

**Closing Statement by Mr. Thomas Stelzer
UNDESA ASG**

**Regional Meeting for Latin America and the Caribbean
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Thank you, Mr. Vice-President — and many thanks as well to our hosts, speakers attendees for their active participation over the past two days. A special thanks also to our interpreters.

What we learned here in Buenos Aires has been captured by the excellent summary we just heard from the Vice President of ECOSOC, as well as by the summary of yesterday's session we heard earlier this morning. So, I will not repeat those details, but limit myself to sharing my own, brief perspective.

Yesterday, we heard countless facts and figures — on both regional education progress and persisting challenges facing Latin America and the Caribbean.

The crucial role of teachers was also highlighted. Attracting, training and retaining good teachers is essential, we were told.

We were also instructed in the merits of cost-effective information and communication technologies — and their impressive ability to raise learning productivity.

Earlier this morning, education quality was spotlighted. Getting children into school means little, we were reminded, if they're not learning proficiently. And, just moments ago, the problem of marginalization in education was discussed.

One conclusion I would draw is about the need to develop context specific monitoring, evaluation and assessment tools applicable to the region.

These five areas of concern — monitoring, teachers, ICT, quality and equity — should, and will, feature prominently at the AMR in July.

Indeed, the main purpose of these regional meetings is not only to share common challenges and examples of what has worked and can be replicated, but also point out what all stakeholders in education can and should do, with the support of the UN system, to close the gap between commitments and implementation, between words and deeds.

But what about the post-2015 education development agenda? The tango, Argentine national treasure and one of this country's great cultural exports, might offer some clues.

Tango, like good education policy, must get all its components just right: dance, yes, but also music and song.

With its intricate footwork and suggestive twists, spins and embraces, the essential art of tango is unmistakable — even if numerous forms have been adopted over the years.

The same is true for the post-2015 education framework. Flexibility will be required to meet the region's evolving needs. At the same time, the signature qualities of sound education planning — resources, monitoring, incentives and accountability — must, like the tango, endure.

And this, ladies and gentlemen, is where my little comparison runs its course. For unlike the mysterious origins of tango, on which no one can seem to agree, the road to better education results is developing a promising consensus and moving in harmony for the desired outcome.

I thank you.

