

# Education 2030



## Buenos Aires Declaration

**Regional Meeting of Education Ministers  
of Latin America and the Caribbean**

January 24-25, 2017, Buenos Aires,  
Argentine Republic





E2030: Education and skills  
for the 21st Century

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The Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) together with the Ministry of Education and Sports of the Republic of Argentina organized the Regional Meeting of Ministers of Education of Latin America and the Caribbean “E2030: Education and Skills for the 21st century” on 24 and 25 January 2017 in Buenos Aires, Argentina.

Over 170 participants from 26 countries, including Ministers, heads and members of delegations, officials of multilateral and bilateral organizations and representatives of civil society, were present. In this occasion, the Buenos Aires Declaration was adopted, setting out a new vision for education from now until 2030.

We thank all the E2030 co-convenors, UNDP, UNFPA, UNHCR, UNICEF, UN Women, the World Bank and ILO, and all the other partners who participated in the regional meeting.

**In particular, we thank the Ministry of Education and Sports of the Republic of Argentina for supporting and hosting this important event.**

# Sustainable Development Goal 4

**🎯 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. 🗨️**



4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education



4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university



4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship



4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries



4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

# Preamble

## 1.

We, the Ministers of Education of Latin America and the Caribbean, high-level government officials, representatives of the United Nations, regional organizations, civil society organizations and other partners of the 2030 Agenda for Sustainable Development, are gathered for the meeting on ***“Education 2030: Skills for the 21st century”*** held in Buenos Aires, Argentina on 24 – 25 January, 2017. We thank the Ministry of Education and Sports of the Argentine Republic for facilitating and hosting this important event.

## 2.

Recognizing the region’s progress towards the six Education for All (EFA) goals for 2015, the commitments of the Lima Declaration (October 2014), the Incheon Declaration (May 2015), the 2030 Agenda for Sustainable Development (September 2015), and the Education 2030 Framework for Action (FFA) (November 2015) to attain Sustainable Development Goal (SDG) 4 ***“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,”*** we hereby adopt this Declaration.

## 3.

We reaffirm that education is a fundamental human right of every person and a basis for realizing other rights. Education is an essential condition for peace, sustainable development, socioeconomic growth, decent jobs, gender equality, prevention of discrimination in all its forms, responsible citizenship, health and well-being. As such, we recognize the responsibility of the States and the key role that education plays as a catalyst of sustainable development and instrument for the enactment of the other SDGs by 2030.

#### **4.**

Aware that the major challenge to socio-economic progress in the region is inequality, we believe that the governing principle of the education agenda for 2030 should be to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

#### **5.**

We acknowledge that the achievement of SDG 4 particularly requires a profound change in our countries, implying a new vision of education, learning, teaching, policies and actions to be developed, with innovative, comprehensive and strategic planning and long-term perspectives, adapted to national and local realities.

#### **6.**

We recognize the importance behind the education targets outlined in SDG 4, which consider education and lifelong learning, from early childhood to higher and adult education, in conjunction with the cross-cutting issues of the Agenda for Sustainable Development, particularly those directly related to education (E2030).

#### **7.**

We affirm and celebrate that our countries have made significant progress on educational matters and are already undertaking specific reforms and programs to face the challenges of E2030. However, we believe that educational gaps persist, especially affecting society's most vulnerable groups; and we must address the new challenges and emerging issues identified in the new Agenda for E2030, which, in accordance with the circumstances and priorities of each country, we must assume in their entirety.

## Regional agreements

### 8.

We stress that the quality of education in all of its dimensions and on all levels remains a significant pending issue in the region. We commit to developing inclusive policies focused on improving the quality and relevance of education, which will impact all stakeholders in the education system.

### 9.

We reaffirm the commitment to continue expanding early childhood care and development programmes, with an emphasis on marginalized and/or excluded groups, through quality solutions that promote the comprehensive development of children and active participation of families and communities, engaging interinstitutional and intersectorial partnerships, thereby ensuring academic success throughout the successive cycles.

### 10.

Notwithstanding the results already obtained in terms of expanding access to primary education in all countries, we declare the importance of secondary, technical and vocational education and higher education for generating new knowledge, scientific and technological innovation and the socioeconomic advancement of our societies. We are committed to strengthening its completion, extension and links to the workplace, resulting in greater access, quality and relevance of educational content in terms of continuing education, degree programs and careers.

### 11.

We reaffirm the essential role of teachers and other education professionals in achieving quality education, and commit ourselves to strengthening initial and continuous teacher training programs, with particular attention to contextualized planning of the provision, content revision and curricula, and the continual training of trainers, in order to ensure innovative training programs that prepare, motivate and empower teachers and education managers for the challenges and opportunities of teaching in the 21st century. We will continue to



make progress on policies aimed at ensuring adequate conditions for teaching to be a profession of excellence, involving the participation of teachers and other educational professionals in their design, implementation, monitoring and evaluation.

## **12.**

We reaffirm that, in the face of social, cultural and technological transformation in the region, it is necessary to design policies that give new meaning to educational and learning models, based on the revision of educational conditions and environments and the institutional organization, responding to the needs of all girls, and boys, adolescents, youth, adults, ensuring the inclusion of persons with disabilities. At the same time, we emphasize the links between schools and their communities, with the aim of promoting diversified, solid and continuous educational and labour market pathways.

## **13.**

We commit ourselves to enriching curricula, practical experience and the contents of our educational systems for the development of 21st century skills, keeping in mind the needs and desires of young people in the region. We will formulate curricular policies through an interdisciplinary and holistic focus, centered on active, contextualized, transferable, autonomous learning with inclusive and transformational pedagogies that draw links with the different dimensions of everyday life, maximize the use of information and communication technologies (ICTs), and take into account themes relevant for our global, interconnected, digital and dynamic society.

## **14.**

We will design and implement comprehensive programs of education for sustainable development (ESD) and global citizenship education (GCED), which are crucial for the acquisition of values and attitudes related to human rights, gender equality and a culture of peace, non-violence and coexistence; for the protection of the environment and life on the planet; and to face the challenges of climate change. As an integral part of these programs, we will disseminate the SDGs to education stakeholders with the aim of empowering them as key global and responsible citizens for this new agenda.

## **15.**

We commit ourselves to making our educational systems more responsive, adaptable and resilient in order to meet the rights and satisfy the needs of migrants and refugees, according to the policies of our countries, taking into account the current challenges associated with conflicts, violence, discrimination, pandemics and disasters.

## **16.**

We recognize that our region is markedly multicultural and multilingually diverse, and that addressing the challenges that our peoples face requires specific approaches that reinforce our diversity, and promote multicultural education that emphasizes education in the mother tongue, learning of a second language, that gives value to different knowledge systems, and trains teachers and develops curricula and educational materials, thereby promoting inclusive and harmonious societies.

## **17.**

We value the concept of “learning cities” and continuous learning practices in these communities, taking into consideration the high levels of urbanization in the region. We recognize their potential for the implementation of E2030 and sustainable development through diversified educational opportunities to address challenges such as violence, urban and school segregation and their effects on social cohesion, cultural development, resilience and sustainability.

## **18.**

We will strengthen and diversify national assessment and monitoring mechanisms for the E2030 agenda in accordance with the circumstances of each of our countries, with particular attention to the school environment and the active participation of the educational community, in order to achieve mutual progress and provide objective accountability. We are committed to using the results from these assessments and applying these to public policies for improving the quality of education, in general, and learning experiences in particular. At the same time, we will promote more comprehensive assessment mechanisms, gradually including the assessment of new learning, processes and educational conditions.

## **19.**

We commit to the strengthening and modernization of the institutional frameworks and governance of educational systems in our countries, so that they may promote accountability and transparency, and strengthen the participation of all partners involved at all levels of the education system. We commit ourselves to advocating for the strengthening of quality public education as a guarantor for building democracy and fairer societies, adopting lifelong learning as the organizing principle of education. We will maintain, optimize, and, progressively increase funding for education in our countries, in accordance with the national context, and in keeping with the economic, social and cultural rights of our citizens.

## **Towards the future**

## **20.**

We reaffirm the leadership of our countries in the design and implementation of E2030, in particular to attain SDG 4, and we commit to carrying out decisive actions within the sphere of our roles for enacting this Declaration in our countries. We commit to meet in alignment with regional agendas to ensure efficiency and effectiveness and we call on the regional and subregional organizations to ensure coherence and coordination in their support to countries.

## **21.**

We recognize the importance of exchange and dissemination of successful education policies and practices in the region and beyond, the creation of strategic partnerships and the generation of synergies to address, in a more effective and collaborative way, the remaining challenges and emerging themes related to the SDGs.

## **22.**

We consider that strengthening specific regional and subregional monitoring mechanisms for the region is key, and that they must take into account the specific contexts and progress towards E2030 in our countries. We support

the work led by the UNESCO Institute for Statistics (UIS) in the definition of the respective indicators. Likewise, we recognize the role of the Global Education Monitoring (GEM) Report as the global information mechanism on SDG 4 progress and commit to strengthen the existing regional evaluation system coordinated by the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago).

### **23.**

We ratify the regional coordination role of the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) in the E2030 Agenda. We request that the co-convenors of E2030 (UNESCO, UNDP, UNFPA, UNICEF, ILO, UNHCR, UN Women, WB) and all relevant actors in the region ensure coherence and develop joint actions that support the implementation of E2030. Likewise, in the context of our participation in diverse regional and sub-regional groups and blocs, we commit to directing our efforts towards fulfilling this Declaration. We recommend the periodic organization of regional high-level technical meetings with E2030 as the main objective, thus facilitating the debate and the coherence of programs between all relevant stakeholders. We commit to promoting the coherence and actions of the intersectorial and parliamentary working groups that have been established in our countries to address the E2030 agenda.

### **24.**

We commit ourselves to developing and agreeing on a roadmap for implementing this Declaration, including advocacy, monitoring and joint collaboration mechanisms that respond to the educational expectations in the region.

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United Nations  
Educational, Scientific and  
Cultural Organization

**Santiago Office**  
Regional Bureau of Education for  
Latin America and the Caribbean