPO)
Pasaje Octavio Bernal N° 598, Jesús María
Apartado Postal 110325
LIMA 11, Perú
Tel. (51-1) 463.4173, 461.6014
Fax (51-1) 463.0776
E-Mail: david@edapr.org.pe

Consejo Nacional de Educación (Peru)

Sr. Ricardo Morales
Presidente
Consejo Nacional de Educación del Perú
Calle Hno. Santos García 108, Valle Hermoso
Santiago de Surco
LIMA, Perú
Tel. (51-1) 275.1000, 275.0940
Fax (51-1) 275.0948
E-Mail: rmorales@ci.edu.pe

Deutsche Gesellschaft für Technische Zusammenarbiet (GTZ), Germany

Dr. Roland Baecker
Asesor Principal Programa de Educación
GTZ/ Cooperación Alemana al Desarrollo
C/o Ministerio de Educación
Av. Van de Velde 160, San Borja
LIMA, Perú
Tel. (51-1) 437.7167, 436.6629
Fax (51-1) 436.6811
E-Mail: rbaecker@minedu.gob.pe

Foro Educativo (Lima, Peru)

Sr. Jorge Capella Riera
Presidente
Foro Educativo
Jr. Comandante Gustavo Jiménez 165,
Magdalena del Mar
LIMA 17, Perú
Tel. (51-1) 264.1131
Telefax (51-1) 264.6218
E-Mail: foroeducativo@terra.com.pe

Fundación Antonio Núñez Jiménez de la Naturaleza y el Hombre (Cuba)

Sr. Eugenio R. Balari
Asesor
Fundación Antonio Núñez Jiménez de la Naturaleza y el Hombre
5ª B N° 6611 entre 66 y 70 Playa
LA HABANA, Cuba
Tel. (53-7) 209.2885
Fax (53-7) 204.0438
E-Mail: presidencia@fanj.cult.cu

Fundación Santa María (Spain)

Sr. Antonio Manuel Navarrete Maicas
Subdirector General Internacional
Fundación Santa María
C/ Joaquín Turina, 39
28044 MADRID, España
Tel. (34-91) 422.8875
Fax (34-91) 508.3366
E-Mail: antonio.navarrete@grupo-sm.com – mariac.alvarez@grupo-sm.com

Instituto Ayrton Senna (Brazil)

Sra. Lúcia Fávero
Coordenadora do Projeto
Instituto Ayrton Senna
Rua Dr. Olavo Egídio, 287 – 15 andar, Barrio Santana
CEP 02037-000 SAO PAULO, SP, Brasil
Tel. (55-11) 6974.3039
Fax (55-11) 6950.0440
E-Mail: lfavero@ias.org.br - ias@ias.org.br

National Institute for Educational Policy Research - Japan

Dr. Yasuo Saito
Principal Researcher
National Institute for Educational Policy Research – NIER of Japan
Shimomeguro 6-5-22, Meguro-ku
TOKYO, Japan
Tel. (81-3) 5721.5072
Fax (81-3) 5721.5517
E-Mail: ysaito@nier.go.jp

Plan Internacional

Sr. Paul Bode
Director Regional Suramérica
Plan Internacional Oficina Regional Sud América
Yáñez Pinzón 511 y Orellana
Casilla 17-11-06374
QUITO, Ecuador
Tel. (593-2) 255.8930 / 31 / 32
Fax (593-2) 256.5687
E-Mail: Paul.Bode@plan-international.org

Sr. Rodrigo Bustos
Gerente de Apoyo a Programas Suramérica
Plan Internacional Oficina Regional Sud América
Yáñez Pinzón 511 y Orellana
Casilla 17-11-06374
QUITO, Ecuador
Tel. (593-2) 255.8930 / 31 / 32
Fax (593-2) 256.5687
E-Mail: Rodrigo.Bustos@plan-international.org

Sra. Mirta Raimondo
Asesora Nacional de Educación en Ecuador
Plan Internacional Ecuador
República de 199 y 10 de Agosto
QUITO, Ecuador
Tel. (593-2) 44.4941, 44.4942, 44.4943 ext. 138
Fax (593-2) 56.5687
E-Mail: mirtaraimondo@hotmail.com

Proyecto de Desarrollo Santiago PRODESSA, Guatemala

Sr. Francisco Ricardo Cabrera Romero
Coordinador del Area de Reforma Educativa
Proyecto de Desarrollo Santiago PRODESSA
Km. 15 Calzada Roosevelt, Mixco Guatemala
GUATEMALA, Guatemala
Tel. (502) 435.4972
Fax (502) 435.3913
E-Mail: reforedu@intelnet.net.gt

TAREA Asociación de Publicaciones Educativas (Lima, Peru)

Dra. Luisa Pinto Cueto
Presidenta
TAREA Asociación de Publicaciones Educativas
Parque Osoros 161, Pueblo Libre
Apartado 2234, Lima 100
LIMA 21, Perú
Tel. (51.1) 424.0997
Fax (51-1) 332.7404
E-Mail: luisa@tarea.org.pe

Universidad Agraria de La Habana, San José de las Zapas

Sra. Coleen Phillips Roberts
Presidenta Asociación de Estudiantes Vicentinos en Cuba
Universidad Agraria de la Habana Sur
José de las Zapas
P. P. Box 1733
LA HABANA, Cuba
Tel. (53-7) 99.3130

**VIII.
INVITED GUESTS**

Sr. Emilio Tenti Fanfani
Coordinador Area de Diagnóstico y Política Educativa
IIPE Buenos Aires
Instituto Internacional de Planeamiento de la Educación
Agüero 2071
CP 1425 BUENOS AIRES, Argentina
Tel. (54-11) 4806.9366
Fax (54-11) 4806.9458
E-Mail: emilio@iipe-buenosaires.org.ar

Prof. Errol Miller
Director
Institute of Education
University of the West Indies, Mona Campus
KINGSTON 7, Jamaica
Tel. (1-876) 927.2431
Fax (1-876) 927.2502
E-Mail: emiller@uwimona.edu.jm

Prof. Roberto Carneiro
Profesor
Universidade Católica Portuguesa
Palma de Cima
P-1649-023 LISBOA, Portugal
Tel. (351-21) 721.4133/4 (Universidad), (351-21) 414.1202 (casa),
(351-93) 720.9122 (móvil)
Fax (351-21) 726.6160
E-Mail: rc@cepcep.ucp.pt – robertocarneiro@netcabo.pt

Professor Martin Carnoy
Professor of Education and Economics
School of Education
Stanford University
EDUCATION 340
STANFORD, CA LIFORNIA 94305-3096, USA
Tel. (1-650) 725.1254
Fax (1-650) 725.7412
E-Mail: carnoy@stanford.edu

IX. INVITED JOURNALISTS

Sr. Alberto O’Perez
Oficial de Prensa
ONU
Calle 18 e/ 1ra. Y 3ra.
LA HABANA, Cuba
Tel. (53-7) 204.1415

**X.
MEETING SECRETARIAT**

UNESCO/París

Mr. John Daniel
Assistant Director-General for Education – ED/ADG
UNESCO
7, Place de Fontenoy
F-75352 PARIS 07 SP, France
Tel. (33-1) 4568.1047
Fax (33-1) 4568.5627/28
E-Mail: j.daniel@unesco.org

Ms. Khawla Shaheen
Senior Programme Specialist,
Regional Coordination and Institutes - ED/EO/RIC
UNESCO
7, Place de Fontenoy
F-75352 PARIS 07 SP, France
Tel. (33-1) 4568.1307
Fax (33-1) 4568.5627
E-Mail: k.shaheen@unesco.org

UNESCO Representatives from the Latin America and Caribbean Region

Sr. Yves De Menorval
Jefe Oficina y Representante
UNESCO/La Paz
Avenida Camacho N° 1413, Edificio ex BBA, pisos 10-11
Casilla 5112
LA PAZ, Bolivia
Tel. (591-22) 20.4009 (20.4038 Centro Documentación)
Fax (591-22) 20.4029
E-Mail: unescolapaz@hotmail.com - y.de-menorval@unesco.org

Sr. Celio da Cunha
Asesor Especial
UNESCO/Brasil
SAS Quadra 05, Bloco H – Lote 06, Edif. CNPq/IBICT/UNESCO, 9 Andar
Caixa Postal 08563
Cep 70 070-914 BRASILIA, Brasil
Tel. (55-61) 321.3525
Fax (55-61) 322.4261
E-Mail: celio.cunha@unesco.org.br

Sr. Francisco Lacayo Parajón
Director y Representante
UNESCO/La Habana
Calzada 551 esq. a D. Vedado
Apartado 4158
LA HABANA 4, Cuba
Tel. (53-7) 32.7741, 32.7638, 32.1787, 33.3438
Fax (53-7) 33.3144
E-Mail: habana@unesco.org.cu – f.lacayo@unesco.org.cu

Sr. Julio Carranza Valdés
Oficial de Programa
UNESCO/La Habana
Calzada 551 esq. a D. Vedado
Apartado 4158
LA HABANA 4, Cuba
Tel. (53-7) 32.7741, 32.7638, 32.1787, 33.3438
Fax (53-7) 33.3144
E-Mail: j.carranza@unesco.org.cu

Sr. Enrique González
UNESCO/La Habana
Calzada 551 esq. a D. Vedado
Apartado 4158
LA HABANA 4, Cuba
Tel. (53-7) 32.7741, 32.7638, 32.1787, 33.3438
Fax (53-7) 33.3144
E-Mail: habana@unesco.org.cu

Sra. María Luisa Fernández
Especialista
UNESCO/La Habana
Calzada 551 esq. a D. Vedado
Apartado 4158
LA HABANA 4, Cuba
Tel. (53-7) 32.7741, 32.7638, 32.1787, 33.3438
Fax (53-7) 33.3144
E-Mail: m.fernandez@unesco.org.cu

Sr. Federico Figueroa Rivas
Representante
UNESCO/Guatemala
12 calle y 7ª Avenida, Edificio Etisa, Oficina 7 «A», Plaza España, Zona 9
GUATEMALA, Guatemala C.A.
Tel. (502) 360.8717, 360.8727, 360.8729
Fax (502) 360.8719
E-Mail: unesco@guate.net – f.figueroa@unesco.org

Sra. Katherine Grigsby
ATP del Proyecto PROMEM
UNESCO/Guatemala
12 calle y 7ª Avenida, Edificio Etisa, Oficina 7 «A», Plaza España, Zona 9
GUATEMALA, Guatemala C.A.
Tel. (502) 360.8717, 360.8727, 360.8729
Fax (502) 360.8719
E-Mail: k.grigsby@unesco.org

Dr. Jesús Ugalde Víquez
Asesor Técnico Principal
UNESCO/Guatemala
12 calle y 7ª Avenida, Edificio Etisa, Oficina 7 «A», Plaza España, Zona 9
GUATEMALA, Guatemala C.A.
Tel. (502) 360.8717, 360.8727, 360.8729
Fax (502) 360.8719
E-Mail: unesco@guate.net – f.figueroa@unesco.org

Ms. Hélène-Marie Gosselin
Director
UNESCO Office for the Caribbean
The Towers 3rd Fl., 25 Dominica Drive
P.O. Box 8203
KINGSTON 5, Jamaica
Tel. (1-876) 929.7087/8/9
Fax (1-876) 929.8468
E-Mail: h.gosselin@unesco.org - kingston@unesco.org

Mr. Michael Morrissey
Consultant
UNESCO Office for the Caribbean
The Towers 3rd Fl., 25 Dominica Drive
P.O. Box 8203
KINGSTON 5, Jamaica
Tel. (1-876) 929.7087/8/9
Fax (1-876) 929.8468
E-Mail: m.morrissey@unesco.org

Prof. Michael Kelly
Consultant IIEP/UNESCO
C/o UNESCO/Kingston
The Towers 3rd Fl., 25 Dominica Drive
P.O. Box 8203
KINGSTON 5, Jamaica
Tel. (1-876) 929.7087/8/9
Fax (1-876) 929.8468
E-Mail: mjkelly@zamnet.zm

Prof. Ronald Young
Professor
University of the West Indies
University of the West Indies, Mona Campus, KGN. 7
KINGSTON 7, Jamaica
Tel. (1-876) 702.4660
Fax (1-876) 927.1566
E-Mail: ronyoung@uwimona.edu.jm

Sr. Gonzalo Abad-Ortiz
Representante
UNESCO/México
Av. Presidente Masaryk N° 526, 3er. Piso, Col. Polanco
Apartado 105 – 255, Código 11581
11581 MEXICO, D.F., México
Tel. (52-55) 5230.7600
Fax (52-55) 5230.7602
E-Mail: mexico@unesco.org – g.abad-ortiz@unesco.org

Sra. Marlene Cruz Zegarra
Especialista de Educación
UNESCO/México
Av. Presidente Masaryk N° 526, 3er. Piso, Col. Polanco
Apartado 105 – 255, Código 11581
11581 MEXICO, D.F., México
Tel. (52-55) 5230.7600
Fax (52-55) 5230.7602
E-Mail: m.cruz@unesco.org

Sra. Patricia Uribe
Representante
UNESCO/Lima
Av. Javier Prado Este 2465, 8ª piso, San Borja
Apartado Postal 41-0192
LIMA 41, Perú
Tel. (51-1) 476.9871, 224.2526
Fax (51-1) 476.9872
E-Mail: unescape@amauta.rcp.net.pe

Sr. Luis Manuel Tiburcio
Representante
UNESCO/Santo Domingo
C/Luperón N° 105, Ciudad Colonial
Apartado Postal 25350, Hotel El Embajador
SANTO DOMINGO, República Dominicana
Tel. (1-809) 221.4575 / 76 / 77
Fax (1-809) 221.4581
E-Mail: luistiburcio@unesco.org.do - santo-domingo@unesco.org

Sr. Miguel Angel Enriquez Berciano
Director
Oficina Regional de Ciencia para América Latina y el Caribe (ROSTLAC)
UNESCO/Montevideo
Edificio del MERCOSUR
Luis Piera 1992, 2do. piso
Casilla de correo 859
11200 MONTEVIDEO, Uruguay
Tel. (598-2) 413.2075
Fax (598-2) 413.2094 – 413.2099 (Adm.)
E-Mail: Orcyt@unesco.org.uy / ma.enriquez@unesco.org.uy

Sr. Claudio Antonio Rama Vitale
Director
Instituto Internacional de la UNESCO para la Educación Superior en
América Latina y el Caribe
IESALC/UNESCO-Caracas
Edificio Asovincar, Av. Los Chorros con Calle Acueducto, Altos de Sebucán
Apartado Postal 68394
CARACAS 1062-A, Venezuela
Tel. (58-212) 286.1813, 286.1020 – central
Fax (58-212) 286.0326
E-Mail: crama@unesco.org.ve - ldmarquez@unesco.org.ve

Other UNESCO Offices

Mr. Doug Drew
Capacity Building Programme
UNESCO Institute for Statistics
P.O. Box 6128
Succursale Centre-Ville
MONTREAL, QC, H3C 3J7, Canada
Tel. (1-514) 343.6880
Fax (1-514) 343.6882
E-Mail: d.drew@unesco.org

UNESCO/Santiago

Enrique Delpiano 2058, Provicencia
Casilla 127 Correo 29
Código Postal 6651692
SANTIAGO, Chile
Tel. (56-2) 472.4600
Fax (56-2) 655.1046, 655.1047
E-mail: unesco@unesco.cl

Sra. Ana Luiza Machado
Directora UNESCO/Santiago

Sra. Rosa Blanco
Especialista UNESCO/Santiago

Sr. Juan Casassus
Especialista UNESCO/Santiago

Sra. María Luisa Jáuregui
Especialista UNESCO/Santiago

Sra. Beatriz Macedo
Especialista UNESCO/Santiago

Sr. Alfredo Rojas
Especialista UNESCO/Santiago

Sra. Mami Umayahara
Especialista UNESCO/Santiago

Sr. Vicente Vidal
Oficial Administrativo UNESCO/Santiago

Sra. Gloria Alberti
Encargada de Documentación

Sr. Gastón Valdivieso
Asistente Administrativo UNESCO/Santiago

Sr. Raúl Piña
Informática UNESCO/Santiago

Sr. Alfredo Taborga
Encargado de Publicaciones UNESCO/Santiago

Srta. Carolina Jerez
Publicaciones UNESCO/Santiago

Consultants

Sra. Ana María Corvalán
Consultora UNESCO/Santiago

Sr. Juan Enrique Froemel
Consultor UNESCO/Santiago

Sr. Ricardo Hevia
Consultor UNESCO/Santiago

Sra. Margarita Nieto
Consultora UNESCO/Santiago

Srta. Alexandra Vásquez
Encargada de comunicación

Secretaries

Sra. María del Carmen Bas (UNESCO/Santiago)
Sra. Loreto Bilbao (UNESCO/Santiago)
Sra. Isabel Margarita Honorato (UNESCO/Santiago)
Sra. María de los Angeles Zamorano (UNESCO/Santiago)

Film Assistant

Sr. Humberto Piñeiro León

Interpreting Coordinator and Head Translator, English

Sr. William Gallagher

Interpreters

Sra. Rosana Carvalho, Portuguese interpreter
Sra. Marilia Rebello, Portuguese interpreter
Sra. Marjorie Robotham, English interpreter
Sr. Héctor Urquiaga Cabada, English interpreter

Head Translator, Spanish

Sr. Ernesto Leigh

Translation and Interpreting Service (Cuba)

Línea N° 507 Esq. A D. Vedado
LA HABANA, Cuba
Tel. (53-7) 832.7667, 832.9573
Fax (53-7) 33.3978

Sr. Enrique Montoto Cruz, Director
Sr. Honel Binelfa, Subdirector – Portuguese interpreter
Sr. Aurelio Fernández, French interpreter
Sr. Humberto Salabrarria, French interpreter
Sra. Antonia Merconchini, French interpreter
Sra. Mayra Roig, French interpreter
Sra. Beatriz Muñoz, English interpreter
Sra. Mercedes Tito, English interpreter
Sra. Marcia Choveri, Portuguese interpreter
Sra. Lori Nordstrom, English translator

Sr. Roberto Espi, English translator
Sra. Ana María Acosta, English translator
Sr. Andrew Mate, English translator
Sra. Gladys Tarrau, English translator
Sra. Ivonne Wong, English translator
Sra. Frances Martínez, English interpreter
Sra. Carmen Pacheco, English interpreter
Sra. Eloisa Hernández, English interpreter
Sra. Nancy Hechevarría, English interpreter
Sra. Elina Morris, French interpreter
Sra. Caridad García, Portuguese interpreter
Sra. Eduarda Calvo, French interpreter
Sra. Rebeca Delgado, English
Sra. Milsadenis Rodríguez, English

Ministry of Education of Cuba

Calle 17 y O. Vedado
LA HABANA VIEJA, Cuba
Tel. (53-7) 855.2920
Fax (53-7) 833.3085

Sr. Jorge González C.
Asesor del Ministro

Sra. Madelaine Masses
Especialista de Relaciones Internacionales

Sr. Miguel Angel Ferrer
Director del Centro de Información Educativa

Sra. Chantal Mora Glez-Rodeles
Especialista de Relaciones Internacionales

Sr. Lisardo García
Investigador del ICCP

Sra. Isabel Martel
Directora Divulgación

Sr. Guillermo Alvarez Palmeiro
Director ICE

Sr. Eloides Díaz Osorio
Jefe Protocolo

Palacio de Convenciones

Apartado Postal 16046

LA HABANA, Cuba

Tel. (53-7) 208.5199, 202.2011-19

Fax (53-7) 208.7996, 208.3470

Sra. Zósima López Ruiz
Organizadora Profesional de Congresos

Sra. Isel Rodríguez
Oficial de Sala

Sra. Rosa Castells
Jefe Acreditación

Sr. Julio Alvarez
Servicios Informáticos

Sr. Antonio de la Moneda
Jefe Servicio de Impresión

Sra. Elena de la Peda
Jefe mecanografía

Sra. Elisa del Nodal
Jefe Servicio Conferencia

Sra. Verónica Noy
Jefe Control Documentos