

Report

E2030: EDUCATION AND SKILLS FOR THE 21ST CENTURY

Regional Meeting of Ministers of Education of Latin America and
the Caribbean, Buenos Aires, Argentina, January 24 – 25, 2017





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This report provides a systematization of the discussions at the Regional Meeting of Ministers of Education of Latin America and the Caribbean “E2030: Education and skills for the 21st century” held 24-25 January 2017 in Buenos Aires, Argentina.

Introduction

Background

The UNESCO Regional Bureau for Education in Latin America and the Caribbean, OREALC/UNESCO Santiago, in collaboration with the Ministry of Education and Sport 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*”.

Ministers of Education and high-level representatives of the education sector of the Member States of LAC; bilateral, regional and multilateral organizations; United Nations agencies; representatives of civil society; stakeholders and UNESCO experts participated in the meeting, which was held on 24-25 January 2017 in Buenos Aires, Argentina.

This was the first ministerial meeting to be organized within the framework of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs), in particular SDG 4 – “Ensure inclusive and quality education for all and promote lifelong learning”.

It provided a space for dialogue between ministers of education and other stakeholders to debate SDG 4 in the context of the 2030 SDG Agenda. Discussions and information sharing on various topics related to the SDG 4 targets, and on the coordination mechanisms and monitoring instruments conducive to the achievement of E2030 enabled LAC Member States to reach a common vision and understanding of E2030 in the region. This joint approach on E2030 for the region is laid down in the Declaration of Buenos Aires, which ministers adopted at the end of the meeting.

Meeting objectives

The objectives of the meeting were to:

- adopt a Ministerial Declaration on a joint approach to achieve the SDG4-E2030 Agenda in the region, including means of implementation, technical instruments of support and follow-up mechanisms.
- agree on a roadmap for the implementation of E2030, including a contextualized follow-up mechanism that responds to the region’s educational challenges and expectations.

Follow-up actions

After the adoption of the Declaration of Ministers, due to lack of time, ministers decided that in order to reach and agree on a roadmap for the implementation of E2030 in the region, a technical group composed of representatives of the Latin American and Caribbean countries and education partners would work on the drafting of the roadmap.

This report aims to systematize the discussions held in the meeting, particularly highlighting priorities and strategies put forward towards the implementation of E2030, thereby serving as support to the elaboration of the roadmap.

Working methodology

The meeting included panels and a series of roundtables, with active participation of Ministers and national authorities, as well as education experts and representatives of other groups of education stakeholders.

The topics open for discussion were the following:

- Status of education in the region: main trends in light of E2030;
- An innovative approach to education quality in the context of lifelong learning (learning settings, perspectives, dimensions, equity and inclusion, assessment mechanisms, etc.);
- Teacher policies and training within the framework of lifelong learning;
- Inclusive and quality learning to reduce inequality and promote sustainable development;
- Partnerships (collaborations, strategic coalitions, mechanisms) for the implementation of E2030.

Meeting

I. Inaugural session

This session opened with welcoming remarks from the Under-Secretary for External Relations, Ministry of Foreign Affairs and Worship of the Republic of Argentina, **H.E. Gustavo Zlauvinen**, who referred to the challenges set out in the new agenda for sustainable development and Sustainable Development Goal 4, underlining that its success would require a change of paradigm.

Mr. Qian Tang, UNESCO's Assistant Director-General for Education, began by noting the universal and non-prescriptive nature of the SDG 4 – E2030 Agenda and its ambitious nature. After having underlined the significant progress made by the region in education over the last 15 years, in particular in terms of primary enrolment and gender parity, Mr. Tang highlighted the various challenges needed to be addressed, emphasizing the importance of promoting equality. The key to this, he stated, was inclusion. Furthermore, he noted that achieving SDG 4 would require new forms of working, such as intra-country collaboration, networking, inter-sectoral collaborations and flexible partnerships with a range of actors including the private sector, the media and parliamentarians. Finally, Mr Tang reiterated UNESCO's commitment to supporting Latin American and Caribbean countries towards achieving the education goals.

The final speaker was the Minister of Education and Sports of the Republic of Argentina, **H. E. Esteban Bullrich**. Having first stressed that education is at the core of the Government of Argentina's development policies, Minister Bullrich affirmed that education is central to progress and freedom, as it is the sole means of delivering power to the people, of strengthening institutions and of sustaining humanity. He continued by saying that the key pillar of quality education was teachers and that new forms of teaching were required. He ended by affirming that education unites.

II. Introduction: SDG 4 – Education 2030: a multidimensional approach to education in complex times

Ms. Cecilia Barbieri, Director a.i. OREALC/UNESCO Santiago, stressed that LAC countries knew where they stood in terms of educational progress as well as where they wanted to be by 2030; the fundamental question was how to, together, reach the education objectives by 2030. Ms Barbieri reminded participants that countries were not starting from scratch: a number of high-level technical meetings on diverse topics ranging from Global Citizenship Education (GCED) to teaching and learning were organized by OREALC/UNESCO Santiago over the last

two years that provided important spaces for dialogue. Above all, she stressed, the starting point should be protecting the educational gains achieved in the region – that is, not to regress (see presentation [here](#)).

Mr. Jordan Naidoo, UNESCO’s Director for Education 2030 Support and Coordination, outlined the main features of the 2030 Sustainable Development Agenda, notably its people-focused character and the interconnectedness between all of the 17 Sustainable Development Goals (see presentation [here](#)). Mr Naidoo commented on the fundamental role that education plays for sustainable development – specifically mentioning how education was included in the other SDGs - and expanded on the vision and principles underpinning SDG 4 and the education-related targets. Within the framework of SDG 4, he referred to how education is needed to prepare citizens for the world of today, instilling both cognitive and non-cognitive skills, and highlighted the importance of reducing barriers to skills development and TVET. Regarding the ways forward, he made reference to the fact that although the agenda is global, its implementation must be at the national level, requiring:

- articulating global coordinating mechanisms (such as the SDG-Education 2030 Steering Committee) with regional and national ones;
- building on existing regional and national structures and plans;
- reviewing regional and national progress based on regular, voluntary and inclusive country-led reviews of progress;
- ensuring linkages and coordination with the broader SDG Agenda;
- developing national, regional and global M&E systems; and
- increasing education financing, while ensuring collective responsibility and accountability.

III. Opening panel: Education and skills for the 21st Century - Perspectives from and for Latin America and the Caribbean

This session was moderated by **Mr. Jordan Naidoo**, Director, Education 2030 Support and Coordination, UNESCO Headquarters. Presentations were made by the Ministers of Education of Brazil and of the Republic of Argentina, two of the three countries representing Latin America and the Caribbean in the SDG-Education 2030 Steering Committee. The session aimed to review progress on coordination mechanisms, monitoring and implementation of the SDG-Education 2030 Agenda, analyze the status of education and main challenges for the 21st century in the region, and provide strategic guidance and policy options to support the implementation of SDG-4.

Prior to the presentations by the Minister of Education of Brazil (see presentation [here](#)) and of the Republic of Argentina, **Ms Cecilia Barbieri**, Director a.i. OREALC/UNESCO Santiago, opened the session. She highlighted education trends in LAC and provided inputs for the meeting discussions on issues related to the quality of education, teaching and teaching policies, lifelong learning and partnerships (see presentation [here](#)).

The following two presentations of the opening session made by the Minister of Education and Sports of the Republic of Argentina, **H. E. Esteban Bullrich**, and the Minister of Education of Brazil, **H. E. José Mendonça Bezerra Filho**, provided details on the education priorities, reforms and activities undertaken in both countries, the progress made and implementation challenges.

Main points included:

Priorities (in line with E2030)

- Quality learning
- Equity
- Improving teacher policies and teacher training
- Literacy
- Student-centred learning
- Providing learners skills for the 21st century
- Enhancing the value and quality of technical professional training

Reforms, strategies and actions

- Secondary education reform
- National common core curricula
- Flexible curricula and training pathways

Challenges

- How to support teachers and provide them with the necessary motivation, knowledge and tools that make them conscious of the transforming power that they have
- How to best train teachers on ICTs and other emerging themes
- Finding mechanisms to work closely with countries, agencies and organisations

IV. Round table 1: A renewed focus on the quality of education for sustainable development

The first roundtable session provided a space to debate innovative approaches to education quality and the role of education as key enabler for sustainable development. **Mr Atilio Pizarro**, Coordinator of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), OREALC /UNESCO Santiago, moderated the session. Presentations were made by **Ms Mercedes Miguel**, Secretary of Education Quality of the Ministry of Education and Sports, Republic of Argentina; **Ms Valentina Quiroga**, Under-Secretary of Education, Chile (see

presentation [here](#)); **H.E Shawn K Richards**, Deputy Prime Minister and Minister of Education, St Kitts and Nevis; and **H.E. Freddy Peñafiel Larrea**, Minister of Education, Ecuador.

Mr Pizarro began the session by recalling that quality education included multiple and changing dimensions, depending upon the aspirations and expectations of society (see presentation [here](#)). He highlighted three substantive dimensions for an education to be of quality: (1) relevance; (2) pertinence; (3) equity – as well as two operational dimensions: (4) efficiency and (5) effectiveness. He pointed out that quality education entails:

- revising curricula - new learning contents, essential to navigate in today's world, in LAC curricula are currently quite reduced;
- monitoring and evaluating learning outcomes – a significant number of countries in the region do not have in place national evaluations and do not participate in international ones; the focus of assessments is still very much on primary and basic learning;
- designing programmes and policies – requiring political decisions based on evidence and investing in education.

A short video was then presented entitled “Tell them what you want to learn”. It showed the results of an online survey conducted among young people aged 15-25 years from throughout the region, asking them what and how they wanted to learn.

The results of this initiative, led by OREACL/UNESCO Santiago alongside other agencies, revealed that youth in the region want:

- learning to go beyond the traditional topics, such as arithmetic and literacy;
- to learn to be critical, to be responsible citizens, to know about the world, etc.;
- to learn in diverse and interactive modalities.

The video demonstrated to a large extent the discrepancies between young people's educational aspirations and the current educational systems in the region.

The presenters, each answering specific questions posed by the moderator on the concept and challenges of ensuring a quality education in countries and in the region within the context of E2030, made the following main points:

Key messages

- Youth voices matter: quality education within the context of E2030, means aligning what is taught with youth aspirations, desires and needs;
- Pertinence and relevance: quality education implies alignment between what is needed in the world of work and what is being taught;
- Innovative forms of teaching: quality education entails teaching in different spaces and forms;
- Integrated approach: quality education is to be assured at all levels and throughout life

- Ensuring that no one is left behind: quality education must be an inclusive one; it entails tailored interventions, taking into account school and student needs;
- Evaluation of learning outcomes: it is essential to assess whether learners are reaching their full potential, to identify pitfalls within education systems and to obtain information to better inform education policies;

Key actions and focus areas

- Broad and comprehensive education planning;
- Revisiting teacher policies and teacher training;
- Developing new learning assessments;
- Involving all relevant actors in the formulation of programmes and policies;
- Strengthening TVET institutions and elevating TVET's status in society: educating for the world of work requires learning new technical skills and qualifications;
- The need to generate regional qualification standards and equitable competences;
- Efficiency and good use of resources;
- Putting in place a quality assurance agency in order to advise national and international evaluation plans.
- Establishment of a national index on the quality of education that allows not only measurement of learning results, but also equity dimensions and school efficiency;
- Generating school autonomy and accountability: providing schools with the responsibility of designing improvement plans and giving them greater autonomy to devise their own learning models;
- Strengthening and broadening national learning assessments, so as to include learning outcomes and contextual factors;

Challenges

- Ensuring that evaluations are used with the final objective of improving learning and not used in a punitive manner
- Finding the mechanisms to formulate education policies in a collaborative, inter-sectoral manner, that ensure that all students are learning to their full potential without any discrimination

The questions and comments that followed suggested that countries in the region were facing very similar challenges in ensuring and evaluating quality education, suggesting that what the region needed was to identify joint actions to catalyze national efforts.

V. *Round table 2. Learning to learn: key skills for 21st century educators. What to do in Latin America and the Caribbean?*

The aim of this session was to provide a space to share experiences and evidence-based policy recommendations on new teaching approaches to face the challenges of the 21st century. The session was moderated by **Mr Pablo Cevallos Estarellas**, Director, IIEP- UNESCO Buenos Aires, and presentations were made by **H.E Marilú Martens Cortes**, Minister of Education of Peru; **Ms Marcia Potter**, Permanent Secretary for the Ministry of Education and Culture of the British Virgin Islands; **Ms Margarita McPherson**, Deputy Minister of Education of Cuba; and **Mr Cristian Cox**, Chair of the Technical Secretariat, UNESCO Regional Strategy on Teachers.

Each presenter was asked specific questions regarding the development of teaching, teacher professional development and teacher certification. The presentations clearly pointed out the central role of teachers for education to be of quality and that teacher learning and development was key to teacher quality. The main points of the discussion included:

Key policies and strategies in preparing teachers to teach in the 21st century

- Reforming teacher careers: ensuring that teacher career structures are shaped so to value, motivate and professionalize teachers; establishing a career based on meritocracy through continuous evaluations; flexibility in teacher careers, allowing positions at the managerial level;
- Professional development of teachers through improving teacher education programmes, the quality of teacher education and school leadership;
- Teacher quality through quality training: providing teachers with continuous training; identifying school and teacher training needs and aligning teacher training curricula; training teachers to be educators, interiorizing behaviours and attitudes that are valued in societies and for sustainable development; making good use of ICTs in the training of teachers;
- School autonomy: providing incentives, such as pay bonuses, for good teacher performance;
- Development of a regional qualifications framework, identifying learning outcomes for all teacher qualifications, including teacher certification (CARICOM);
- Development of regional standards for teaching practices which regulate teacher certifications and facilitate licensing for the teacher profession (CARICOM);
- Working across sectors in order to ensure that teachers are learning and able to teach about critical topics for society and that resources are at good use;
- Including citizenship training as criteria for accreditation of teacher training institutions: there is a need to revise teacher training curricula; aligning school curricula on citizenship and teacher training curricula on citizenship;

Challenges

- Ensuring that all teachers are well trained and obtain certifications;
- Establishing regional standards for teacher certification;
- Raising entrance standards to teacher education programmes;
- Ensuring that teacher educators are certified and in touch with classroom dynamics and school realities;
- Overcoming technical and financial barriers in order to implement needed initiatives;
- Ensuring that teachers are prepared to educate and teach students to be responsible democratic citizens in the 21st century.

VI. Round table 3: Education to transform lives - lifelong learning to advance the 2030 Sustainable Development Agenda

In this session, speakers shared experiences and evidence on the need to adopt lifelong learning as a conceptual framework and organizing principle for education reforms in order to advance sustainable development in the region. Discussions also revolved around possible strategies and institutional arrangements conducive to the implementation of lifelong learning. **Ms Cecilia Barbieri** introduced the topic and moderated the discussion. Presentations were made by **H.E Carlos Canjura**, Minister of Education of El Salvador; **Ms Daniela Trucco**, Social Affairs Officer, Social Development Division, ECLAC; **Ms Carmen Campero Cuenca** (see presentation [here](#)), Vice-President for Latin America, International Council for Adult Education (see presentation [here](#)); and **Ms Carolina Belalcazar Canal**, UNESCO Institute for Lifelong Learning (UNESCO-UIL, Hamburg, Germany).

In her introduction, Ms Barbieri stressed that lifelong learning required conceiving education beyond the formal system, including and recognizing informal and non-formal forms of learning and providing all these different learning modalities throughout life. She added that the implementation of this concept in education systems in the region would play an important role in achieving the other SDGs.

Various dimensions of the concept of lifelong learning were touched on in the presentations, with speakers indicating that its operationalization and implementation will entail comprehensive and integrated policies.

Key messages

- Educational systems, as comprehensive systems that include learning opportunities for all throughout life, have the potential to transform societies, particularly in addressing inequality;
- There is a need to base lifelong learning opportunities on the promotion of an education of peace, citizenship and human rights education;

- Lifelong learning is a concept that should be approached in a broad, integral and complex manner, incorporating different social realities;
- Inequalities in the region, namely gender inequalities relating to access to education, require the development of education programmes that include diverse forms of learning, with a focus on lifelong learning;
- Education trajectories should be thought of as a continuum, with attention also being paid to the integration of youth into the world of work.
- A common view on equity is needed, and based on this, each country should develop processes to foster inclusion and education reforms;
- Adult and youth education can reinforce the right to quality education for all, reduce multiple dimensions of inequalities, strengthen cultural diversity, increase access to work possibilities and promote social cohesion.

Key policies and strategies for the implementation of lifelong learning

- Ensure that education contents are coherent to the context and adapted to student needs in order to avoid school drop-out;
- Focus on the access and training of youth, ensuring gender equality as girls and women tend to be the most excluded;
- Policy formulation requires the involvement of multiple actors (governments, civil society, private sector, etc.).
- Develop ICT education policies in order to increase educational access, reducing inequality by reaching the most marginalized;
- Promote and consolidate comprehensive and inter-sectorial policies, based on a human rights perspective, that promote gender equality and ensure the active participation of citizens;
- Increase financing of the education sector and direct more resources towards the most vulnerable and excluded;
- Institutionalize adult education;
- Promote informed dialogue, based on evidence, on the benefits of the Recognition, Validation and Accreditation (RVA) of non-formal and informal learning between all interested actors;

Challenges

- Identifying essential competences to acquire throughout life and how learning through non-formal and informal modalities can be recognized, validated and accredited;
- Promoting innovative learning environments, whether through cities, work or public places, and recognizing these diverse learning environments and different modalities of learning;
- Creating trust, credibility and transparency in the process of RVA and arriving at a consensus on the benefits of RVA between all interested actors.

Notwithstanding the importance of the concept of lifelong learning for the E2030 Agenda, discussions between Ministers on this topic appear to be limited to the formal system, focusing on areas to which previously little attention was paid (e.g. TVET), rather than the more encompassing idea of offering various informal and non-formal learning opportunities.

VII. Round table 4: Monitoring the E2030 Agenda; status of instruments and mechanisms to monitor SDG-4

In this session, presenters were invited to speak about the situation of the SDG 4 indicators framework and the ensuing challenges for national and international education information systems, as well as on the relevant criteria for monitoring SDG 4 at the national and regional levels. The session was moderated by **Ms. Silvia Montoya**, Director of the UNESCO Institute for Statistics, and presentations were made by **Mr. Dean-Roy Bernard**, Permanent Secretary of the Ministry of Education, Youth and Information of Jamaica; **H.E Roberto Aguilar**, Minister of Education of the Plurinational State of Bolivia; and **Ms. Elena Duro**, Secretary of Educational Evaluation, Argentina (member of the Technical Cooperation Group for SDG 4/E2030).

Ms. Montoya introduced the topic by recalling that the new sustainable development agenda and indicators to measure progress in its implementation were adopted by Member States, and that international organizations played a critical role in supporting countries in implementing and advancing the sustainable development goals. Before the presenters took the floor, **Mr Juan Cruz Perusia**, Regional Advisor for Latin America and the Caribbean, UNESCO Institute for Statistics in Santiago, presented the current status of instruments and mechanisms to monitor SDG 4 (see presentation [here](#)).

The main points included:

Key messages

- Participation: there is a need to include all interested members of society in the monitoring process through diverse means and modalities;
- Coordination: there is a need to maintain coordination between the four levels of monitoring;
- Diversity: the LAC region is diverse and monitoring education progress implies respecting and recognizing this diversity;
- Complementarity: while facing, to a certain extent, the same educational challenges, countries in the region are diverse and it's this balance between similarities and differences that the monitoring system can build upon, in a complementary manner;
- Regional success requires commitment and efforts to advance together;

Key actions and ways forward

- Disseminate and promote the education agenda and reflect on how to adapt systems of information in alignment with the concept of lifelong learning;
- Develop policies according to national priorities and within those work towards establishing monitoring mechanisms to measure progress;
- Produce orientation guides and exchange information on how the region is progressing and evaluation systems should be improved or changed in order to be able to collect data for the indicators;
- Articulate a regional agenda in order to fully benefit from regional cooperation;
- Evaluate national technical capacities to produce indicators and identify which indicators will be adopted at the regional level;
- Strengthen and/or develop regional and national assessment frameworks: in order to track and evaluate progress towards relevant and effective learning outcomes, there is a need to review, develop and strengthen learning assessments;
- Coordinated and integrated approaches, involving multiple ministries, in monitoring mechanisms;
- Aligning national priorities to the education targets;
- Establishing and strengthening national institutions that monitor education performance.

Challenges

- Ensuring sustained funding to address technical and financial constraints;
- Reconceptualise certain elements of the education agenda and targets to the realities of the region and its countries (for example, the understanding of the right to education differs within each country) and adapt monitoring and data collection;

VIII. Round table 5: Partnerships and instruments for the implementation of E2030 – Building coalitions

In this session, state and non-state actors shared ideas and initiatives towards meeting SDG 4 and the education-related areas in other SDGs, with a view to developing inter-sectoral collaboration and alliances in support of E2030. The session was moderated by **Mr Jorge Sequeira**, education consultant, and presentations were made by **Mr Vincenzo Placco**, Regional Specialist on Inclusive Education, UNICEF Regional Office for Latin America and the Caribbean; **Ms Betilde Muñoz-Pogossian**, Director of the Department of Social Inclusion, Organization of American States; Mr Paulo Speller, Secretary-General of the Organization of Ibero-American States for Education, Science and Culture; **Mr Alfredo Jimenez**, Technical Coordinator, Parlatino; **Ms Camila Croso**, General Coordinator, Latin American Campaign for the Right to Education (CLADE); and **Mr Sergio Kaufman**, Accenture Latinoamérica.

Introducing the topic, Mr Sequeira stressed the urgent need for all education partners to work together in the implementation of E2030. The main topics from the presentation included:

Key messages

- Partnerships are essential to implementing SDG 4-E2030;
- Institutional cooperation and coordination between all partners: duplication of efforts is unjustifiable, particularly given the limited amount of resources; it is critical to align and interlink the regional agendas of all education and multilateral organizations, and avoid excessive bureaucracy;
- Education is a human right and all initiatives should emanate from this premise;
- The formulation of education policies to implement SDG 4-E2030 must be an inclusive consultative process, paying attention in particular to the voices of students;
- Inclusion of civil society in E2030 architectures: involving a broad range of civil society organizations is a driving force in achieving the education targets;
- Education and its interrelationship with the other SDGs: there is a need to foment inter-sectorial dialogue and establish collaborations so as to enhance development outcomes;

Inter-sectoral collaboration and alliances

- Facilitation of political dialogue and promotion of regional engagement: inter-governmental institutions can seek to facilitate political dialogues, placing topics on meeting agendas;
- Production, dissemination of knowledge and exchange of good practices between all interested actors;
- Generation of a regional platform between education partners, enabling fluid exchanges and easy access of information;
- Systematization of practices and politics on issues related to education inequality;
- Combining expertise in a particular area so as to leverage efforts and resources;
- Implement strategies collaboratively with governments that allow the identification of gaps in ensuring the right to education;

IX. Ministerial debate on the Declaration

Main points of the discussion:

- **Teachers:** The central role that teachers play was recognised, as well as that of other professionals who work in education, such as directors and pedagogical coordinators, so that point 11 of the Declaration is now written as follows: “We recognize the essential role of teachers and other education professionals play in achieving quality education...”

- **Free education:** During the discussion, the importance of free education was emphasised, in accordance with the diversity and different circumstances (legislative, economic, cultural) of the countries and their education systems. The Caribbean community particularly emphasized the differences that exist between them and other countries in the region. In order to respect this diversity, a consensus was reached to reconfirm the commitment to SDG 4 – goal 4.1 “to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”.
- **Mother tongue:** There is a strong commitment in the region to the right to mother-tongue education. However, it was emphasised that this right demands certain national capacities; therefore, in view of this diversity, it was agreed to make an effort to prioritise mother-tongue education.
- **ESD and GCED:** A strong commitment is expressed towards goal 4.7, regarding education for global citizenship and education for sustainable development. At the core of the discussion, emphasis was placed on the need to foster the inclusion of risk and disaster management in national education curricula and to promote safe learning environments.
- **Funding and governance:** The region expressed its commitment to progressively increase funding for education. A few countries highlighted that there is the need to involve key allies in implementing the right to education. Likewise, the need was highlighted to make good use of existing resources, guaranteeing transparency and accountability.
- **Adult education:** Representatives of civil society underlined the importance of prioritising education policies for young people and adults in the region’s countries, including an increase in the public budget. It was stressed that this type of education is an integral part of the right to education.

At the end of the discussion, the Buenos Aires Declaration was adopted by consensus and the following commitments were agreed on:

- to create a Technical Group to follow-up on the Regional Ministerial meeting in Buenos Aires to draw up a preliminary roadmap for the region.
- the next regional meetings on education will take place in 2018 in the Plurinational State of Bolivia and in 2019 in Antigua and Barbuda.



E2030: EDUCATION AND SKILLS FOR THE 21ST CENTURY

PRELIMINARY PROGRAMME

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

“Education and Skills for the 21st Century”

**Palacio San Martín,
Buenos Aires, Argentina
24 – 25 January, 2017**

The UNESCO Regional Bureau for Education in Latin America and the Caribbean, OREALC/UNESCO Santiago, and the Ministry of Education and Sport of the Republic of Argentina, are organizing the Regional Meeting of Education of Ministers of Latin America and the Caribbean, “E2030: Education and skills for the 21st century”. The expected results of the meeting are the following:

- Adoption of a Declaration by the Ministers on a concerted effort to achieve the SDG4-E2030 Agenda in the region, including means of implementation, technical instruments of support and follow-up mechanisms.
- Definition of a consensual roadmap to implement E2030, that responds to the region’s socio economic situation and educational expectations.

Day 1, Tuesday, 24 January, 2017	
Morning	
08:30 - 09:00	Registration of participants, San Martin Palace, 761 Arenales Street
09:00 - 9:30	<p>Inaugural session</p> <p>Mr. Q. Tang, Assistant Director General for Education, UNESCO</p> <p>H.E. Mauricio Macri, President of the Republic of Argentina (TBC)</p>
09:30 - 09:45	<p>Objectives of the meeting</p> <p>Ms. Cecilia Barbieri, Director a.i., OREALC/UNESCO Santiago</p>
09:45 - 10:00	<p>Introduction: SDG 4 – Education 2030: a multidimensional approach to education in complex times</p> <p>Mr. Jordan Naidoo, Director, Education 2030 Support and Coordination, UNESCO Paris</p>
10:00 - 11:20	<p>Opening panel: Education and skills for the 21ST Century - Perspectives from and for Latin America and the Caribbean</p> <p><i>In this session, Ministers from the three countries that represent Latin America and the Caribbean in the SDG-Education 2030 Steering Committee will review progress on coordination mechanisms, monitoring and implementation of the SDG-Education 2030 Agenda, analyse the status of education and main challenges for the 21st century in the region, and provide strategic guidance and policy options to support the implementation of SDG-4.</i></p> <p>Introduction: Mr. Jordan Naidoo, Director, Education 2030 Support and Coordination, UNESCO Paris - Moderator</p> <p>Presentation: inputs for the debate “Education and Skills for the 21st Century, Ms. Cecilia Barbieri, Director a.i., OREALC/UNESCO Santiago</p> <p>Presenters:</p> <ul style="list-style-type: none"> - Hon. Esteban Bullrich, Minister of Education and Sport, Republic of Argentina - Hon. José Mendonça Bezerra Filho, Minister of Education, Brazil <p>Comments, Q&A</p>
11:20 - 11:40	Coffee break
11:40 - 13:00	<p>Round table 1: A renewed focus on the quality of education for sustainable development</p> <p><i>This session will debate innovative approaches to education quality, in view of the region’s situation while considering the key role of education in the Sustainable Development Agenda, with a view to building a common understanding of the ways forward and the role of education as key enabler for a sustainable development.</i></p> <p>Introduction and presentation of the video “Tell them what you want to learn”: Mr. Atilio Pizarro, Coordinator of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), OREALC /UNESCO Santiago – Moderator</p> <p>Presenters:</p> <ul style="list-style-type: none"> - Ms. Mercedes Miguel, Secretary of Education Quality, Ministry of Education and Sport, Argentina (member of the SDG4/E2030 Steering Committee) - Ms. Valentina Quiroga, Under Secretary of Education, Chile - Hon. Shawn K Richards, Deputy Prime Minister and minister of Education, St. Kitts and Nevis

	<ul style="list-style-type: none"> - Hon. Freddy Peñafiel Larrea, Minister of Education, Ecuador <p>Comments, Q&A</p>
13:00 -14:15	Lunch in the Los Frescos room
Day 1, Tuesday, 24 January, 2017	
Afternoon	
14:30 - 16:00	<p>Round table 2. Learning to learn: key skills for the 21st century educators. What to do in Latin America and the Caribbean?</p> <p><i>'Schools of the 19th century, teachers of the 20th century, students of the 21st century'. In this session, through sharing of experiences and evidence-based policy recommendations, new teaching approaches to face the challenges of the 21st century will be discussed.</i></p> <p>Introduction: Mr. Pablo Cevallos Estarellas, Director, IIEP- UNESCO Buenos Aires – Moderator</p> <p>Presenters:</p> <ul style="list-style-type: none"> - Hon. Marilú Martens Cortés, Minister of Education, Peru - Ms. Marcia Potter, Permanent Secretary, Ministry of Education and Culture, British Virgin Islands, - Ms. Margarita McPherson, Deputy Minister of Education, Cuba - Mr. Cristian Cox, Chair of Technical Secretariat, UNESCO Regional Strategy on Teachers <p>Comments, Q&A</p>
16:00 - 16:20	Coffee break
16:15 - 17:40	<p>Round table 3: Education to transform lives - lifelong learning to advance the 2030 Sustainable Development Agenda</p> <p><i>In this session, experiences and recent evidence on the need to adopt lifelong learning as a conceptual framework and organizing principle for education reforms in order to advance sustainable development in the region will be shared; possible strategies and institutional arrangements conducive to lifelong learning implementation will be discussed.</i></p> <p>Introduction: Ms. Cecilia Barbieri, Director a.i., OREALC/UNESCO Santiago</p> <p>Presenters:</p> <ul style="list-style-type: none"> - Hon. Carlos Canjura, Minister of Education, El Salvador - Ms. Daniela Trucco, Social Affairs Officer, Social Development Division, ECLAC - Ms. Carmen Camperio Cuenca, Vice-president for Latin America, ICAE - Ms Carolina Belalcazar Canal, UNESCO Institute for Lifelong Learning (UNESCO-UIL), (Hamburg, Germany) <p>Comments, Q&A</p>
20:15	Dinner offered by the Hon Esteban Bullrich, Minister of Education and Sport of Argentina Latin American Museum of Buenos Aires (MALBA), 3415 Figueroa Alcorta Av.
Day 2, Wednesday, 25 January, 2017	
Morning	
09:00-09:15	Brief summary of the previous day
9:15 - 10:30	Round table 4: Monitoring the E2030 Agenda; status of instruments and mechanisms to monitor SDG-4

	<p><i>This session will present the situation of the SDG 4 indicators' framework and the ensuing challenges for national and international education information systems as well as identify relevant criteria for monitoring SDG 4 at the national and regional level.</i></p> <p>Introduction: Ms Silvia Montoya, Director, UNESCO Institute for Statistics, Montreal – Moderator</p> <p>Presentation on the current status of instruments and mechanisms to monitor SDG-4: Mr Juan Cruz Perusia, Regional Advisor for Latin America and the Caribbean, UNESCO UIS, Santiago</p> <p>Presenters:</p> <ul style="list-style-type: none"> - Mr Dean-Roy Bernarnd, Permanent Secretary, Ministry of Education, Youth and Information, Jamaica - Minister 2 <i>(to be confirmed)</i> - Ms. Elena Duro, Secretary of Educational Evaluation, Argentina (member of the Technical Cooperation Group for SDG4/E2030) <p>Comments, Q&A</p>
10:30 - 10:50	<p>Coffee break</p>
10:50 - 12:10	<p>Round table 5: Partnerships and instruments for the implementation of E2030 – Building coalitions</p> <p><i>In this session, state and non-state actors will share ideas and initiatives towards meeting SDG-4 and the education-related areas in other SDGS, with a view to developing inter-sectoral collaboration and alliances in support of E2030.</i></p> <p>Introduction: Moderator <i>(to be confirmed)</i></p> <p>Presenters:</p> <ul style="list-style-type: none"> - Mr. Francisco Benavides, Regional Education Adviser, UNICEF- Regional Office for Latin America and the Caribbean - Mr. Luis Porto, Strategic Adviser of the Secretary General, Organization of American States - Mr. Paulo Speller, Secretary General, Organization of Ibero-American States for Education, Science and Culture - Mr, Alfredo Jimenéz, Technical Coordinator, Parlatino - Ms. Camila Croso, General Coordinator, Latin American Campaign for the Right to Education (CLADE) - Mr. Sergio Kaufman, Accenture Latinoamérica <p>Comments, Q&A</p>
12:10 - 13:45	<p>Declaration proposal presentation</p> <p><i>In this session, Ministers of the three countries that represent Latin America and the Caribbean in the SDG-Education 2030 Steering Committee will present the final Declaration proposal based on a common regional perspective on E2030 and a space will be opened for the countries to intervene.</i></p> <ul style="list-style-type: none"> - Hon. Esteban Bullrich, Minister of Education and Sport, Republic of Argentina - Hon. Roberto Ivan Aguilar Gomez, Minister of Education, Plurinational State of Bolivia - Hon. José Mendonça Bezerra Filho, Minister of Education, Brazil <p>Moderators:</p> <p>Hon. Esteban Bullrich, Minister of Education and Sport, Republic of Argentina</p> <p>Mr. Qian Tang, Assistant Director General for Education, UNESCO</p>

	Interventions: Representatives of the Ministers of Education
13:45 -15:15	Lunch in the Mirror Hall and Los Frescos room
Day 2, Wednesday, 25 January, 2017	
Afternoon	
15:30 - 16:30	Adoption of the Buenos Aires Declaration Final remarks Mr. Q. Tang, Assistant Director- General for Education, UNESCO Hon. Esteban Bullrich, Minister of Education and Sport, Republic of Argentina
16:30 – 16:45	Presentation of the Regional Superior Education Conference (CRES) 2018 in Cordoba, Argentina
16:45 – 17:15	Coffee break
17:15 -18:30	Road Map Working Group The Ministers or their representatives, representatives of the United Nations Agencies, of multilateral and regional organizations, of the civil society and other stakeholders are invited to participate in this working session to determine an agreed road map based on the Declaration
19:00	Cocktail offered by the Hon. Esteban Bullrich, Minister of Education and Sport, Republic of Argentina

PARTICIPANTS

COUNTRY	ORGANIZATION	NAME	TITLE
DELEGATES			
ANTIGUA & BARBUDA	Antigua y Barbuda - Ministry of Education, Science and Technology	Mr. Michael Browne	Minister of Education, Science and Technology
	Antigua y Barbuda - Ministry of Education, Science and Technology	Ms. Rosa Greenway	Permanent Secretary
	Antigua y Barbuda - Ministry of Education, Science and Technology	Ms. Clare Browne	Director of Education
ARGENTINA	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Esteban Bullrich	Minister of Education and Sports of Argentina
	Argentina - Ministerio de Relaciones Exteriores y Culto	Sr. Gustavo Zlauvinen	Undersecretary of Foreign Affairs
	Argentina - Ministerio de Educación y Deportes de la Nación	Sra. Mercedes Miguel	Secretary of Education Quality and Innovation
	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Francisco Miguens Campos	National Director of International Cooperation and Deputy Secretary of CONAPLU
	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Max Gulmanelli	Secretary of Education Management
	Argentina - Ministerio de Educación y Deportes de la Nación	Sra. Elena Duro	Secretary of Education Assessment
	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Albor Cantard	Secretary of University Policies
	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Carlos McAllister	Secretary of Sports, Physical Education and Recreation
	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Gabriel Sánchez Zinny	Executive Director of the National Institute of Technological Education
	Argentina - Ministerio de Educación y Deportes de la Nación	Sra. Cecilia Veleda	Executive Director
	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Orlando Macció	Secretary General of the Federal Education Council
	Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Guillermo Fretes	General Manager of EDUCAR SE
Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Félix Lacroze	Deputy Secretary of Administrative Coordination	

Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Diego Marías	Head of Cabinet
Argentina - Ministerio de Educación y Deportes de la Nación	Sra. Ana Ravaglia	Deputy Secretary of Liaison and Intersectoral and Institutional Cooperation
Argentina - Ministerio de Educación y Deportes de la Nación	Sra. Danya Tavela	Deputy Secretary of University Policy Management and Coordination
Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Ezequiel Christy Newbery	Deputy Secretary of Socioeducational Policies and Management
Argentina - Ministerio de Educación y Deportes de la Nación	Sra. Noel Zemborain	National Coordinator of Commitment for Education
Argentina - Ministerio de Educación y Deportes de la Nación	Sra. Inés Cruzalegui	Head of Cabinet for Education Quality and Innovation Secretariat Advisors
Argentina - Ministerio de Educación y Deportes de la Nación	Sr. Jorge Sequeira	External Consultant
Argentina - Ministerio de Relaciones Exteriores y Culto	Sra. Andrea Repetti	Minister - Directorate of International Organizations
Argentina - Ministerio de Relaciones Exteriores y Culto	Sr. Franco Ruggiero	Embassy Secretary - Directorate of International Organizations
Argentina - Ministerio de Relaciones Exteriores y Culto	Sra. María Carolina Bustos	First Secretary - Directorate of International Organizations
Argentina - Ministerio de Relaciones Exteriores y Culto	Sr. Rodolfo Terragno	Ambassador, Permanente Delegate of the Republic of Argentina to UNESCO
Argentina - Ministerio de Relaciones Exteriores y Culto	Sr. Armando Maffei	Minister - General Directorate of Cultural Affairs
Argentina - Ministerio de Relaciones Exteriores y Culto	Sra. Mercedes Parodi	Minister - General Directorate of Cultural Affairs
Argentina - Ministerio de Relaciones Exteriores y Culto	Sr. Raúl Pelaez	Director of International Organizations
Argentina - Ministerio de Relaciones Exteriores y Culto	Sr. Horacio Galli	Director of Political MERCOSUR
Argentina - Ministerio de Relaciones Exteriores y Culto	Sra. Pilar Toloza	UNDP Expert Consultant - Directorate of Political MERCOSUR

	Argentina - Ministerio de Relaciones Exteriores y Culto	Sra. María del Pilar Toloza	Expert Consultant UNDP - Directorate Political MERCOSUR
	Embajada de España en Argentina	Sr. Franciso Moldes Fontán	Education Advisor
	Embajada de España en Argentina	Sr. Juan Hernández Alfaro	General Secretary of Education Council
	Consejo Nacional de Coordinación de Políticas Sociales - Argentina	Sra. Gabriela Agosto	Executive Secretary
	CONEAU Argentina - Comisión Nacional de Evaluación y Acreditación Universitaria	Sr. Néstor Pan	Chairman
	CONEAU Argentina - Comisión Nacional de Evaluación y Acreditación Universitaria	Sr. Alberto Dibbern	Ministry of Education and Sports of Argentina
	CIN Argentina - Consejo Interuniversitario Nacional	Sr. Guillermo Tamarit	Chairman
	CIN Argentina - Consejo Interuniversitario Nacional	Sr. Rodolfo Tecchi	Vice Chairman
	Argentina - Gobierno de la República de Argentina	Sra. Alicia Besada	Parliamentarian
	Argentina - Universidad Nacional de Córdoba	Sra. Mirian Carballo	International Relations Secretary
BOLIVIA	Bolivia - Ministerio de Educación	Sr. Roberto Aguilar	Minister of Education, Vice President of the SDG4/E2030 Steering Committee
	Bolivia - Ministerio de Educación	Sra. Susana Postigo	Planning Director
BRASIL	Brasil - Ministerio de Educación	Sr. José Mendonça Bezerra Filho	Minister of Education
	Brasil - Ministerio de Educación	Sra. Nádia María Ferreira de Araujó	Special Advisor
	Brasil - Ministerio de Educación	Sr. Leonardo de Souza Leão	Special Advisor
	Brasil - Ministerio de Educación	Sra. María Auriana Pinto Diniz	Chief of International Advisory
	Brasil - Ministerio de Educación	Sra. Carmen Moreira de Castro Neves	Director of Education Contents Formulation
	Brasil - Ministerio de Educación	Sr. Rafael Monteiro de Carvalho	Advisor
	Brasil - Ministerio de Educación	Sr. Diego Dubard de Moura Rocha	Advisor
	Brasil - Embajada de Brasil en Argentina	Sr. Sergio Danese	Ambassador

	Brasil - Embajada de Brasil en Argentina	Sr. Octavio Lopes	Chief of Education Sector
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	Chile - Ministerio de Educación	Sra. Elizabeth Rubio	Head of International Relations
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	Chile - Ministerio de Relaciones Exteriores	Sra. Macarena Sarras	Officer responsible for UNESCO Affairs
	Chile - Ministerio de Educación	Sra. Flavia Fiabane	Technical Secretary
COLOMBIA	Colombia - Ministerio de Educación	Sra. Luz Amparo Medina	Head of Cooperation and International Affairs Office
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CUBA	Cuba - Ministerio de Educación	Dr. C. Margarita Mcpherson Sayú	Basic Education Viceminister
	Cuba - Ministerio de Educación	Sra .Zoe Lucía La Red Iturria	National Director of Basic Secondary
	Cuba - Ministerio de Relaciones Exteriores	Sr. Reisel Romero Reyes	National Commission of Cuba to UNESCO
	Embajada de Cuba en Argentina	Sr .Orestes Pérez Pérez	Ambassador
	Embajada de Cuba en Argentina	Sra. Daylenis Sánchez Tosar	Officer responsible for Education Affairs
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	Ecuador - Ministerio de Educación y Cultura	Sra. Alia Romy Hassan	National Director of Cooperation and International Affairs
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EL SALVADOR	El Salvador - Ministerio de Educación	Sr. Carlos Mauricio Cajura Linares	Minister of Education
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	Haití - Ministry of National Education and Professional Development	Mr. Vincent Miloody	Director of the Office of Communications of the Minister of Education

JAMAICA	Jamaica - Ministry of Education, Youth and Information	Mr. Dean-Roy Bernard	Permanent Secretary
	Jamaica - Ministry of Education, Youth and Information	Ms. Vivienne Johnson	Director, Policy Analysis, Research and Statistics Unit
MÉXICO	México - Embajada de México en Argentina	Sr. Diego De La Vega Wood	Third Secretary