



Action Plan 2018 - 2028

III Regional Conference on
Higher Education For
Latin America and the Caribbean

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ACKNOWLEDGEMENTS

Between June 11th and 15th, 2018, the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), the National University of Córdoba (UNC), the National Interuniversity Council (CIN) and the Secretariat for University Policies (SPU) of the Ministry of Education of Argentina convened the III Regional Conference on Higher Education in Latin America and the Caribbean (CRES 2018). The Regional Conferences are both instruments and spaces available to higher education actors to discuss, reflect, exchange and analyze the trends that delineate the development of higher education in the region.

In 2018, a happy coincidence with the preliminary manifesto of 1918, the Conference records two results. The first one is identified with the “Declaration of Córdoba” that constitutes the political approach of higher education in the region based on the mentioned tendencies. The second product is the present “CRES Action Plan 2018-2028” that is expected to orient the work between higher education institutions, governments of the region and international organizations that will be developed in the period with the purpose of achieving the Sustainable Development Goals (SDG) particularly the one corresponding to objective 4, “quality education”, for all.

The formulation of the CRES Action Plan 2018-2028 would not have been possible without the valuable and generous advice, contributions and evaluations of our counterparts, as well as our colleagues from UNESCO and all the key actors that made their observations and proposals and were involved in the work of regional higher education..

On behalf of UNESCO-IESALC, I express my deep gratitude to all those persons and institutions that have contributed to the formulation of the Action Plan that we are presenting for adoption and implementation.

Pedro Henríquez Guajardo
UNESCO-IESALC Director

INTRODUCTION

The Regional Conference on Higher Education (CRES) is convened by the UNESCO International Institute for Higher Education in Latin America and the Caribbean approximately every ten years. The first Conference was held in Havana, Cuba in 1996; the second in Cartagena de Indias in 2008, and the third in Cordoba in June 2018. The UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), the National University of Cordoba (UNC), the National Interuniversity Council (CIN) and the Secretariat for University Policies (SPU) of the Ministry of Education of Argentina agreed that the Conference be held within the framework of the Centenary of the University Reform of 1918, its ideals having spread across the region and produced radical transformations at that time: democratization, autonomy, presidential freedom, free education and Latin American vision.

The objectives of CRES 2018 embody an ongoing process of analysis and reflection on Higher Education in Latin America and the Caribbean. To this end, the objective of the Conference in Cordoba was (a) to contribute to the consolidation of systems in the region and (b) to generate a space for research and innovation for human development, democratic coexistence and citizenship, based on the principles of tolerance, solidarity and social commitment. The CRES 2018 Declaration evolved as an instrument to determine the Guidelines and the road map of the Action Plan. The Conference in Córdoba was based on seven thematic areas, each with the participation of researchers from throughout Latin America and the Caribbean:

1. Higher Education as part of the education system in Latin America and the Caribbean

Thematic Coordinator: María José Lemaitre

2. Higher Education, cultural diversity and interculturality in Latin America

Thematic Coordinator: Daniel Mato

3. Higher Education, internationalization and integration in Latin America and the Caribbean

Thematic Coordinator: Jocelyne Gacel-Ávila

4. The role of Higher Education in addressing the social challenges of Latin America and the Caribbean

Thematic Coordinator: Humberto Grimaldo

5. Scientific and technological research and innovation as drivers of human, social and economic development for Latin America and the Caribbean

Thematic Coordinator: René Ramírez

6. Strategic role of higher education in the sustainable development of Latin America and the Caribbean

Thematic Coordinator: Pedro Henríquez Guajardo





CRES 2018

III Regional Conference
on Higher Education



The Post-Conference phase (Post CRES 2018) started two weeks after the event, and consisted of an analysis of the results of CRES 2018, captured in the Declaration, Proposals and Systematizations of the Symposium. These documents represent the primary materials for the definition of the Action Plan 2018-2028, which is intended to be a set of tasks and activities to implement the recommendations and conclusions of the Conference.

The Action Plan contemplates the 2018-2028 decade within the framework of the Sustainable Development Goals 2030. All the stages of its production process, actions and strategies, were well conceptualized. The CRES 2018 Action Plan is the product of a rigorously coordinated academic and technical process, structured as set below:

Action Plan								
Contexts and principles								
Strategic Area								
Recognition			Quality		Institutionalization and management of Internationalization			
Coverage and articulation			Teacher Training		Sustainable development			
Guidelines								
	HE as part of the system	Inter culturality and Diversity	Internacionalization and integration	Social Challenge	Research, Innovation, Science and Technology	Strategic role	A hundred years of Reform	Teacher training
1. Objectives								
2. Goals								
3. Indicative strategies								
4. Recommendations								
5. Monitoring, follow-up, evidence-based policy review								
6. Annex I Work methodology								

This structure takes on board the thematic areas defined by UNESCO for the organization of the Education Action Framework 2030 and has been adapted for the purpose of the Plan.



The CRES 2018 Action Plan addresses the following contexts:

Global: A humanist vision of Higher Education as the main engine of human development: restoration of peace in the lives of people, the eradication of poverty, sustainable development and intercultural dialogue, in keeping with the World Education Forum 2015 - Incheon Declaration (May, 2015), the Sustainable Development Goals (SDG) of the United Nations (September, 2015) and the Framework for Action-UNESCO SDG- Education 2030 Agenda (December, 2015).

Regional: Higher Education in Latin America and the Caribbean, in its efforts to address the challenge of transforming and advancing democracy in our societies, finds that it is operating within a region characterized by social inequalities and institutional crises which require it to assume new political and social responsibilities.

Institutional: Higher education systems and institutions are a strategic and pluralistic social good, based on autonomy, quality, inclusion, cultural diversity, human rights and social justice. These are the principles of CRES 2018



DECLARATION OF HIGHER EDUCATION PRINCIPLES IN LATIN AMERICA AND THE CARIBBEAN

1. Higher Education is a social and strategic public good, a responsibility of the State, a knowledge space, a human and universal right; its practice enhances democracy and promotes the removal of inequalities.
2. It is relevant and guarantees public quality assurance processes.
3. It produces knowledge, is a universal and collective human right of the people, a public social and common good for the sovereignty, well-being and emancipation of our societies, and the foundation of Latin American and Caribbean integration.
4. It is defined by its social commitment embodied in the Social Responsibility of the University (USR), Territorial Social Responsibility (TSR) and Transformative Territorial Social Responsibility (TSR2).
5. It is empowered by its cultural diversity and interculturality favoring equality and mutual respect for groups often subject to discrimination, including indigenous peoples and Afro-descendant population.
6. It is autonomous, essential for institutions to be able to exercise a critical and proactive role in society.
7. It responds to the objectives of sustainable development in an integrated manner, taking into account the social, economic, political, educational, cultural, linguistic, biological and geographical complexity of the Latin American and Caribbean region.
8. It is inclusive, with its systems and institutions adopting the criteria of gender, age, socioeconomic status, sexual orientation, disability, religion, and situations of forced displacement.



STRATEGIC AREAS

These are considered to be crosscutting thematic areas for the development of the Action Plan. Their presence in the objectives, strategies, goals and indicators are key to their incorporation as elements in evidence analysis, changes and transformation of Higher Education Institutions in Latin America and the Caribbean. A brief review of the conceptualization of these areas will lead to a better understanding of their significance and relevance for the desired sustainability of the sector. These matters are pending and impact on the implementation of the Action Plan and the identification of projects, plans and programs in the context of SDG-2030 in Latin America and the Caribbean.

They must be addressed with the adoption of the CRES Action Plan 2018-2028.

Validation:

Academic validation has become a very important factor for national and international territorial mobility of students, teachers and researchers in the context of Latin American and Caribbean integration. With the development of higher education systems and the diversity of the region, there is the need to establish common standards or to harmonize processes that recognize cultural, social and institutional diversity and articulate common interests that facilitate academic accreditation. Governments and institutions need to jointly develop policies and programs aimed at reducing the obstacles faced by students, teachers and researchers during the mobility process.

Coverage and articulation:

This refers to the percentage of students enrolled or aspiring to enter the higher education system. The increase in numbers motivates us to ascertain how programs respond to regional policies, the decentralization processes, the de-concentration of functions and the regionalization of academic centers, and how the policies governing access, continuation and exit in those institutions are implemented. The challenge continues given the need for a significant number of countries in the region to surpass the overall enrollment rate of 50%.

Institutionalization and internationalization management:

This refers to the process of development and implementation of policies and programs to integrate the international dimension into the missions, purposes and functions of higher education institutions. This strategic area addresses the challenges of globalization and defines the benefits of international cooperation for the academic community in general. It is both an objective and a process, allowing higher education institutions to achieve a greater presence and international visibility within the framework of interdisciplinary and intercultural considerations which allow them to take advantage of the benefits that are present abroad while encouraging the attainment of the goal of the successful development of the region.

Quality:

This entails effectiveness and sustainability in the attainment of the objectives, mission and vision of HEIs in Latin America and the Caribbean. The concept is intimately associated with the institution's objectives and goals. This is consistent with UNESCO's definition of quality as a multidimensional concept which encompasses all the functions and activities of the institution as well as its resources, processes and outputs, its distinguishing factors, importance and relevance.

Teacher Training:

There is increasing recognition of the need to incorporate new knowledge in teacher education programs, considered to be vitally important to guarantee quality in higher education. In Latin America and the Caribbean, there is also the recognized need to dignify the teaching profession and this has been taken into consideration by developmental projects that promote social reevaluation and improvement of the quality of life of teachers.

Sustainable Development:

UNESCO, a specialized agency of the United Nations in the field of education, science and culture, has maintained global leadership in its education support policy through diverse international normative instruments such as agreements, protocols, and international instruments, recommendations and declarations of political and moral value. This has led to the establishment of a solid international normative framework for the right to education without discrimination or exclusion.



This framework comprises: a) the **World Education Forum, Incheon, May 2015**, where governments, heads of organizations and officials from multilateral and bilateral organizations, as well as representatives of civil society, the academic community and the private sector, approved the **Incheon Declaration** on Education 2030. Sustainable development, based on access, equity, inclusion, quality and learning, defines a transformative education agenda with two lines of work: Education for Sustainable Development (ESD) and Education for World Citizenship (EWC); b) the **General Assembly of the United Nations, September 2015**, approved a set of universal and transformative goals and objectives, with economic, social and environmental dimensions in the 2030 Agenda for Sustainable Development; and c) The **Education Action Framework 2030** approved in Paris, December 2015, with strategic approaches and thematic indicators that define the education map for fifteen (15) years. Higher Education now assumes the strategic role of achieving the objectives of sustainable development by interpreting the needs of the peoples of Latin America and the Caribbean.

The Greater Caribbean:

The Greater Caribbean region, in the regional agenda of higher education, figures as a challenge and strategic objective that requires greater integration and partnership to foster academic cooperation and the development of joint inter-institutional projects, particularly in the English, French, Dutch and Haitian Creole speaking countries. A commitment is made to articulate the systems and institutions of Latin America and the Caribbean to achieve, as a region, the purposes of the Sustainable Development Goals and the 2030 Education Agenda.

The analysis of the crosscutting issues is integral to the thematic areas and is applicable to the guidelines under general considerations.

OBJECTIVES, GOALS AND INDICATIVE STRATEGIES

OBJECTIVE N° 1

To reaffirm the fundamental role of HEIs in the economic, social, political, scientific and cultural transformation of society in Latin America and the Caribbean, with full commitment to actively intervene in the strengthening of social and political democracy, human rights and preservation of life on the planet.

Goal 1.1

By 2028, the HEIs of LAC will analyse the mechanisms to integrate their strategic functions in order to define institutional and public policies, based on the relevant role they have in society.

Indicative strategies

1.1.1 To include the integration of teaching, training, research and social engagement in the definitions and policies of LAC HEIs in order to fulfill their mission and purposes, depending on the relevance of their role in society, in terms of their contribution to creative, productive and cultural development.

OBJECTIVE N° 2

To reinforce the commitment of LAC HEIs to the transformation and democratic progress of our societies, reaffirming the values and human rights of the republic

Goal 2.1

By 2028, LAC HEIs will incorporate into their internal regulations those principles that reinforce republican values, citizenship, human rights and gender equity.

Indicative strategies

2.1.1 Establishment of a policy of universalization of public and free higher education.



2.1.2 Acknowledgement of the increase in quality private higher education as a contribution to the increasing coverage, the strengthening of republican values, citizenship, human rights and gender equity, in a context of regulation that prevents the commercialization of higher education.

2.1.3 A review by States and HEIs of the procedures for access to the system, establishing a new generation of affirmative action policies based on gender, ethnicity, class and different capacities to expand social inclusion and ensure diversity in the policies of entry, permanence, graduation and degree.

2.1.4 Promotion of the training of professionals capable of performing in a complex and diverse world with the objective of forming critical, democratic and socially committed citizens.

2.1.5 Promotion of programs in the curriculum that encourage the expansion of university outreach and the social commitment of the different members of the higher education academic community.

2.1.6 Encouragement of HEIs, from a universal and inclusive perspective, to participate in national and international discussions on knowledge and scientific and technological development linked to intellectual property (patents and application of knowledge in products) and the right to traditional knowledge.

2.1.7 The commitment of States and HEIs to safeguarding the principles of freedom of association, organization and full respect of the labor rights of workers, through the implementation of collective labor agreements that cover other issues apart from the salary and working conditions such as the right to training, safety and health at work, performance evaluation and the development of the administrative career through competitions.

2.1.8 To promote, with the assistance of the ILO, the formulation of a Latin American and Caribbean Agreement governing Decent Work and HEIs.

OBJECTIVE N° 3

To strengthen and consolidate university autonomy and social commitment of HEIs in Latin American and Caribbean countries.

Goal 3.1

By 2028, Latin American and Caribbean States will incorporate university autonomy in their regulations as a fundamental policy and principle for institutions that guarantee freedom in teaching, free thinking and social commitment of the HE.

Indicative strategies

3.1.1 Promotion of the effective implementation of autonomy in HEI governmental and institutional decision- making.

3.1.2 Promotion of democratic organization models in HEIs, including in the regulations governing the active, effective and unrestricted participation of all actors (teachers, students, administrative staff, graduates) in government and institutional management.

OBJECTIVE N° 4

To establish and strengthen regulations for higher education in Latin America and the Caribbean to ensure that they fulfill their public function

Goal 4.1

By 2021, States will regulate the provision of higher education in their countries by both public and private institutions, as a social, public and strategic good and universal human right, moving away from profit being the guiding element of the provision of higher education.

Goal 4.2

By 2021, the higher education sector in the region will increase coverage with quality, equity, social inclusion and relevance.

Indicative strategies

4.2.1 To design and execute programs and projects to increase coverage with quality, equity, social inclusion and relevance.

Goal 4.3

By 2028, to systematize and evaluate the results achieved by the higher education sectors in regards to coverage with quality, equity, social inclusion and relevance.

Indicative strategies

4.3.1 To evaluate the impact achieved in regards to coverage of higher education with quality, equity, social inclusion and relevance.



OBJECTIVE N° 5

To promote the active participation of HEIs in the strengthening of national education systems.

Goal 5.1

Promote the participation of HEIs in the formulation of integrated and consensual public policies throughout the education system; in which the different actors, educational levels and jurisdictions dialogue, on which the institutions that provide education depend.

Indicative strategies

5.1.1. To promote the participation of HEIs in the discussion about the philosophy and orientation of education in our countries.

5.1.2. To seek to advise HEIs on the structural and pedagogical design of pre-basic, basic, secondary and medium education.

5.1.3. To encourage discussion and formulate proposals for the educational programs and contents in the different levels of the educational system.

5.1.4. To produce didactic and bibliographic material and promote pedagogical innovations.

5.1.5. To promote the participation of HEIs in the training of teachers and in the presentation of public policy alternatives in teacher training.



THE STRATEGIC ROLE OF HIGHER EDUCATION IN THE SUSTAINABLE DEVELOPMENT OF LATIN AMERICA AND THE CARIBBEAN

Sustainable development is a way of thinking that envisions mankind in a better relationship with his environment envisions, a categorical imperative that establishes the ethical value of coexistence in the world. Its outcomes must respond to social demands requiring efficient and timely technical knowledge, and where its application aims to overcome conflicts and situations of social impact to achieve the common well - being of all. This foundation establishes sustainable thinking as an epistemic construct of the social sciences, is integrated, complex, interdisciplinary, universal and transformative with high economic, social and environmental content to deal with the crisis facing civilization. It is based on the interpretation of the reality of mankind, applying multidimensional perspectives to their problems and risk management interventions for improved coexistence. Therefore, its principles are based on humanism, the public good, human right and the basis for guaranteeing the realization of other rights.

Education is founded on ethical assessments, so society and education are articulated in an indissoluble construct of social and complex thinking that is expressed through the objectives of sustainable development, in particular with Objective 4 of Agenda 2030 on Education. This objective "guarantees an inclusive and equitable quality education and promotes lifelong learning opportunities for all". The dynamics of social thought therefore guide the discussion on higher education, applying considerations of sustainable thinking with multidisciplinary approaches and dimensions that define its pedagogical performance, in terms of gratuity, equity, quality, relevant and effective learning, accessibility, employability, gender equality and recognition of differences, and the development of theoretical and practical knowledge to promote the SDGs.

Society and higher education of a sustainability mindset, must be aware of the difficulties, especially in the current constantly changing reality, which poses degrees of uncertainty, ambiguity and complexity. It is time



for academics, scientists and all members of society to dialogue; it is time to review the structures of institutions, to make them innovative in their commitments and the ways in which they are fulfilled. The goal of higher education is the formation of a citizen who thinks sustainability, which is the engine of the new society.

From this perspective, higher education in Latin America and the Caribbean as a social and strategic public good, human and universal right, and duty of the State, acquires new functions, different values, different challenges, unprecedented commitments and a strategic role in sustainable development. Higher Education institutions must establish closer links with the contexts to which they belong, in a way that makes them more relevant and responsible to society. They must participate in social advancement, in the generation of wealth, in a culture of peace, in integration and social identification, in the fight against hunger and poverty, and the development of identities. Likewise, they must be proactive in the prevention of climate change and the energy crisis.

These broad and demanding challenges make HE institutions become strategic organizations for the development of countries, specifically LAC countries. It is these institutions, in large part, that will contribute to reducing and overcoming the gaps between countries, in the areas of science, technology, innovation and culture.

The idea of sustainability as a principle is that the knowledge generated in academic spaces can be introduced, used and adapted to social, economic and environmental goals that benefit all people, to build the mechanisms to live well and have better societies. Higher education can help us learn how to do it: (a) optimizing institutional structures, (b) redesigning its mission, objectives, values, governance, financing and (c) innovating in order to meet social commitments. This creates four challenges: 1. -to become engines of promotion and social mobility; 2.-respond to the new demands that globalization and knowledge societies impose on developing countries to generate their own capacity for scientific and technological production; 3.- to connect and integrate better with their own societies; and 4.- to consolidate the development of a responsible citizenship with social commitments, with sustainability and with the construction of better, more just, equitable and peaceful societies, based on human values and democratic coexistence

OBJECTIVES, GOALS AND INDICATIVE STRATEGIES

OBJECTIVE N° 1

Reinforce higher education in Latin America and the Caribbean as a driving force for social, political and cultural transformation by paying attention to and adhering to the Sustainable Development Goals (SDG) and the 2030 Education Agenda, with a deep and consistent commitment to contribute to the eradication of poverty and other social inequalities, the promotion of prosperity and the protection of the planet and all forms of life.

Goal 1.1

By 2021, the countries of Latin America and the Caribbean must generate public policies to finance research on socio-cultural problems that affect the development of sustainability.

Indicative strategy

To create research programs in HEIs aimed at producing knowledge in strategic areas for sustainable development.

Goal 1.2

By 2021, the member states of Latin America and the Caribbean must generate at least one public policy on higher education as the engine for social transformation in the context of sustainable development.

Indicative strategy

Lobby the authorities of the Member States of Latin America and the Caribbean for them to include higher education as a priority to achieve sustainable development, in the national development strategy.

Goal 1.3

By 2025, carry out studies on the progress of public policies to finance research on socio-cultural issues that affect the development of sustainability.

Indicative strategy

To raise the results of public policies in higher education in the context of sustainable development.



Goal 1.4

By 2025, have a follow-up plan for the ongoing verification of public policy on higher education as an engine for social transformation in the context of sustainable development.

Indicative strategy

Design a plan for monitoring the verification of public policies on higher education within the framework of the SDGs and the Education 2030 Agenda.

Goal 1.5

By 2028, evaluate the impact of public policies in higher education aimed at sustainable development.

Indicative strategy

Generate impact studies that measure the levels of progress made in higher education aimed at sustainable development.

Goal 1.6

By 2028, demonstrate that higher education in Latin America and the Caribbean has contributed to the achievement of the Sustainable Development Goals (SDGs) and the Education 2030 Agenda.

Indicative strategy

Show the results of the monitoring plan for the verification of public policies on sustainable development within the framework of the SDGs and the Education 2030 Agenda.

Goal 1.7

By 2028, to be an active participant in conjunction with local, national and regional governments and civil society organizations in the design of actions to intervene in the resolution of the problems identified in the follow-up and impact studies that affect sustainable development.

Indicative strategy

Actively participate in advising government and civil society organizations on the design and implementation of plans, projects and intervention programs on socioeconomic, health, housing and environmental issues that affect local, national and regional development

Promote among HEIs in Latin America and the Caribbean the adoption of an organizational culture based on sustainable development with innovation, entrepreneurship and critical and interdisciplinary thinking within the framework of the SDGs and the 2030 Education Agenda.

Goal 2.1

By 2021, as part of the HEI curriculum, to include sustainability as a social principle for the formation of a responsible citizenship with social commitments.

Indicative strategy

2.1.1 Develop processes of curricular transformation given the crosscutting nature of the SDGs, for the formation of responsible citizenship and the design of new careers to generate innovative professions that guarantee social leadership.

2.1.2 Create Virtual Knowledge Communities (CVC) with support for the mobility of academic leaders.

Goal 2.2

By 2021, to include sustainable development among research areas, as the guiding pillar of knowledge for the solution of social and environmental problems

Indicative strategy

2.2.1 Transform the research function into providing solutions to problems, inclusive of application methods.

2.2.2 Design calls for research projects aimed at solving social and environmental problems.

Goal 2.3

By 2021, generate within HEIs mechanisms of territorial and transformative social commitment, based on the Sustainable Development Goals(SDGs).

Indicative strategy

Develop processes of social, territorial and transformative linkage



Goal 2.4

By 2021, promote social, territorial and transformative linking processes based on the Sustainable Development Goals.

Indicative strategy

2.4.1 Generate territorial and transformative social commitment mechanisms in the HEIs, based on the Sustainable Development Goals.

2.4.2 Develop processes of social, territorial and transformative linkage through specific governmental and institutional policies.

Goal 2.5

By 2025, verify that sustainability frames the curricula of HEIs.

Indicative strategy

2.5.1 Design an information node on the mainstreaming of the SDGs in teaching, research and social engagement functions within the framework of the SDGs and the Education 2030 Agenda.

2.5.2 Improve the public information systems of HEIs, incorporating the result of the application of crosscutting perspectives (gender, disability, sustainability, human rights, interculturality) in their curricula.

Goal 2.6

By 2025, encourage HEIs to frame their research applying the principles of sustainability and guided knowledge for the solution of social and environmental problems in response to the crisis facing civilization.

Indicative strategy

2.6.1 Design an information node on the mainstreaming of the SDGs in the teaching, research and social linkages functions within the framework of the SDGs and the Education 2030 Agenda.

2.6.2 Improve the public information systems of HEIs, incorporating results from the application of crosscutting perspectives in research

Goal 2.7

By 2028, issue the Seal or Distinction of SDG 4 Education 2030 Agenda - Sustainable Higher Education Institution to those HEIs, whose academic, administrative and operational functions are framed in sustainability.

Indicative strategy

2.7.1 Identify and reinforce existing institutional initiatives and proposals on sustainable development in higher education institutions.

2.7.3 Institute the UNESCO-IESALC distinction of "SDG 4 Education 2030 Agenda - Sustainable Higher Education Institution.

OBJECTIVE N° 3

Create a regional monitoring and promotion agency for compliance with the SDGs which, through cooperation and integration and the political will of governments, societies and businessmen, will generate initiatives with shared funds for the achievement of the objectives.

Goal 3.1

Develop a diagnostic vision of the scenario of the conditions of inequality of the countries to counteract these difficulties so that the SDGs are met.

Indicative strategy

Establish a group of HEIs and networks of HEIs which aim to collaborate with the UN SDGs.

Goal 3.2

Make alliances for cooperation between different organizations and institutions, privileging the South-South relationship, with emphasis on Latin America, the Caribbean and Africa.

Indicative strategy

Agree to convene a meeting with the intergovernmental monitoring group of UNESCO through IESALC so that these actions can flourish.

Goal 3.3

Achieve collaboration and support from LAC HEIs with the monitoring and follow-up process within their countries for compliance with the SDGs.

Indicative strategy

Convene all HEIs of the LAC to integrate and cooperate with the monitoring and follow-up carried out by other agencies.



OBJECTIVE N° 4

Ensure that the higher education private sector in Latin America and the Caribbean is incorporated into the university regulatory systems and directs its investment interest to strengthening the system as a whole, avoiding the distortion of educational goals.

Goal 4.1

By 2021, the private sector of higher education will aim to achieve coverage, quality, equity and social inclusion.

Indicative strategy

Design and execute programs and projects on coverage, quality and social inclusion.

Goal 4.2

By 2025, the private sector of regional higher education will articulate its action through strategic partnerships with public HEIs bearing in mind the aims of sustainable development.

Indicative strategy

4.2.1 Reinforce the principle of convergence between public and private for the entire region of Latin America and the Caribbean, encouraging the contributions generated by the State and by the particular initiative, to be oriented in a focused manner, to satisfy the demands of our peoples

4.2.2 Develop strategic partnerships with States, public HEIs and markets.

Goal 4.3

By 2028, observe the scope of coverage, quality, equity and social inclusion in the private sector of regional higher education

Indicative strategy

Design a monitoring plan for the verification of results achieved in terms of coverage, quality, equity and social inclusion.



OBJECTIVE N° 5

Design public policies on distance and virtual higher education with standards and protocols that facilitate their regulation, taking into account the diversity of current modalities in higher education in Latin America and the Caribbean.

Goal 5.1

By 2028, consolidate distance and virtual quality higher education, in regards to the standards and protocols, as a valid strategy for higher education in LAC.

Indicative strategy

Promote discussion forums on quality distance and virtual education with innovations that facilitate regulation and ordering, the diversity of modalities, the protection of copyright, the development of local learning resources and the accessibility of these resources to the diverse student social and cultural groups

OBJECTIVE N° 6

Promote national statistical systems to differentiate data corresponding to distance education.

Goal 6.1

By 2028, get all countries to break down the data of higher education through distance modality.

Indicative strategy

Define, in collaboration with the UNESCO Institute for Statistics, quality standards and criteria for distance education.

OBJECTIVE N° 7

Promote the national statistical systems to differentiate the data corresponding to distance education.

Goal 7.1

Encourage Member States to promote higher education offers both by distance and virtually.

Indicative strategy

Provide technical assistance and induce good practices to Member States that require it for the establishment of relevant regulations within a multimodal offer framework.



OBJECTIVE N° 8

Articulate and strengthen current virtual systems and distance education in order to enhance open access structures, free of charge, with reciprocity and without limits of time and place, for teaching and national and regional solidarity cooperation.

Goal 8.1

By 2028, extend the use of distance and virtual education in higher education with the application of innovative pedagogical strategies to increase the coverage of HE, diversify the offer and democratize access to knowledge.

Indicative strategy

8.1.1 Develop a cooperative platform for the development and strengthening of distance and virtual higher education academic programs.

8.1.2 Design distance and virtual education academic programs with the purpose of broadening access to postgraduate courses for teaching and national and regional cooperation.

OBJECTIVE N° 9

Develop actions and convergence processes that allow for the establishment of common regulatory frameworks that facilitate the processes of specialization, academic mobility and certification at a regional level

Goal 9.1

By 2028, 30% of HEIs to have established common regulatory frameworks that facilitate the processes of specialization, academic mobility and certification at the regional level.

Indicative strategy

Establish common standards of quality assurance, of the policies that favor connectivity, the incorporation of technologies in teaching processes, the public production of open access to learning resources and the continuous training and updating of teaching staff, research personnel and the various technical and academic teams that contribute to the development of the different modalities.



OBJECTIVE N° 10

Promote the expansion of the coverage of quality and relevant higher education considering the diversification of the educational offer through non-conventional or distance learning.

Goal 10.1

By 2028, LAC member states to achieve 95% net coverage, inclusive of non-conventional or distance education modalities of quality and relevant HE.

Indicative strategy

Request Member States to promote access to HE by providing the relevant economic, social, political, cultural and legal conditions.

OBJECTIVE N° 11

Design public policies for the financing of quality higher education in Latin America and the Caribbean to support the training of human talent and the creation of advanced knowledge.

Goal 11.1

By 2028, encourage the governments of Latin America and the Caribbean to increase the percentage of GDP destined to investments in research and development in the structural context of financing for compliance with the SDGs.

Indicative strategy

Lobby the authorities of the Latin American and Caribbean States for the use of ad hoc mechanisms of allocation of public resources to higher education and to consider various modalities in initiatives that promote quality, consistent with the national development strategy.

Goal 11.2

By 2028, encourage Latin American and Caribbean HEIs to modify their traditional patterns of financing and management by virtue of their relevance and imperative of a quality higher education that contributes to the SDGs.

Indicative strategy

Lobby the authorities of Latin American and Caribbean States to modify their traditional patterns of financing and management by virtue of their relevance and the imperative of a quality higher education that contributes to the SDGs



OBJECTIVE N° 12

Establish linkages and compatibilities between the productive sector and higher education institutions in Latin America and the Caribbean.

Goal 12.1

By 2021, 25% of HEIs in LAC will design strategies to establish links between them and the productive sector.

Indicative strategy

12.1.1 Create an observatory of the Latin American and Caribbean labor market that integrates the skills of the graduates with the needs of the labor market and society in general.

12.1.2 Generate spaces of continuous training and professional updating that respond to the dynamics of labor and world of production and the improvement of the exercise of rights and responsibilities in universities.

Goal 12.2

By 2025, design linking strategies with the productive sector in at least 50% of HEIs in LAC.

Indicative strategy

Monitor the linking projects between HEIs and the productive sector.

Goal 12.3

By 2028, evaluate the impact of linking strategies between HEIs in LAC and the productive sector.

Indicative strategy

Design instruments for evaluating the projects linking HEIs and the productive sector.

OBJECTIVE N° 13

Strengthen national and regional higher education databases and statistics and make them available in an open and collaborative manner to facilitate articulation among governments, institutions, regional associations and other prominent actors.

Goal 13.1

Develop a protocol for the production of statistics and unification of databases at national and regional levels.

Indicative strategy

13.1.1 Highlight the existing initiatives regarding the production and unification of statistical data bases at a regional level.

13.1.2 Identify, define and agree on common indicators of higher education, science and technology for the region.

Goal 13.2

Create a virtual and open data and statistics center in Latin America and the Caribbean on higher education, encouraging the collaboration of governments and other stakeholders.

Indicative strategy

13.2.1 Promote the use of statistical data in order to establish diagnoses and lines of work for decision making and definition of public policies of national and regional scope.

13.2.2 Generate instruments for the harmonization and confluence of data and statistics that produce and systematize the data center.

13.2.3 Articulate the actions of the virtual data and statistics center with the work of the UNESCO Institute for Statistics.

RECOMENDATIONS**For governments**

- Review the legal and administrative framework of higher education in order to make the necessary adjustments to respect individualities and advance towards the Sustainable Development Goal and the Education 2030 Agenda of UNESCO.



- Ensure the financing of higher education as a State policy and increase public funds to support HEIs.
- Generate public policies that promote the effective participation of women, sexual minorities and other social minorities in their respective higher education systems.
- Recognize the United Nations Sustainable Development Goals (SDGs) of the UNESCO 2030 Agenda as a State policy.
- Recognize the importance of financing higher education as a State policy.
- Strengthen evaluation and self-regulation in public education systems and institutions, in accordance with the legislations of each Member State.
- Regulate private higher education in accordance with the laws of each country.
- Establish regulatory frameworks for virtual and distance higher education in accordance with the legislations of each country.
- Develop public policies that guide / incentivize the offer and academic work of the private sector of regional higher education towards the aims of sustainable development.
- Establish regulatory frameworks for the management of distance and virtual education, aimed at having common guidelines that guarantee quality and the right to education within the framework of sustainable human development, the right to self-determination of peoples, the principle of university autonomy as a right and the quality criteria based on the relevance and specific needs of each country.
- Work for the rational use of natural resources so that the continuous improvement of socio-environmental interactions can be guaranteed.
- Create actions of social responsibility and participation through initiatives such as observatories that address relevant social issues such as: poverty, disability, violence, water and climate change, with a multidisciplinary and interdisciplinary approach.
- Approve and ratify the Convention on the Rights of Persons with Disabilities (Convention, United Nations, 2006), which is a paradigm shift regarding the role of States in the effective exercise of Human Rights among persons with disabilities, based on the principle of social justice and respect for human dignity.
- The States of the Latin American and Caribbean community must guarantee the right to education in contexts of deprivation of freedom.
- Ensure that workers in the higher education sector in the region enjoy work conditions with decent wages, without any form of insecurity, with an academic career, job stability, teaching establishments and technical and administrative personnel appropriate to the requirements of a quality higher education for all, safe work environments, and labor relations free of violence.



- Comply with the principles of freedom of association, organization, collective bargaining, and the protection and full respect of the labor rights of workers.
- Offer educational proposals that permit the expansion of coverage and improve the quality of the educational offer by integrating the public and the private sectors.

For HEIs

- Encourage the systemic effect of transformation in keeping with the Sustainable Development Objectives (ODS).
- Foster links between public and private higher education institutions for the exchange of academic experiences.
- Develop relevant mechanisms of articulation between higher education institutions, the productive sector and social organizations to train professionals to move up the employment scale, activate entrepreneurship and promote social development in accordance with the needs of the environment.
- Create transformative spaces for political participation that promote gender policies and respect for sexual minorities and other social minorities.
- Make available to States, governments and citizens of the region the knowledge and skills of higher education associations and networks in Latin America and the Caribbean, to develop an inclusive cooperation agenda in order to contribute to the joint achievement of the SDGs.
- Allocate a significant percentage of the institutional budget to promote advanced knowledge.
- Define a strategy of cooperation between Higher Education Institutions that recognizes the common Latin American history and its identity for the management of distance and virtual higher education.
- Consider university management as the result of transparency, quality and adequate administrative performance, which is achieved through merit and knowledge rather than mechanisms of organization of political movements or pressure groups

For International Organizations

- Provide technical assistance to States and higher education institutions so that they can mainstream the Sustainable Development Goals (SDGs) into the operational programs of their ministries.



HIGHER EDUCATION AS PART OF THE EDUCATION SYSTEM OF LATIN AMERICA AND THE CARIBBEAN

Higher Education today is an aspiration of young people who graduate from secondary level and many adults who failed to access this level of education in a timely manner. The growing demand for access to higher education requires that it addresses multiple needs and, therefore, that it diversifies its offer in different types of institutions, of programs, of teaching-learning modalities, and training strategies. Today, when we speak of Higher Education, we refer to a broad and diverse group, which goes far beyond our traditional conceptualization, where we identified higher education with university. In this context, the articulation of higher education with the other levels of the education system becomes essential. However, higher education, although it is critical of the training of the students it receives, does not fully assume its commitment, especially with regard to the quality of teacher training. This is a critical aspect that needs to be addressed, both from the perspective of higher education institutions and that of public policies. In the case of the former, it is necessary to prioritize quality training, focusing on the current needs of the children and youth. The authorities, for their part, must take responsibility for the design and implementation of policies that revalue the teaching profession, recognize its central role and adequately reward educational performance. It is also essential to address the issue of quality, in a context of diversity. This requires defining quality with the participation of the main social actors, establishing indicators appropriate to the characteristics of the formative purposes of the institutions, for example, values such as inclusion, diversity and relevance. The policies and mechanisms should be so designed that they are not limited to evaluation but include quality promotion and institutional support so that in the exercise of responsible autonomy, they assume the sustained commitment to increase their response capacity to the needs of the students and the social environment in which they work. In order for higher education to contribute increasingly to the well-being of the region, it is also necessary to promote articulation among higher education institutions and between these and the diverse social sectors, ensuring life-long training opportunities for all.



OBJECTIVE N° 1

Improve and consolidate quality assurance systems for higher education in Latin America and the Caribbean, within a framework of respect for diversity and the search for continuous improvement.

Goal 1.1

By 2021, promote public policies that frame the institutional policies for the strengthening of a culture of quality in Latin America and the Caribbean.

Indicative Strategy

1.1.1 Ensure that the governments of the region include in their public policies of higher education the ongoing concern for the promotion of quality in HEIs.

1.1.2 Promote agreement between the State and the tertiary sector for the application of quality assurance mechanisms that consider the diverse aspects of higher education (HEIs, programs, students)..

Goal 1.2

By 2025, optimize national assessment systems.

Indicative strategy

1.2. Hold forums for the participation of representatives of the State and HEIs to define criteria and procedures consistent with the continuous improvement of the educational offer.

1.2.2 Agreement between the State and tertiary sector to install the technical and academic infrastructure required to consolidate evaluation mechanisms.

Goal 1.3

By 2028, have up-to-date quality assurance systems targeting the promotion of continuous improvement.

Indicative strategy

1.3.1 Organize forums with the participation of the State, quality assurance agencies and HEIs to design criteria and evaluation procedures that promote institutional responsibility for their continuous improvement.

1.3.2 Establish mechanisms for the periodic evaluation of organisms, processes and results of quality assurance.



OBJECTIVE N° 2

Develop a culture of quality and efficient evaluation systems in HEIs in Latin America and the Caribbean.

Goal 2.1

By 2021, development of institutional policies in HEIs that reinforce the assessment systems.

Indicative Strategy

Promote the development of institutional mechanisms for quality management, in order to highlight the responsibility of HEIs for their continuous improvement.

Goal 2.2

By 2025, promote efficient and relevant assessment systems with cultural and institutional diversity.

Indicative Strategy

2.2.1 Secure the agreement of the State for the installation of technical and academic capacities necessary to consolidate relevant and inclusive assessment mechanisms.

2.2.2 Promote the design of mechanisms that articulate the evaluation of institutions and programs, in order to ensure quality sustainability in both financial aspects and work allocation

Goal 2.3

By 2028, encourage spaces for dialogue between the State and tertiary level institutions on quality assurance.

Indicative strategy

2.3.1 Articulate education systems to guarantee the academic quality of the diverse educational levels.

2.3.2 Design policies that promote the recognition of degrees and studies completed.

2.3.3 Articulate the profiles of graduates of HEIs with the work environment to ensure the social relevance of the professions.



OBJECTIVE N° 3

Strengthen the quality assurance networks of higher education with criteria and procedures recognized in the international environment.

Goal 3.1

By 2028, support the work developed by the Ibero-American Network for the Quality Assurance of Higher Education (RIACES) to promote the development of effective quality assurance agencies.

Indicative strategy

3.1.1 Promote the harmonization of evaluation criteria of institutions and programs among national quality assurance agencies.

3.1.2 Promote the mutual recognition of accreditation systems among LAC agencies.

Goal 3.2

By 2028, generate conditions for the articulation between the networks of quality assurance of Latin America (RIACES) and the Caribbean (CANQATE), in order to promote exchanges between both regions.

Indicative strategy

Promote the development of opportunities for meeting and exchange among quality assurance organizations in Latin America and the Caribbean.

OBJECTIVE N° 4

Promote appropriate curricular changes for the improvement of the educational quality of HEIs in LAC.

Goal 4.1

Promote processes of transformation and curricular innovation in the HEIs of LAC in the next ten (10) years.

Indicative strategy

4.1.1 Create forums for the analysis of the strengths and weaknesses of the HEIs academic processes according to the needs of the students.

4.1.2 Promote the adjustment of the structure of degrees and categories to guarantee the capacity of higher education to meet the multiplicity of needs and demands, both internally and externally.



Goal 4.2

Promote the availability of up-to-date and relevant information on the effectiveness of training processes in the region.

Indicative strategy

Promote the development of studies and periodic reports on the performance of HEIs in relation to their training processes.

OBJECTIVE N° 5

Promote universal access, permanence, certification and continuing education in higher education institutions with academic quality associated with local and regional relevance, social inclusion and diversity, to achieve the full exercise of citizenship and the right to education.

Goal 5.1

By 2028, achieve at least an increase of 40% in the enrollment of the age group of 18-24 years in higher education systems.

Indicative strategy

5.1.1 Design positive actions for entry, permanence and successful completion of studies in HEIs and continuing education for persons with disabilities, ethnic groups, deprived of freedom, migrants, refugees, low-income students and other vulnerable sectors, to increase social inclusion.

5.1.2 Design and implement student tracking systems to identify the difficulties (intra-institutional and extra-institutional) that lead to temporary or permanent drop-out.

5.1.3 Increase public funding, the places available in HEIs and the offer of scholarships by the State and higher education institutions.

Goal 5.2

By 2028, achieve a 50% increase in current levels of successful and timely graduation of studies in HEIs, with quality associated with the requirements of training with local and regional relevance.

Indicative strategy

5.2.1 Develop flexible curricular paths that contribute to improve the permanence and timely graduation of students and promote student mobility from an inclusive and democratizing perspective of HE.

5.2.2. Create a timely graduation indicator of 25% above the theoretical duration in regards to the career.

5.2.3 Prepare alternative proposals and innovative teaching and learning strategies that favor the acquisition of knowledge and skills required to accompany the training processes in HEIs.

Goal 5.3

By 2028, promote in HEIs the diversification of offers of programs, careers, training paths, degrees, teaching and learning modalities, and training strategies, undergraduate and graduate, with quality associated with local and national relevance and within the framework of university autonomy.

Indicative strategy

5.3.1 Prepare diagnostic studies, based on available information systems or generating new sources, to determine labor and professional requirements and demands that serve to support the creation of new training paths relevant to local, national and regional social and cultural development.

5.3.2 Design careers and degrees with flexible curricula that enable new training trajectories, taking into account the new contexts, the labor requirements and a greater involvement of professionals with local, social and cultural development, as well as promoting educational inclusion in historically relegated sectors of higher education.

5.3.3 Design and strengthen systems for monitoring graduates to assess the quality of training in HEIs, identifying requirements in strategic areas for sustainable scientific, social and cultural development of our countries.



Goal 5.4

By 2028 develop continuing education actions to advance the goal of promoting lifelong higher education.

Indicative strategy

5.4.1 Relieve lifelong learning programs and projects carried out by HEIs in the region.

5.4.2 Design programs and projects that incorporate other lifelong training opportunities, articulating experiences, proposals and avenues and articulating HEIs with various social sectors that contribute to sustainable sociocultural development and wellbeing in the region.

OBJECTIVE N° 6

Promote the articulation of HEIs with the entire education system, prioritizing pedagogical, disciplinary and sociocultural aspects so that incoming students possess the knowledge, skills and values necessary for the realization of a successful and comprehensive training.

Goal 6.1

By 2028, design joint actions (government, HEIs, teachers' associations and other associations) of institutional articulation between HEIs and other levels of the education system to ensure the social inclusion of heterogeneous groups in their cultural and social environment.

Indicative strategy

6.1.1 Develop programs for the pedagogical and disciplinary training of teachers in the educational system, both face-to-face and virtual, to work in complex contexts and with heterogeneous groups in their cultural and social environment.

6.1.2 Extend the use of new information and communication technologies (NICT) in innovative teaching proposals in HEIs to ensure quality education with relevance and inclusion of different social sectors.

6.1.3 Support with resources the development of studies and joint continuous-research related to pedagogical, institutional and sociocultural problems, at all levels of the educational system, so as to develop intervention strategies on the part of the institutions and educational policies.



Goal 6.2

Develop joint innovative programs in disciplinary, curricular, pedagogical and institutional areas at all levels and modalities of the educational system, taking into account social, cultural and intercultural diversity to achieve greater educational inclusion.

Indicative strategy

6.2.1 Establish agreements between HEIs, governments, educational associations, and institutions for continuous academic collaboration on innovations and socio-educational, pedagogical, curricular and institutional research that address the problems at all levels of the educational system.

6.2.2 Support, through socio-educational research and a discipline- pedagogy link, the pedagogical practices of the literacy modality of young people and adults who are students in the first levels of the educational system to achieve effective social inclusion and generate the conditions for the continuity of training in HEIs.

OBJECTIVE N° 7

Reaffirm the responsibility of States in Higher Education regulation and quality assurance , promoting the articulation of accreditation and assessment systems at the regional level, while respecting the autonomy of educational institutions.

Goal 7.1

By 2021, have experiences, instruments, criteria and standards for accreditation and quality assessment in HEIs in Latin America and the Caribbean

Indicative strategy

7.1.1. Exchange knowledge and experiences in the areas of assessment and accreditation for quality assurance with relevance for HEIs at local, regional and international levels.

7.1.2. Design mechanisms for continuous and participatory management in HEIs that include self-assessment procedures, their own indicators and systematic studies of substantive functions (teaching, research, extension and management) to develop and strengthen institutional actions for improvement and promotion solidarity strategies of cooperation at national and regional level.



Goal 7.2

By 2025, generate actions for the strengthening of national accreditation and assessment systems and their articulation as a strategy to achieve integrated and collaborative actions at the regional level that recognize and value the cultural diversity and inter-culturalism associated to historical, linguistic, territorial and socio-cultural particularities.

Goal 7.3

By 2028, achieve the harmonization of quality assurance systems through the consolidation of a regional network of assessment, accreditation and recognition of degrees, diplomas and pathways for undergraduate and postgraduate training.

Indicative strategy

7.2.1. Articulate public policies for the installation of technical and academic capacities necessary for the consolidation of quality assurance mechanisms at national and regional levels, between the government and HEIs.

7.2.2. Harmonize statistical databases and other information systems on higher education as inputs for the preparation of diagnoses and studies that contribute to the formulation of institutional, public, national and regional policies.

Indicative strategies

7.3.1. Generate agreements, guidelines and agreements that converge towards a regional system of assessment, accreditation and recognition of degrees, diplomas and pathways of undergraduate and postgraduate training, based on trust and quality with relevance and inclusion.

7.3.2. Establish joint working bodies for the design and implementation of regional assessment and accreditation mechanisms that meet the needs of national and regional higher education systems.

7.3.3. Organize work forums for the establishment of agreements, guidelines and arrangements for recognition of studies and degrees in HEIs.



OBJECTIVE N° 8

Promote articulation between different higher education academic offers so as to attain equitable territorial distribution, diversity of training paths and recognition systems at national and regional levels.

Goal 8.1

By 2028, support changes in HEIs in the cognitive matrix by designing curricular and pedagogical models that incorporate new-broad and flexible inter- and intra- disciplinary perspectives for a comprehensive quality education which is relevant, responsible and socially committed.

Indicative strategies

8.1.1 Design curricular and pedagogical proposals for the articulation of different higher education offers at national and regional levels.

8.1.2 Construct accreditation models for training components, curricular sections, training cycles, practical modules, minimum content, subjects and the range of training activities of postgraduates at national and regional level.

8.1.3 Generate framework and specific agreements that regulate the recognition of studies, diplomas and degrees, as well as double or multiple degrees, based on the principle of reciprocity.

RECOMENDATIONS**For governments**

- Have approved regional indicators frameworks that consolidate the evaluation and accreditation processes.
- Incorporate in the criteria for quality, access to flexible, articulated and formative career paths which take into account acquired learning.
- Need to improve the quality of secondary education, particularly in establishments that serve the most vulnerable sectors of society.
- Develop mechanisms to ensure the suitability of professionals and technicians for their areas of work by offering ongoing programs to upgrade them throughout their working lives.



- Advance in the design of national, regional and sub-regional qualification frameworks as an instrument to promote the recognition of degrees and studies.
- Prioritize strategic areas by designing specific programs that allow for the adequate distribution of resources for science, technology and innovation.
- Generate quality indicators aligned to the commitment and social challenges of the region, which take into account definitions, sovereign decisions and concurrent world views and are adopted by the quality assessment entities of the higher education system.
- Increase state budgets for the creation of higher education institutions and careers, meeting quality criteria with local and regional relevance, and a balanced territorial distribution.
- Implement scholarship policies for the inclusion and permanence in HEIs of people with disabilities, ethnic groups, gender, people deprived of freedom, migrants, refugees, people with limited resources and populations living in places far from urban centers.
- Implement public policies to improve the quality of secondary education in establishments that serve the most vulnerable sectors of society.
- Promote the articulation of quality assurance systems for higher education in Latin America and the Caribbean, through networks and local, regional and international work groups.
- Incorporate in the quality criteria with relevance, flexible and articulated training paths for the recognition of acquired learning.
- Implement financial support for studies and research linked to teaching and learning at all levels of the education system, to design curricular changes, educational innovations and ongoing teacher training activity.
- Promote strategic areas through the design of specific programs that allow the adequate distribution of resources for science, technology and innovation.
- Increase an adequate and fair budget that guarantees the effective functioning of HEIs' teacher training programs.
- Establish as a priority the social recognition of the teaching profession by establishing permanent training mechanisms and a salary system that prioritizes the social responsibility that they fulfill.
- Design affirmative action policies and programs that encourage the enrollment of students in teacher education careers.
- Design public policies and pedagogical models that include cross-cutting content in teacher education from a perspective of respect, inclusion and visibility of cultural diversity and inter-culturalism in Latin America and the Caribbean.

- Increase an adequate and fair budget that guarantees the effective functioning in HEIs of a permanent training program for Workers.
- Establish as a priority the social recognition of the profession of HE workers , establishing training mechanisms and a salary system that prioritizes the responsibility they fulfill.

For HEIs

- Create and develop national studies on the abandonment of higher education and drop-outs from a career or institution, quantifying the social, economic and academic factors that impact this problem.
- Review the training structure that facilitates the adoption of vocational options, to achieve the transition between secondary education and higher education.
- Update the technical competences of the institutional assessment commissions in the context of the regional framework of approved indicators.
- Develop self-regulation processes as a permanent practice of quality assurance.
- Pursue academic quality in all instances and create an institutional culture of assessment with referenceto autonomy, having transparency as one of its pillars:
 - Advance in the creation of common minimum criteria that allow a form of public and integrated accreditation, through government agreements.
 - Create conditions for external evaluation to be carried out in harmony with university autonomy.
- Assume the commitment to increase the coverage, continuity and successful graduation of those enrolled, with inclusion, quality and relevance to achieve the universalization of HE.
- Implement positive student support actions in the institutional projects of the HEIs in order to improve the conditions for admission, decrease the dropout rate, optimize the academic performance and achieve a comprehensive and successful completion of the studies.
- Review curricular structures adopting training options and accompanying strategies that facilitate the transition or new students between middle school and institutions of higher education.
- Recognize the activities and extension projects as part of the educational curricula and the responsibility and social commitment of the HEIs.



- Incorporate permanent evaluation actions in the institutional projects for the improvement of teaching, research and extension, in management models and their insertion in local, national and regional contexts.
- Promote in HEIs lifelong training programs and projects, articulating experiences and proposals with various social sectors that contribute to sociocultural development.
- Generate a repository of statistical data, research / studies and results of evaluations that operate as reliable information for the design of new strategies for pedagogical improvement and discipline at different levels of the education system.
- Organize forums for the participation of HEIs and science and technology systems to influence the regional public policy agenda in general and in particular in sensitive areas such as education and socio-educational policies.
- Encourage the creation of new networks and strengthen existing ones to carry out studies and research related to common socio-educational problems at the national and regional levels.
- Promote the creation of a body to monitor the objectives and goals proposed, comprising associations, networks of universities and higher education institutions and other organizations involved in higher education at the national and regional levels.
- Establish training and refresher programs in university teaching, as a crosscutting approach, for knowledge and attention to cultural diversity and inter-culturalism.
- Design curricular proposals that incorporate processes of changes that require the training of a teacher with critical capacity, and social and academic commitment with the guidelines of SDG 4 of the United Nations.
- Strengthen the pedagogical training of higher education teachers that accompany inclusion processes in degree programs (entrance, permanence and graduation of students).
- Develop interdisciplinary, multidisciplinary and transdisciplinary studies and research, identifying fundamental problems in the pedagogical and socio-educational areas, for curricular, didactic and institutional management innovation.
- Assume the construction and formalization of an educational itinerary for the training of teachers at the different levels of the National Educational System,



recognizing, articulating and strengthening the study programmes and the professional experience in service.

- Create a network of HE institutions with Teacher Training programs to share experiences and strengthen institutional, local and regional academic processes.
- Promote bilingual intercultural programs for the training of teachers that serve this sector of the population.
- Establish Training and Update Programs in Management and Administration of Higher Education Institutions.
- Create a network of Higher Education institutions with training programs for technical and administrative workers to share experiences and strengthen institutional, local and regional management and administration processes.

For International Organizations

- Propose mechanisms for regulation and evaluation of national quality assurance agencies.
- Develop a regional approved indicators framework.



HIGHER EDUCATION, CULTURAL DIVERSITY AND INTER-CULTURALISM

Higher education policies and institutions must be proactive and contribute to dismantling all the mechanisms that generate racism, sexism, xenophobia, and all forms of intolerance and discrimination. It is imperative that the rights of all population groups, discriminated against by race, ethnicity, gender, socioeconomic status, disability, sexual orientation, religion, nationality and forced displacement, are guaranteed. It is essential that financial resources and research, teaching and outreach / links be identified for this purpose. Cultural diversity and inter-culturalism in equitable and mutually respectful conditions must be promoted. The challenge is not only for higher education institutions to include women, people with disabilities, members of indigenous and afro-descendant peoples and individuals from historically discriminated social groups, but that there is institutional transformation and they become socially and culturally relevant. This transformation of higher education institutions must ensure the incorporation of worldviews, values, knowledge, language, forms of learning and modes of knowledge production of these peoples and social groups. It is essential that the epistemologies, learning modes and institutional designs of indigenous and Afro-descendant peoples, peasant communities and others with socio-cultural differences be recognized and valued. This must all be guaranteed by appropriate policies and quality assurance mechanisms, for which specific indicators should be used alongside the free and informed participation of representatives of these population groups. Education is not only a human right but also a right of all peoples. There is an important historical debt of Latin American and Caribbean States and societies with their indigenous and Afro-descendant peoples. Although their rights are recognized in numerous international instruments and in most national constitutions, there is an alarming deficit in their effective enjoyment of these rights, even in higher education. Higher education institutions must guarantee the effective enjoyment of these rights and educate the population in general, and particularly the communities, against racism and all forms of discrimination and related forms of intolerance. The learning of the languages of indigenous and Afro-descendant peoples and their effective use in teaching, research and outreach activities must be promoted and facilitated. The training of bilingual intercultural teachers for all levels of the education system is a priority responsibility of higher education.

OBJECTIVE N° 1

Promote the effective application of existing national, regional and international instruments regarding the rights of indigenous peoples, afro-descendants and population groups that are often victims of discrimination.

Goal 1.1

By 2021, the States from Latin America and the Caribbean, which already recognize in their national constitutions the rights of indigenous peoples, Afro-descendants and population groups that are often victims of discrimination, will consolidate the effective application of the normative instrument.

Indicative strategies

1.1.1 The States, in coordination with the HE institutions and representative organizations of indigenous and Afro-descendant peoples, frequently discriminated social groups and other organizations interested in the subject, will generate specific public policies to guarantee the effective application of the rights of these peoples and social groups established in resolutions, conventions, existing agreements (with special attention to ILO Convention 169) and other international instruments.

1.1.2 UNESCO, through its relevant agencies, will promote the effective application of the rights of indigenous peoples, Afro-descendants and population groups frequently discriminated against in higher education, reinforcing and improving existing resolutions and conventions. (with special attention to ILO Convention 169)

1.1.3 Include in the development of public policies, the contribution of knowledge, traditional knowledge, values, linguistic systems, world views, forms of learning and modes of production of knowledge of indigenous and Afro-descendant peoples and of all population groups frequently discriminated.



Goal 1.2

By 2025, Latin American and Caribbean States that have not ratified the international instruments that establish rights for indigenous and Afro-descendant peoples and all population groups that are frequently discriminated against, and / or have not fully recognized them, will incorporate them into their national legal instruments.

Indicative strategies

1.2.1 UNESCO will request States to ratify and / or effectively apply existing resolutions, conventions and agreements regarding cultural diversity and inter-culturalism in Higher Education.

1.2.2 UNESCO and the HEIs will review and systematize the resolutions, conventions and agreements regarding cultural diversity and inter-culturalism in Higher Education, identifying in each case which ones have been duly ratified by the respective countries.

1.2.3 Include representatives of indigenous and Afro-descendant peoples and of all population groups frequently discriminated against in the processes of elaboration of public and institutional higher education policies that guarantee the recognition of their rights.

Goal 1.3

By 2025, eliminate all the social and institutional mechanisms that generate racism (visible and structural or “invisible”), racial discrimination and other forms of intolerance in higher education institutions (HEIs).

Indicative strategies

1.3.1 Request HEIs to design institutional policies against racism (visible and structural or “invisible”), discrimination and all forms of intolerance that are still present in Latin American and Caribbean societies.

1.3.2 Guide research, teaching and outreach efforts against racism (visible and structural or “invisible”) and all forms of racial discrimination and related forms of intolerance. Educate all the population and particularly the students, teachers, researchers, officials and managers in regards to this anti-racist and anti-discrimination approach.



1.3.3 Promote the participation of Afro-descendant indigenous peoples and of all population groups frequently discriminated against, in the design of public and institutional policies against racism (visible and structural or “invisible”) and all forms of discrimination and intolerance.

1.3.4 Promote HEIs to establish academic programs and socio-economic welfare policies to guarantee the inclusion, permanence and successful graduation of students from indigenous and Afro-descendant peoples and of all population groups frequently discriminated.

1.3.5 Promote HEIs to establish programs aimed at the development of competencies for the peaceful resolution of conflicts and social and democratic coexistence based on the appreciation and respect of cultural, religious, spiritual, linguistic and other differences.

OBJECTIVE N° 2

Promote cultural diversity and inter-culturalism in equitable and mutually respectful conditions.

Goal 2.1

By 2021, HEIs in Latin America and the Caribbean will incorporate the approach of cultural diversity and inter-culturalism in equitable conditions in their institutional projects.

Indicative strategies

2.1.1 Design and implement a regional campaign aimed at promoting the recognition, assessment and promotion of cultural diversity and inter-culturalism in equitable conditions in their institutional projects in HEIs.

2.1.2 Promote and facilitate the learning of native American languages, those of African origin, and Creole languages; as well as the training of bilingual and / or multilingual intercultural teachers at all levels of the educational systems.



2.1.3 Ensure compliance of regional HEIs with international human rights regulations with regards to diversity and inter-culturalism in equitable conditions.

2.1.4 Recognize and value epistemologies, learning modalities and designs of higher education institutions with / for indigenous and Afro-descendant peoples and frequently discriminated population groups, their contributions to the resolution of important social problems and disseminate their educational innovations in HEIs in the region.

2.1.5 Promote the inclusion of refugees and immigrants in Latin American and Caribbean HEIs.

2.2 Goal

By 2025, HEIs in Latin America and the Caribbean will incorporate the approach of cultural diversity and inter-culturalism in equitable conditions in their teaching, research and social engagement functions, as well as in plans, programs and projects that respond to the challenges that pose the inequities associated with cultural diversity.

Indicative strategy

Promote the incorporation of plan designs, programs and projects, related to cultural diversity and inter-culturalism in equitable conditions in HEIs of Latin America and the Caribbean.

Goal 2.3

By 2028, the plans, programs and projects of HEIs in Latin America and the Caribbean will have as a reference frame the intercultural perspective in an equitable manner.

Indicative strategies

2.3.1 Promote regional dialogue and an intercultural perspective in an equitable manner in all national and regional, governmental and non-governmental events.



2.3.2 Incorporate the intercultural perspective in an equitable manner into the agendas of dialogues and regional debates.

2.3.3 Encourage policy debates from an intercultural perspective in an equitable manner in higher education systems and institutions.

OBJECTIVE N° 3

Promote the adoption of an intercultural approach in an equitable manner in the training programs of all careers, with special attention to the training of teachers at all levels of the educational system.

Goal 3.1

By 2021, encourage HEIs to formulate institutional training policies for all careers through the adoption of an equitable intercultural and transversal approach.

Indicative strategy

Design training / teaching / updating policies for all careers, with special attention to the training of teachers at all levels of the educational system, adopting an equitable intercultural transversal approach.

Goal 3.2

By 2025, design and implement training / teaching / updating programs in all careers, with special attention to the training of teachers at all levels of the education system, adopting an equitable intercultural transversal approach.

Indicative strategies

Apply and / or consolidate training / teaching / updating programs in all careers, with special attention to the training of teachers at all levels of the educational system, adopting an equitable intercultural transversal approach.

Goal 3.3

By 2020, UNESCO-IESALC will consolidate a recognition mechanism for HEIs that implement their programs with equitable intercultural approaches.

Indicative strategy

Recognize the effort and institutional compliance of the application and consolidation of an equitable intercultural approach at HEIs in Latin America and the Caribbean.



For governments

- Ensure that the constitutions of all the countries of the region recognize and guarantee the fulfillment of the rights of indigenous and Afro-descendant peoples and frequently discriminated population groups established in all the conventions and other international normative instruments.
- Fully implement the recognized constitutional rights of indigenous and Afro-descendant peoples and of all frequently discriminated population groups, in all regulatory bodies and public policies.
- Ensure permanent modes of specific financing for compliance with all previous recommendations.
- Recognize the epistemologies, learning modalities and institutional designs of Higher Education Institutions for indigenous peoples, Afro-descendants and all population groups frequently discriminated.
- Guarantee that the systems of quality assurance and accreditation of higher education include the criteria of relevance and pertinence to the cultural diversity of the respective societies.

1 In order to guarantee the previous recommendations and in particular quality with relevance to the cultural diversity of the activities of all universities and other types of HEIs in the region, and the mechanisms for their evaluation and accreditation, the use of the following indicators is being advanced:

- i) Education standards against all forms of racism, ethnic / racial discrimination of a negative nature and related forms of intolerance.
- ii) Education programs against all forms of racism, ethnic / racial discrimination of a negative nature and related forms of intolerance.
- iii) Ethnic racial self-identification categories established in the registration systems, production of statistics and information systems.
- iv) Norms and procedures relevant to the cultural diversity of the respective societies.
- v) Contents, learning modalities, and skills that incorporate knowledge, values, linguistic systems, world views of indigenous and Afro-descendant peoples, in collaboration with these peoples.
- vi) Participation of experts and other communicators of knowledge among indigenous and Afro-descendant peoples in the planning, implementation and evaluation of activities.
- vii) Indigenous and Afro-descendant languages applied in all activities.
- viii) Percentage access, permanence and graduation of indigenous and Afro-descendant students.

- Ensure that higher education systems guarantee the rights of all socio-culturally differentiated sectors, especially those that historically have been -and continue to be- object of discrimination in terms of gender, age, socioeconomic status, sexual orientation, disability, religion, spirituality and forced displacement situations.

For HEIs

- Recommend the incorporation of the following statement in the normative bodies of HEIs: “Educate against all forms of racism, ethnic / racial discrimination and related intolerance, visible and structural (religious, spiritual, biological, cultural, or of any other kind)”.
- Ensure the incorporation of ethnic, racial, self-identification census categories in the systems of registration, production of statistics and information systems in the HEIs of the region.
- Ensure that the HEIs of the region incorporate the knowledge, traditional knowledge, values, linguistic systems, world views, forms of learning and modes of knowledge production, among indigenous peoples, Afro-descendants and population groups frequently discriminated; and that this task is performed in collaboration with these peoples.
- Recognize the epistemologies, learning modalities and institutional designs of the HEIs of indigenous peoples, Afro-descendants and frequently discriminated population groups, and establish collaboration mechanisms with them.

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- ix) Percentage participation of indigenous and Afro-descendant persons in the academic and administrative facilities, and in the governing bodies of the institutions in question.
 - x) Modalities of comprehensive internationalization relevant to cultural diversity.
 - xi) Participation in networks and other forms of collaboration with focus on cultural diversity and inter-culturalism.
 - xii) Activities of teaching, research and extension / social linkage respect what is established in the provisions of art. 31 on intellectual property, of the United Nations Declaration on the Rights of Indigenous Peoples, in reference to their traditional knowledge, cultural expressions and cultural heritage.
 - xiii) Protocols, mechanisms, procedures and institutional regulations for teaching, research, extension and university social action activities, in accordance with the framework of indigenous and Afro-descendant rights.
 - xiv) Consultation mechanisms with the communities of indigenous and Afro-descendant peoples.
 - xv) Intercultural approach present in the designs of undergraduate, graduate, research and extension / social linkage.
 - xvi) Respect for the established rights, demands and current recommendations on other socio-cultural differences.
 - xvii) Permanent modalities of specific financing for compliance with all the previous recommendations.



- Apply comprehensive internationalization modalities in HEIs that are relevant to the cultural diversity of the region, ensuring equal opportunities for students, teachers and officials of indigenous peoples, Afro-descendants and population groups that are frequently discriminated against.
- Ensure the equitable participation of people from indigenous and Afro-descendant peoples and of all population groups that are frequently discriminated against in the functions of teaching, research, outreach and management.
- Ensure the entry, permanence and successful graduation of students from indigenous and Afro-descendant peoples and population groups frequently discriminated against.
- Incorporate indigenous and Afro-descendant peoples and population groups frequently discriminated against in the promotion and social management of intercultural higher education experiences.

For International Organizations

- Support and strengthen networks and other forms of collaboration with focus on already existing cultural diversity and inter-culturalism, as well as favor its expansion and the creation of new ones.
- Urge States to secure funding for intercultural education programs and projects in HEIs.

HIGHER EDUCATION, INTERNATIONALIZATION AND INTEGRATION OF LATIN AMERICA AND THE CARIBBEAN

In Latin America and the Caribbean, “guaranteeing an inclusive, equitable and quality education” (ECLAC, 2016) is one of the foundations for the required social and economic change. Its achievement is related to the development of competencies that allow the region, its countries and citizens, to act with relevance in complex scenarios and to insert themselves effectively in a global dynamics based on knowledge. This demands changes in the educational systems and in the institutions, which consider cooperation, the construction of solidarity of knowledge and the transfer of resources between regions, countries and institutions. In the region, internationalization must advocate inter-institutional cooperation based on a relationship of solidarity among equals, with emphasis on South-South cooperation and regional integration. It should promote intercultural dialogue, respecting the idiosyncrasy and identity of the participating countries, encouraging the organization of interuniversity networks and strengthening national capacities through inter-institutional collaboration and interaction with academic peers at regional and international levels. This will favor the circulation and appropriation of knowledge as a strategic social good, in favor of the sustainable development of the region and that of its countries. In this context, internationalization becomes a key tool to transform higher education, strengthen their communities and promote the quality and relevance of teaching, research and outreach. It favors the training of citizens and professionals, respectful of cultural diversity, committed to intercultural understanding, a culture of peace and the ability to live and work in a local and global community. Its antithesis would be the conception of a mercantilist internationalization that favors the hegemonic and denationalizing interests of globalization. The fulfillment of all these objectives requires systemic, integral, comprehensive and transversal strategies to accompany all institutional development policies. Likewise, public policies are needed to support the internationalization process through the establishment of organizational frameworks that facilitate regional academic integration, the mobility of students and academics, the recognition of international training paths, the international dimension of academic programs and international collaboration in research, among others.



OBJECTIVES, GOALS AND INDICATIVE STRATEGIES

OBJECTIVE N° 1

Promote the incorporation of the international dimension in higher education systems in Latin America and the Caribbean.

Goal 1.1

By 2028, ensure that all the LAC countries have integrated the international dimension into public and institutional policies in the field of higher education.

Indicative strategies

1.1.1 Ensure that all LAC countries have in their National Educational Plan the reference to internationalization as a strategic axis for the improvement of the quality and relevance of higher education.

1.1.2 Generalize the concept of comprehensive or integral internationalization in institutional academic development policies in the field of curriculum, research and outreach.

1.1.3 Generate national programs for the promotion and financing of institutional internationalization plans.

1.1.4 Articulate the priorities of academic development to the process of internationalization.

1.1.5 Consolidate the organizational structures for the coordination and management of the internationalization process of HEIs in the Region.

1.1.6 Establish strategies for international visibility of the internationalization process at the institutional, national and regional levels.



Promote and favor international academic cooperation and the integration of Latin America and the Caribbean.

Goal 2.1

By 2021, we urge governments, taking into account the progress already made in the region, to review their legal regulations to promote the recognition of studies, degrees, diplomas and competences, within a framework of progressive internationalization.

Indicative strategies

2.1.1. To highlight the existing initiatives at the national level and to advance in the creation of a system of recognition of training paths at national and regional level.

2.1.2. Promote and involve the States to finalize the signing of the new Regional Convention for the Recognition of Higher Education Studies, Diplomas and Degrees in Latin America and the Caribbean, taking into account existing and future bilateral and multilateral agreements, signed between Spaces of regional integration, States and / or between Councils of Rectors and Associations of Universities.

Goal 2.2

By 2025, promote the legislative process and the subsequent adoption of the Regional Convention for the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean.

Indicative strategies

2.2.1. Develop national public policies that implement the Agreement for the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean.

2.2.2. Maintain and generate bilateral regional mechanisms for the recognition of studies, degrees and diplomas.

Goal 2.3

By 2028, ensure the effective implementation and follow-up of the Convention for the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean.

Indicative strategy

Develop mechanisms for monitoring and systematizing progress regarding the degree of compliance with the agreement and formulate proposals for improvement.



OBJECTIVE N° 3

Consolidate regional academic integration in Latin America and the Caribbean.

Goal 3.1

By 2028, achieve full regional academic integration in Latin America and the Caribbean through strong partnerships between the different systems of higher education in the region.

Indicative strategies

3.1.1 Create a planned scheme for a greater number of regional programs in terms of academic collaboration, mobility of students and academics, collaborative research and study programs around the development priorities of the region.

3.1.2 Get all the governments of the Region to sign the Regional Convention of UNESCO for the Recognition of Studies, Diplomas and Degrees of Higher Education in LAC.

3.1.3 Strengthen the spaces, networks, associations and cooperation and regional integration programs already existing in LAC.

3.1.4 Establish a solid and permanent governance structure that consolidates the Latin American and Caribbean Higher Education Area (ENLACES) with special emphasis on coordination structures and the financing of its actions and programs.

3.1.5 Strengthen and promote, in the field of higher education, South-South international cooperation with countries that share the same development problems as LAC and Africa.

3.1.6 Establish a strategy of international visibility for higher education systems of the entire Region for their proper positioning in the world educational platform.



FStrengthen existing spaces and networks of regional integration and South-South cooperation that bring together institutions from different countries and promote programs of a regional nature.

Goal 4.1

By 2021, consolidate the existing institutional networks of higher education (National, regional and international) as fundamental instruments of solidarity and humanist integration, together with the promotion of those emerging.

Indicative strategies

4.1.1. Inform on the progress and results of existing networks and associations.

4.1.2. Strengthen existing platforms for dialogue to articulate and follow-up on the interagency twinning initiatives of HEIs in Latin America and the Caribbean.

4.1.3. Design mechanisms for coordination and links between existing networks and associations.

4.1.4. Promote the creation of academic networks whose main objectives are partnership for development and overcoming the strong asymmetries and heterogeneities that prevail in the region and in the world.

4.1.5. Include in the curriculum the design of multidisciplinary and articulated thematic networks of leading universities in the region, with a view to developing scientific research pertinent to regional problems, with broad concepts that contemplate the diversity that the Latin American region presents, highlighting its history, literature, culture, science and art.



Goal 4.2

By 2021, consolidate the governance scheme of the Latin American and Caribbean Higher Education Area, ENLACES, on the basis of what was approved at its first Ordinary General Conference held on June 15th, 2018, which supported the establishment of the institutional structure of ENLACES through its statutes.

Indicative strategies

4.2.1 Encourage and guarantee the necessary commitment and active participation of universities through the National Councils and Associations of Rectors, University Networks and University States. ENLACES will be strengthened as one of the fundamental instruments of articulation and cohesion of the indispensable contribution of Higher Education for regional integration.

4.2.2 Design and include a matching fund for the proper development of ENLACES as a Latin American and Caribbean Higher Education Space.

4.2.3 Convene a permanent dialogue for the necessary support to the initiative to international organizations of Higher Education and representatives of the Latin American and Caribbean States.

4.2.4 Form a Regional Committee to Follow up the Action Plan CRES 2018-2028 in permanent dialogue with ENLACES, articulated by the IESALC and composed of representatives agreed at the IX Meeting of Higher Education Networks and Councils of Rectors of Latin America and the Caribbean, that will meet once a year from 2020 until the execution of the Plan is completed.

OBJECTIVE N° 5

Integrate and strengthen the international dimension as a transversal policy of the institutional policies of HEIs in the region to strengthen regional integration.

Goal 5.1

By 2021, identify and populate the priority areas of internationalization and international cooperation at undergraduate and graduate higher education levels.

Indicative strategies

5.1.1 Reassess the management and coordination units of internationalization and international cooperation in HEIs.

5.1.2 Assign and improve human and financial resources required for the integral internationalization of HEIs.

5.1.3 Encourage the use of internationalization and international cooperation management to form work groups within HEIs that address priority areas for regional integration and are at the service of other areas of university management.

5.1.4 Strengthen the professionalization of those actors involved in internationalization and international cooperation processes of HEIs.

5.1.5 Promote, through specific programs, the linking of teachers and researchers from various institutions in the region, through academic, scientific, curricular, artistic and cultural networks.

Goal 5.2

By 2025, to promote and consolidate a humanistic and solidary approach in the internationalization field for the regional integration of HEIs.

Indicative strategies

5.2.1 Promote development plans focused on international cooperation with a humanistic and supportive approach.

5.2.2 Implement internationalization of management and academic content programs using the humanistic and solidary approach in the HEIs.

Goal 5.3

By 2028, to ensure that the majority of students, teachers, researchers and management personnel participate in the internationalization processes in HEIs through different initiatives, such as intraregional mobility.

Indicative strategies

5.3.1 Promote programs with content which contributes to the development of a deep knowledge about regions, cultures, foreign and vernacular languages and that address the global dimension in their teaching area.

5.3.2 Disseminate internationalization programs and international cooperation with a regional focus.

5.3.3 Conceive a regional development policy and strategy that allows coordinating efforts and strengthening the internationalization and solidarity cooperation programs.



5.3.4 Encourage social studies and research on good practices in internationalization, international cooperation and regional integration.

5.3.5 Formulate and implement interdisciplinary teacher training plans that include topics on internationalization, inter-culturalism, regional integration, international cooperation, technologies and foreign languages.

5.3.6 Design effective intra-regional academic mobility policies (teachers, students and administrative staff) and develop intergovernmental programs to strengthen integration in the framework of South-South cooperation.

OBJECTIVE N° 6

Incorporate an international dimension into teacher education in order to promote relevant educational dynamics that contribute to the construction of a global citizenship.

Goal 6.1

By 2028, to ensure that teacher training programs have incorporated the international dimension in their formulation and implementation.

Indicative strategies

6.1.1 Redefine policies, strategies and indicators for teacher training, performance and evaluation, taking into consideration the international dimension.

6.1.2 Implement national programs for the internationalization of teacher education, including the transformation of the curriculum and educational innovation.

6.1.3 Develop the capacities of institutions and academic actors for the internationalization of teacher training.

6.1.4 Implement strategies of accompaniment and monitoring of the process of internationalization of teacher training.



Goal 6.2

By 2028, promote the training of academic staff of HEIs in the internationalization process.

6.1.5 Evaluate the transformations derived from the processes of internationalization of teacher training.

Indicative strategies

6.2.1 Search for more strategic partnership opportunities with institutions within the region and other emerging countries.

6.2.2 Formulate an interdisciplinary teacher training plan on international intercultural, technological and foreign languages issues.

OBJECTIVE N° 7

Promote the incorporation of the international dimension in the postgraduate programs and the promotion of research for the training of researchers of HEIs in LAC.

Goal 7.1

By 2028, promote the incorporation of an international dimension in HEIs graduate and postgraduate research programs.

Indicative strategies

7.1.1 Create distance and virtual academic mobility spaces, to promote international and intercultural experience.

7.1.2 Develop collaborative schemes among institutions in the region through tutoring schemes prioritizing the regional integration of LAC.

7.1.3 Formulate and implement interdisciplinary training programs for researchers which include topics on internationalization, inter-culturalism, technologies and foreign languages.

7.1.4. Convene a meeting of leading universities in the field of scientific and technological development, to establish priority joint projects in the region, for the improvement of integration and the conditions of the region.



OBJECTIVE N° 8

Encourage the study of foreign languages by students and academics of LAC through public and institutional policies.

Goal 8.1

By 2028, encourage the study of foreign languages by 30% of students and academics through public and institutional policies in the HEIs in LAC.

Indicative strategies

8.1.1 Establish public policies for the promotion of the study of foreign languages starting from pre- higher education levels.

8.1.2 Establish quality training programs for language teachers at the bachelor's and master's level in teaching foreign languages.

8.1.3 Promote the study of the languages of the Region.

RECOMENDATIONS

For governments

- Generate greater commitment for the establishment of public policies that foster the process of internationalization and international solidarity cooperation of HEIs, through the establishment of regulatory frameworks that facilitate regional integration, the implementation of strategies such as intraregional mobility, the recognition of training paths, the international recognition of degrees, credits and qualifications, the establishment of international academic programs and international collaboration in research.
- Establish public policies promoting the improvement of the quality and relevance of higher education through internationalization strategies at home.
- Establish and finance a greater number of regional integration programs, such as student and academic mobility networks.
- Define areas of regional excellence in postgraduate studies and research by promoting intraregional collaboration around the development priorities of the region.



- Provide financial resources dedicated to support institutional internationalization plans.
- Implement public policies that foster the internationalization of teacher training and encourage the continuous training of teachers with international experience.
- Envisage through the creation of specific promotion funds and the definition of regional priorities, the complementary efforts of the different countries and the improvement of the scientific quality of HEIs in Latin America and the Caribbean, thereby helping to stop the brain drain and address regional asymmetries.
- Promote international accreditation of teacher training programs.
- Establish regional visibility strategies at the global level.
- Achieve the ratification by all countries in the region of the Regional Agreement of UNESCO for the Recognition of Studies, Diplomas and Degrees in Higher Education in LAC.
- Establish national strategies for improving the management of foreign languages among HEI students and academic staff.
- Establish national and regional strategies to attract higher education students from other regions of the world.
- Strengthen south-south cooperation initiatives, particularly with countries in Africa and small island states.
- Strengthen and generate new intergovernmental spaces to promote dialogue, articulate and follow up on policies of internationalization and cooperation among HEIs in Latin America and the Caribbean.
- Promote and allocate funding to multiply international scholarship programs and provide support for regional academic mobility.
- Generate legislative policies for countries in Latin America and the Caribbean that implement measures to regulate the cross-border educational offer and the acquisition of Higher Education institutions by foreign companies.

For HEIs

- Declare internationalization as a priority for institutional development.
- Declare solidarity and integral internationalization as an institutional priority understanding that it is not an end in itself, but a means to contribute to the achievement of institutional objectives.
- Establish institutional internationalization plans based on the concept of comprehensive or integral internationalization.



- Establish institutional priorities with precise strategies and goals with regard to internationalization.
- Promote the leadership of institutional authorities at all levels (rectors, vice-rectors, deans, academic unit directors, etc.) in the internationalization and international cooperation processes and involve the different institutional actors.
- Create financial strategies for the satisfactory fulfillment of internationalization plans.
- Link the priorities for improving the quality and relevance of higher education systems to internationalization strategies.
- Intensify the international profile of the curriculum, in particular through internationalization activities at home (international curriculum dimension, organization of international collaborative academic programs such as double degrees, tutoring, virtual mobility and institutional agreements, at national and international levels) for the recognition of training paths.
- Promote the international profile of teachers.
- Promote the internationalization of graduate programs and students.
- Improve the mastery of other languages among students and academics and the preparation of teachers by establishing appropriate public and institutional policies.
- Consolidate and promote more systematically and with greater human and economic resources the internationalization of research through public and institutional policies to support and increase the production of knowledge.
- Encourage the expansion and consolidation of collaborative networks of researchers and promote international scientific cooperation in HEI projects.
- Integrate and highlight the need to strategically recognize and strengthen the international dimension of the substantive functions of HEIs, through institutional development plans that incorporate internationalization and international cooperation as a crosscutting policy, and include monitoring indicators and impact evaluation.
- Promote and strategically reinforce the international dimension of university outreach and development cooperation.
- Upgrade the positioning in the institutional organization chart of the offices in charge of the coordination and management of institutional internationalization strategies.
- Improve the capacity of human resources responsible for the coordination and management of institutional internationalization strategies.
- Improve international visibility strategies at the institutional level.

- Establish intra- and inter- regional study programs in priority areas for the development of the region.
- Promote as a good practice the “Caribbean Youth Forum” initiative of Universities Caribbean (formerly UNICA), to develop a virtual communication network for young people in Latin America and the Caribbean with the use of new technological tools and social networks, as a means of promoting an innovative vision of higher education.

For International Organizations

- Strengthen regional strategies for the promotion of international inter-university cooperation.
- Promote the creation of teacher networks that emphasize and incorporate internationalization dynamics.
- Strengthen and deepen the regional higher education integration spaces, inter alia, MERCOSUR, CAN, Pacific Alliance, ALBA-TCP, CARICOM and promote their coordination and articulation.
- Support the development and consolidation of the Latin American and Caribbean Higher Education Space (ENLACES).
- Improve strategies for disseminating opportunities for international cooperation among the various members of the academic community.
- Support the professionalization of university personnel in charge of the coordination and management of the internationalization process.
- Support the mobility of HEI students and academics in LAC.
- Support the study of foreign languages in the region.
- Promote the international visibility of higher education systems in LAC.
- Support intraregional cooperation strategies to promote research and training projects of excellence in priority development areas for the region.
- Support the creation of regional and international spaces for discussion and recommendations to governments and HEIs so that the future of scientific and academic communications is participatory, inclusive, managed as a common good and without commercial intent.
- Contact African universities and networks to generate joint programs and discussion topics for the region and for the CSME.
- Develop periodic comparative studies that analyze the strengths and weaknesses of the internationalization policies of HEIs, and disseminate them through a platform that reflects best practice and success in internationalization processes



of HEIs surveyed, which can be conducted at a regional level, through a platform facilitating greater dissemination.

- Collaborate with the improvement of communication strategies and visibility of education systems in the region.
- Conduct comparative studies on teacher profile, models and higher education systems in the countries of the region.
- Promote the strengthening, articulation and deepening of regional integration spaces for higher education.
- Consider integration as the pivot for policies, and positioning internationalization according to the priorities defined for integration.



THE ROLE OF HIGHER EDUCATION IN CONFRONTING THE SOCIAL CHALLENGES IN LATIN AMERICA AND THE CARIBBEAN

In light of the social challenges facing the region, education must enhance its quality and universality in its service to the local community, take stock of the human development in each environment, articulating tradition and cutting-edge innovation, bringing together the plurality of skills, abilities and knowledge that people build, in the convergence of specialized activity, everyday life, popular wisdom and authentic ethical and aesthetic intelligence of the territory. Each individual must be seen as unique and incomplete, a facilitator of change and agent of his/her own development, generating mechanisms for personal and social growth, and for community-building. Higher education is co-creator of knowledge and innovation, knowledge articulated with social practices, instruments of intellectual independence, social transformation and construction of fairer, more equitable, more solidary political structures and, above all, agents of locally shared values. The region must be a promoter of science for all, critical citizenship and authentic, democratic and transparent governance, building effective humanizing territorial relationships with all actors, improving the levels of communication between them and making possible the choice of the best contributions, generating relationships that are mutually responsible and facilitate good living.



OBJECTIVES, GOALS AND INDICATIVE STRATEGIES

OBJECTIVE N° 1

Guarantee and strengthen the social responsibility of HEIs in Latin America and the Caribbean as a substantive function of higher education.

Goal 1.1

By 2021, increase the resources allocated by States and HEIs to strengthen social linkages.

Indicative strategies

1.1.1 Identify and build a data base of experiences with social linkages existing in HEIs in the region.

1.1.2 Promote strategies for incorporating social linkages into national and institutional regulations.

1.1.3 Engage States and HEIs in the development of financing mechanisms that promote social linkages.

Goal 1.2

By 2025, encourage the reformulation of the organizational normative structures of HEIs to favor social linkages.

Indicative strategy

1.2.1 Formulate proposals for normative, curricular and methodological reforms of social responsibility.

1.2.2 Promote institutional programs and projects that consolidate ethical solidarity and the humanistic vision of Higher Education in Latin America and the Caribbean.

Goal 1.3

By 2028, all HEIs in Latin America and the Caribbean will have fostered mechanisms to consolidate their relationship with society, under the concept of social linkage.

Indicative strategy

Evaluate the impact of the strategies followed by States and HEIs to guarantee and promote social linkages.

OBJECTIVE N° 2

Promote in HEIs a commitment to the comprehensive and ethical education of people, citizens and professionals capable of addressing the complexity of the current world, guiding their action towards the pursuit of the common good as a fundamental element for the strengthening of democracy, justice and sustainable development.

Goal 2.1

By 2028, all the HEIs in the region must develop programs for linking higher education with a view to improving the situation of the most vulnerable sectors of society.

Indicative strategies

2.1.1 Favor the inclusion of the social problems of the region in the curricula and research agendas, from a reflexive, rigorous and critical approach.

2.1.2 Incorporate appropriate pedagogical methodologies for the inclusion of social problems.

2.1.3 Generate real life experiences that favor contact with social reality.

2.1.4 Manage universities as institutions consistent with the principles and practices of a fair, inclusive, equitable, and sustainable society model.

OBJECTIVE N° 3

Strengthen links between higher education institutions in Latin America and the Caribbean, the productive sector and other social organizations.

Goal 3.1

By 2021, to ensure that a significant number of HEIs in LAC strengthen the links between HEIs, the productive sector and social organizations.

Indicative strategies

3.1.1 Create an observatory of the Latin American and Caribbean labor market integrating the requirements of HEIs, the productive sector and social organizations.

3.1.2 Monitor the linkages through projects between HEIs, the productive sector and social organizations.



Goal 3.2

By 2028, evaluate the impact of strategic links between HEIs, the productive sector and social organizations.

Indicative strategy

Design instruments for the evaluation of project links between HEIs, the productive sector and social organizations.

OBJECTIVE N° 4

Promote HEI policies and actions to empower and promote access and participation of women, sexual minorities, indigenous peoples, Afro-descendants and other social minorities in all areas at the HEIs in Latin America and the Caribbean.

Goal 4.1

By 2021, identify public policies of the countries and institutional HEIs that promote the empowerment and participation of women, sexual minorities, indigenous peoples, Afro-descendants and other social minorities in the substantive functions of higher education.

Indicative strategy

Highlight initiatives at the institutional, national, regional and international levels that promote the empowerment and participation of women, sexual minorities, indigenous peoples, Afro-descendants and other social minorities, in all HEI areas .

Goal 4.2

By 2025, promote the empowerment and participation of women, sexual minorities, indigenous peoples, Afro-descendants and other social minorities in the substantive functions of higher education.

Indicative strategies

4.2.1 Eliminate the structural and institutional obstacles that are presented to women, sexual minorities, indigenous peoples, Afro-descendants and other social minorities to occupy priority positions in HEIs.

4.2.2 Establish regulations and inform on parental leave regarding maternity and paternity.

4.2.3 Create institutionalized spaces responsible for the promotion of equal rights and full citizenship for women, sexual minorities, indigenous peoples, Afro-descendants and other minorities in society.

Goal 4.3

Incorporate the gender perspective into the substantive functions of higher education.

Indicative strategies

4.3.1 Transversalize the gender perspective in the curricula of undergraduate, graduate and postgraduate degrees.

4.3.2 Promote gender studies and research in higher education institutions.

4.3.3 Develop institutional strategies that are sensitive to and allow differentiation freely in gender identity in higher education.

RECOMENDATIONS**For governments**

- To dispose of public resources and to encourage the private sector to enable the implementation of the strategies related to social linkages.
- Encourage higher education institutions to orient their curricula and research towards social problems in each country and in the region.
- Generate public policies that promote the effective participation of women, sexual minorities and other social minorities in their respective higher education systems.

For HEIs

- Encourage attention to the relevant social and strategic issues in the curricula and research.
- Organize discussion forums and the implementation of the principles of social linkage.
- Modify institutional regulations prioritizing a type of approach that is socially responsible and ethically and environmentally sustainable.
- Explore creatively integral solutions to territorial problems of the country and the region.



- Encourage the inclusion of content on social linkages in curricular combinations and research agendas.
- Create transformative spaces for political participation that promote gender policies and recognition of sexual minorities and other minorities in society.

For International Organizations

- Encourage the development of proposals and initiatives for the articulation of higher education with the social needs of the region.
- Promote mechanisms, specified in inclusive methodologies, to articulate higher education with all sectors of society, based on respect for life and good citizenship, in accordance with the Sustainable Development Goals.
- Articulate successful experiences in social linkages, through communication spaces, socio-academic networks and learning environments for their incorporation into public policies.

SCIENTIFIC AND TECHNOLOGICAL RESEARCH AND INNOVATION AS ENGINES OF HUMAN, SOCIAL AND ECONOMIC DEVELOPMENT FOR LATIN AMERICA AND THE CARIBBEAN

There will be no justice in the region if there is no freedom of thought and expression for society as a whole; and, there will be no freedom of thought if our countries do not generate the relevant knowledge on their social realities and innovations that transform their primary productive and secondary import matrix, and disrupt the prevailing order. It is imperative that we claim sovereignty to imagine, create, access and apply the knowledge we need for a good life in our societies where higher education institutions play a strategic role. One cannot think of a strategy that removes unjust social differentiations without opening new epistemic routes at the same time. These new routes demand the severing of relationship with the matrix of (neo) colonial, (neo) dependent, anthropocentric, racist and patriarchal thinking that still prevails in our societies. It is only if known knowledge and the generation of new knowledge are reconciled, if theory and practice go hand in hand, that knowledge will underpin social justice. To understand the dimension of change required by the epistemic matrix we must refer to the management of science and knowledge in the system of accumulation of forces in the world. This management is based on the construction of hegemonic thinking, in which the exclusive function of science is the accumulation of capital through the production of patented technological innovation only for commercial purposes. To break that logic implies recognizing knowledge as a universal human right and the collective right of peoples, a public social and common good for the sovereignty, well-being and emancipation of our societies, and for the construction of Latin American and Caribbean integration. In other words, we must recognize that knowledge is the product of the intellectual and experiential heritage of humanity, and therefore a common good, and a rule in the public domain. The epistemic change implies recognizing the strategic role of the arts and culture in the process of producing knowledge with social commitment, in the struggle for cultural sovereignty and the pluricultural integration of the regions. The political dispute over 'which knowledge' is at the same time the political debate on 'which society', 'which region' we want. There will be no transformation of knowledge without a change in the historical relations of power in Latin America and the Caribbean. Moreover, there will be no change in the historical relations of power in the region without a transformation of knowledge.



OBJECTIVES, GOALS AND INDICATIVE STRATEGIES

OBJECTIVE N° 1

Introduce in public management the social function of science and knowledge to guarantee ecological sustainability, peace, emancipation and cultural diversity, democracy, neighborliness and procreation.

Goal 1.1

By 2028, redefining the social function of science and knowledge in state and institutional regulations.

Indicative strategies

1.1.1 Develop a regional accredited scientific / artistic program for researchers and artists, posited as an incentive for the development of science, social knowledge, technology, innovation and the arts as a contribution to guaranteeing the rights and prosperity of the peoples, the territories and the environment of the region.

1.1.2 Identify funding , national implementation mechanisms and external sources for institutionalizing research and technological development and innovation projects of social and productive impact in the priority areas, as well as the different lines of seed capital and capital that promote entrepreneurship for the development of innovation.

1.1.3 Prepare a proposal for a framework agreement and mechanisms regarding new forms of knowledge management, science, technology and innovation. Complement the initiative of the bank of project evaluators, as well as intellectual property examiners based on existing experiences.



Generate knowledge and democratize its access and use as a common resource and public good.

Goal 2.1

By 2028, increase R&D investment by at least 1.5% of GDP.

Indicative strategies

2.1.1 Insist on the public and social nature of higher education, in all institutional types, opposing the negotiations of any type of agreement, national or international, that proposes processes of commercialization of education.

2.1.2 Establish incentives and explore new modalities for the promotion of open knowledge and free technologies.

2.1.3 Ensure access to the internet as a fundamental right.

2.1.4 Promote the social appropriation of science, technologies and knowledge.

2.1.5 Disseminate knowledge in the public domain.

2.1.6 Recognize the strategic role of art and culture in its different expressions in the production of knowledge that is socially committed, in the struggle for cultural sovereignty, sustainable development and the pluricultural integration of the regions.

2.1.7 Encourage the development of technologies and the circulation of information without violating the individual right to privacy of human beings.

2.1.8 Ensure democratic public participation in the definition of scientific and technological development priorities.

2.1.9 Ensure access to open knowledge and cultural assets through media such as libraries, archives and open digital repositories.



2.1.10 Establish regional alliances and exchange networks to guarantee fair access to knowledge, including those published by private publishing companies.

2.1.11 Implement mechanisms that encourage the collection, systematization, storage, processing, socialization and use of data and information made for collective purposes and permitting the reduction of global asymmetries.

2.1.12 Promote the active and effective participation of universities and institutions of higher education in debates and in advising States on public policy matters.

OBJECTIVE N° 3

Promote technological development, responsible scientific research and the construction of inter-institutional knowledge networks, with interdisciplinary transect approaches, guaranteeing quality and theoretical-methodological rigor.

Goal 3.1

By 2028, multiply at least by five the number of research networks that promote the resolution of common problems and enhance existing capacities in the region.

Indicative strategies

3.1.1 Encourage the active participation of universities and other higher education institutions in the development of informed, enlightening and critically-informed discussions in the participatory and democratic public domain of our countries.

3.1.2 Ensure ethical and responsible research.

3.1.3 Promote universities and other institutions of higher education as effective generators of knowledge and that they incorporate research as a transversal axis in all levels of training.



3.1.4 Increase considerably the number of teachers with a research profile and promote the articulation between research, teaching and links with society.

3.1.5 Guarantee dedicated time and the necessary resources for teachers to carry out research and teaching activities and connect with society through higher education institutions in decent conditions.

3.1.6 Promote the articulation of the public sectors (state and non-state), private and community / associative in research and scientific, technological and artistic creation with social function.

3.1.7 Promote research focused on the conservation and sustainable use of biocultural heritage.

3.1.8 Deploy national, regional and international actions against biopiracy of national and regional genetic resources by standardizing regional criteria.

3.1.9 Build the necessary infrastructure to guarantee scientific and technological research and optimize shared, national and supranational laboratories.

3.1.10 Recognize the importance of allocating funds to priority areas of applied research and technological development, without detriment to the promotion of basic science.

3.1.11 Actively encourage a close link between the fields of scientific and technological research and the realities and problems of social life (productive, ecological, educational and cultural), to promote innovative and feasible solutions.

3.1.12 Promote institutionalized spaces for regional articulation for the development of science, technology and innovation.



OBJECTIVE N° 4

Develop ecosystems of socio-technical innovation, based on technology transfer, technological disaggregation and closure of cognitive gaps.

Goal 4.1

By 2028, quadruple the number of innovative ventures, based on technology transfer, to solve problems, meet social needs and improve productivity in areas of high social impact.

Indicative strategies

4.1.1 Promote innovative sustainable entrepreneurship oriented towards changing productive structures.

4.1.2 Promote innovation in prioritized sectors for the resolution of problems, satisfaction of the needs of the population and increase in productivity.

4.1.3 Promote disaggregation, transfer and technological development processes to improve productivity and create new knowledge.

4.1.4 Develop and strengthen basic technology infrastructure and scientific equipment for the management and promotion of innovations.

4.1.5 Support the development and transfer of technology (including social technologies) to the public sector, to national and regional companies, as well as to the popular solidary economy sector, and to society.

4.1.6 Implement consistent protocols, with accurate and long-term information, to evaluate the impacts of nanotechnology products on health (of workers and citizens) and the environment.

4.1.7 Coordinate the creation of accessible public and private financial instruments for innovative entrepreneurship, prioritizing those with a social orientation.



OBJECTIVE N° 5

Recover, revalue and protect traditional and ancestral knowledge within the framework of respect for diversity, epistemic equity and knowledge discourse.

Goal 5.1

By 2028, design public policies that provide for the recovery, revaluation and protection of traditional and ancestral knowledge.

Indicative strategies

5.1.1 Avoid the misappropriation of traditional and ancestral knowledge.

5.1.2 Guarantee the right to free, prior and informed consent for access to traditional knowledge and the benefits that these may generate.

5.1.3 Promote the application of legal mechanisms for the protection and management of traditional knowledge.

5.1.4 Increase mainstreaming of interculturalism in the production processes of scientific and technological knowledge, guaranteeing epistemological pluralism.

5.1.5 Propose mechanisms for collection, storage and use of files that safeguard unwritten forms of knowledge.

OBJECTIVE N° 6

Generate new processes for evaluating the production and dissemination of knowledge, applying standards of relevance.

Goal 6.1

By 2028, promote national and regional regulations that guarantee evaluation processes with relevant quality standards.

Indicative strategies

6.1.1 Design new regional models, instruments and analysis indicators, to evaluate the results of scientific and technological work, in terms of impacts on the regional social reality, and advances in the generation of new knowledge for humankind.



6.1.2 Promote specific legitimization and evaluation matrices for teaching and learning processes and research in the humanities and arts, in the area of knowledge generation processes.

6.1.3 Promote the active participation and inclusion of the actors involved in the research and knowledge management processes in the evaluation of quality.

OBJECTIVE N° 7

Promote the creation and sovereign, free and collaborative management of knowledge, science, technology, art and culture, with the OBJECTIVE of creating regional citizenship and Latin American and Caribbean integration.

Goal 7.1

By 2028, encourage national and regional regulations that guarantee biodiversity and its genetic resources as the heritage of nations.

Indicative strategies

7.1.1 Sponsor and create mechanisms for the mobility of teachers, researchers and students among higher education institutions and research institutes in the countries of the region.

7.1.2 Promote solidary and inter-institutional national, regional and international research networks, that address regional problems and potentialities.

7.1.3 Identify common priority problems of the region, and promote lines of research and technological development that contribute to their solution.

7.1.4 Establish policies to preserve the region and to favor the return of highly qualified human talent.

7.1.5 Promote policies for fast and free certification of undergraduate and graduate degrees.



7.1.6 Form a database that links Latin American researchers, for both project processing and evaluation.

7.1.7 Strengthen the institutions and regional instances of science, technology and innovation.

7.1.8 Promote the establishment of a regional agency for the integration of science, technology and the arts in Latin America and the Caribbean, while articulating and strengthening existing institutions.

7.1.9 Promote joint research and doctoral and masters programmes as well as technical and technological training with a view to articulating a network of regional higher education institutions.

OBJECTIVE N° 8

Develop scientific, technological and artistic skills, scientific vocation, a culture of innovation and love for knowledge among children and young people in the region.

Goal 8.1

By 2028, at least triple the number of researchers per inhabitants, paying attention to gender equity.

Indicative strategies

8.1.1 Promote interest and vocation for science and knowledge from early childhood, from a perspective that guarantees gender equality and eradicates all forms of discrimination.

8.1.2 Promote incentive policies for scientific and technological start-ups.

8.1.3 Develop and implement active methods of teaching and learning science at all levels, promoting the integration of science and the humanities.

8.1.4 Develop strategies to improve the scientific and artistic abilities of students at all levels, respecting the criteria of equality and inclusion.

8.1.5 Create programs and public spaces for playful learning and enjoyment of science and arts.



OBJECTIVE N° 9

Guarantee gender and ethno-racial equality of peoples and nationalities, and of people with different abilities, at all stages of life, in accessing both scientific, technological and innovative systems, and in participating effectively in knowledge generation, avoiding all types of discrimination.

Goal 9.1

By 2028, design and implement local, national and regional regulations that incorporate ethno-racial equality of peoples and nationalities, and of people with different abilities, at all stages of life, in accessing both scientific, technological and innovative systems, and in participating effectively in knowledge generation.

Indicative strategies

9.1.1 Guarantee gender, ethno-racial and equality for all in higher education institutions, by adopting a culture of equality and the eradication of all types of material and epistemic violence.

9.1.2 Incorporate the gender perspective and non-sexist training as crosscutting elements in the development of knowledge, science, technology and innovation.

9.1.3 Promote public policies, including affirmative action, that guarantee gender equality at all levels of the academic career of the research faculty and in all fields of knowledge.

9.1.4 Promote public policies, including affirmative action, to guarantee equitable access of ethno-racial groups, peoples and nationalities at all levels of the academic career of the research faculty and in all fields of knowledge.

9.1.5 Guarantee maternity and paternity leave, and special terms for students and faculty researchers and investigators, taking into account their life cycles and the responsibility of caring for dependents, whether or not they are under their responsibility.

9.1.6 Implement a research agenda that considers issues related to gender, as well as the development of methodologies and epistemologies that guarantee equality.

9.1.7 Develop ethno-racial studies and research lines.

9.1.8 Encourage epistemological freedom in the science, technology and innovation system.



OBJECTIVE N° 10

Strengthen training processes at the graduate level aimed at scientific and technological research in the region, with a focus on social relevance.

Goal 10.1

By 2028, quadruple the offer of postgraduate courses in scientific and technological research, humanities and arts in the region.

Indicative strategies

10.1.1 Promote specialization programs and master's degrees in research, doctorates and post-doctorates.

10.1.2 Encourage free postgraduate training.

10.1.3 Expand the postgraduate scholarship programs, with quality standards and particular emphasis in the region in order to democratize access to this educational level.

10.1.4 Expand the development of postgraduate courses and access to them by taking advantage of information and communication technologies, with quality and relevance.

OBJECTIVE N° 11

Recover the public and common sense of knowledge and technologies for the well-being of Latin American and Caribbean citizenship using the intellectual property system in a strategic manner.

Goal 11.1

By 2028, make HEIs open internet access spaces, open and free of cost.

Indicative strategies

11.1.1 Guarantee that human and collective rights have supremacy over intellectual property mechanisms, recognizing the instrumental value of this.

11.1.2 Define a sovereign national and regional position of the States in matters of intellectual property, as an exception to the public domain, to guarantee fundamental rights.



11.1.3 Urge States to use international flexibilities in favor of higher education, science, technology and innovation that allow, among other things, unauthorized uses of works, patents and plant varieties for the purposes of teaching, research, assimilation, disaggregation and technological development.

11.1.4 Take advantage of the industrial property regime as one of the existing incentives to promote scientific and technological development, give value to the productive apparatus and guarantee fundamental rights.

11.1.5 Promote the strategic management of knowledge protected by industrial property modalities, in order to promote assimilation and technological learning.

11.1.6 Promote the exchange of knowledge and access to patented information among the higher education institutions of the region.

11.1.7 Promote transparency in the system and patent documents, access to existing databases, and improve the quality of information available, for assimilation and technological learning.

11.1.8 Promote the use of technologies that are in the public domain.

11.1.9 Encourage the establishment of mechanisms that allow for the expansion of the public domain.

11.1.10 Take advantage of the copyright regime as a stimulus for creativity, collaboration and balance of rights between the production and dissemination of cultures.

11.1.11 Guarantee the right of farmers to use, conserve and freely exchange seeds, tissue and genetic material.

11.1.12 Ensure that the rights of breeders do not affect food sovereignty or the environment, and that they do not contribute to reinforcing asymmetries in the ownership of land.

11.1.13 Promote the establishment of regional strategies for the protection of biodiversity and ancestral and traditional knowledge.

11.1.14 Train human talent in intellectual property with a coherent approach to human rights, with the principle of knowledge as public, common and social goods, for the benefit of the region.



For governments

- Promote the social appropriation of science, technologies and knowledge.
- Establish incentives and explore new modalities for the promotion of open knowledge and free technologies.
- Ensure access to the internet as a fundamental right.
- Encourage the development of technologies and the circulation of information without violating the individual right of human beings to privacy.
- Disseminate knowledge in the public domain.
- Ensure democratic public participation in the definition of scientific and technological development priorities.
- Ensure access to open knowledge and cultural assets through means such as libraries, archives and open digital repositories.
- Establish regional alliances and exchange networks to guarantee fair access to knowledge, including those published by private publishing companies.
- Implement mechanisms that encourage the collection, systematization, storage, processing, socialization and use of data and information are made for collective purposes and allow the reduction of global asymmetries.
- Promote the active and effective participation of universities and higher education institutions in debates and in advising States on public policy matters.
- Increase investment in R & D to at least 1.5% of GDP in the next 10 years.
- Recognize the importance of funding priority areas of applied research and technological development, without detriment to the promotion of basic science.
- Promote the construction of the necessary infrastructure to guarantee scientific and technological research and optimize shared laboratories, at national and supranational levels.

For HEIs

- Encourage the active intervention of universities and other institutions of higher education in the development of informed, enlightening and critically informed discussions in the participatory and democratic public sphere of our countries.
- Promote the fact that universities and other institutions of higher education are effective generators of knowledge.



- Ensure ethical and responsible research as a transversal axis in all levels of education.
- Develop a policy of training researchers with ethical and responsible criteria prepared to promote the articulation between research, teaching and links with society.
- Guarantee the dedicated time and the necessary resources for teachers to carry out research, teaching and social relations in higher education institutions in decent conditions.
- Promote the articulation of the public sectors (state and non-state), private and community / associative, in research and scientific, technological and artistic creation with a social function
- Promote research focused on the conservation and sustainable use of our bio-cultural patrimony.
- Actively stimulate the close link between the fields of scientific and technological research and the realities and problems of social life (productive, ecological, educational and cultural), in order to promote innovative and feasible solutions through the development of research lines oriented towards priorities linked to the SDGs.
- Consider an agenda oriented to generate mechanisms for the application of the research results of universities, research centers and state bodies for research, so that their application and socialization of results allow to influence the improvement of the living conditions of the immediate communities and the influence areas of the universities, in aspects such as the adequacy of the educational processes of rural and semi-rural institutions in basic and secondary education, marketing and logistics of agricultural products, community organization in supportive economics, etc.

For International Organizations

- Deploy national, regional and international actions against the bio- piracy of national and regional genetic resources, applying homologous regional criteria.
- Promote institutionalized spaces of regional articulation for the development of science, technology and innovation.

ONE HUNDRED YEARS AFTER THE REFORM OF CÓRDOBA. TOWARDS A NEW MANIFESTO FOR LATIN AMERICAN HIGHER EDUCATION

In order to give continuity to the spirit and principles of the 1918 Reform, the agreements reached to date were reaffirmed: Declarations of the Meeting of Havana, Cuba of 1996, of the Regional Conference of Higher Education of Latin America and the Caribbean of 2008 and of the World Conference of Higher Education in 1998. Higher education is a public and social good, a human right and a duty of the State. Knowledge must be considered a social public good. The State must regulate the higher education system and must prohibit for profit higher education institutions.

The current political situation in the region, which in some countries is reflected in the persecution of university authorities, in violence against students, in economic adjustments and in the violation of university autonomy, represents a historical setback. These violations must be emphatically condemned.

Higher education institutions in Latin America and the Caribbean must defend political and social rights and critically consider their insertion in the neoliberal development model. In this way, they will be able to contribute responsibly and with social commitment, to new proposals that recreate the traditions of autonomy, social transformation, anti-authoritarianism, democracy, academic freedom and, fundamentally, policies based on knowledge and reason.

It highlights the social commitment to equality, full democracy, economic development, creation and access to culture and art, and the defense of human rights. This commitment implies that higher education is part of society and is democratized in all aspects.

Autonomy is an essential condition for institutions to exercise a critical and proactive role in society. This is based on the rights of access to decision-making, representation and full democratic participation expressed in co-government, as well as transparency and accountability.

It is essential to achieve full gender equity, eradicate harassment and other forms of gender violence, as well as establish affirmative programs and policies to increase the presence of academics in postgraduate and university management areas.



We propose to guarantee universal coverage for all young people between 18 and 23 years old. Access procedures should be reviewed and affirmative action policies based on gender, ethnicity, class and disability should be established to expand social inclusion.

Public higher education must be free, and to be complete, must be accompanied by scholarship facilities for low-income students from marginalized populations.

OBJECTIVES, GOALS AND INDICATIVE STRATEGIES

OBJECTIVE N° 1

Move towards universal coverage in higher education.

Goal 1.1

Establish support policies for the previous educational levels, in order to guarantee that all young people between 18 and 23 years old are able to access higher education, if they wish.

Indicative strategy

1.1.1. It requires a vigorous policy of expansion of the public proposal of free higher education, increases of quotas in existing institutions and creation of new universities and campuses, which guarantee an equal education for the entire population.

1.1.2. In-depth review of the procedures for accessing the system, establishing a new generation of positive action policies -based on gender, ethnicity, class and different capacities- to expand social inclusion and diversity in the policies of income, permanence, graduation and certification.

1.1.3. Review and reformulation of the criteria and requirements for transit in the system, options for the accreditation of subjects and for obtaining professional degrees and certificates, as well as mechanisms that facilitate student mobility (between careers, institutions and countries) and flexibility (time of dedication, choice of academic load and deadlines for the completion of studies) for the fulfillment of curricular programs.



OBJECTIVE N° 2

Public higher education in Latin America must be free and a duty of the State having this as a non-delegable responsibility, guaranteeing the entry and permanence of students in higher education.

Goal 2.1

The governments of Latin America and the Caribbean must guarantee as a state policy the adequate financing of public higher education institutions.

Indicative strategies

Promote solid systems of student assistance for students of limited economic resources and from traditionally marginalized populations.

OBJECTIVE N° 3

Incorporate the training of workers of HEIs as a strategic axis of high impact in the education systems and institutions to meet the challenges presented by the formation of citizens in the 21st century.

Goal 3.1

By 2018, implement joint actions with governments, trade unions, professional associations and HEIs to promote the initial and ongoing training of workers in HEIs.

Indicative strategies

Create appropriate institutional conditions for the permanent training of workers of HEIs, guaranteeing adequate salaries according to the agreements that have been established.

OBJECTIVE N° 4

States must regulate and demand public, community or private institutions equally. All of them, within the framework of their own purposes, their institutional missions and their different modalities, will carry out their action by understanding higher education as a public good and a human right.

Goal 4.1

By 2020, all countries must have established mechanisms to assess the quality of higher education.

Indicative strategies

Public and private institutions must submit to the same quality assurance mechanisms in each country according to each modality, with the same criteria and standards for evaluation and accreditation of institutions.



Goal 4.2

Avoid the interference of transnational financing funds in the quality of training and in the production of knowledge in favor of full national and regional social and economic development.

Indicative strategy

Guarantee restriction of participation of foreign capital in universities and the sale of shares of educational institutions in the stock market.

Goal 4.3

Control the indiscriminate use of the term "University" by duly accredited institutions to avoid the offer of low quality that is found in some countries of the region.

Indicative strategy

Promote the creation of regulatory frameworks that characterize what is university, university center or institute and faculty.

OBJECTIVE N° 5

Contribute to development through the creation and application of scientific and technological knowledge.

Goal 5.1

Overcome the condition of exporting countries of raw materials with reduced added value and value-added importers materialized in products or knowledge.

Indicative strategy

Promote actions from areas of public policy formulation and university autonomies in the region, in order to link local productive life with the ability to create advanced scientific knowledge.

OBJECTIVE N° 6

Promote and strengthen the Latin American and Caribbean Higher Education Area - ENLACES, as a representative space for higher education in LAC.

Goal 6.1

By 2020 consolidate the governance scheme of the Latin American and Caribbean Higher Education Area, ENLACES.

Indicative strategy

6.1.1 Encourage and guarantee the necessary commitment, and the active participation of universities through the National Councils and Associations of Rectors, University Networks and University Units.



6.1.2 Promote responses and proposals for the convergence of successful quality assessment processes and accreditation in the region.

6.1.3 Promote mobility and regional cooperation by proposing policies based on the diversity of responses in the process of internationalization of higher education.

OBJECTIVE N° 7

Promote the university as a central actor in the 2030 Agenda for sustainable development.

Goal 7.1

LAC Hells and their stakeholders must collaborate so that conditions can be generated for a new social contract based on the SDGs.

Indicative strategies

7.1.1. Examine their relationship with the State and local and national actors in terms of sustainable development and propose the policy of regional and international cooperation in accordance with the SDGs.

7.1.2. Create central units of international relations and cooperation to enable the articulation of the different areas and levels.

OBJECTIVE N° 8

Promote the university as a central actor in the 2030 Agenda for sustainable development.

Goal 8.1

By 2028, encourage the creation of 10 permanent studies and prospective programs of higher education in LAC, with the participation of all the orders and workers that make up the University community.

Indicative strategies

Encourage debates in HEIs on the need to create syllabuses of higher education studies and prospects.



RECOMMENDATIONS

For governments

- Increase an adequate and fair budget that guarantees the effective functioning of a permanent training program for Workers in HEIs.
- Establish as a priority the social recognition of the profession of workers of HEIs, establishing training mechanisms and a salary system that prioritizes the responsibility they fulfill.

For HEIs

- Establish Training and Update Programs in Management and Administration at Higher Education Institutions.
- Create a network of higher education institutions with training programs for non-teaching (technical-administrative) workers to share experiences and strengthen institutional, local and regional management and administration processes.



TEACHER TRAINING

Teacher training and capacity-building is a socio-political ideal that has been part of the global history of pedagogical ideas. States, governments, institutions and scholars have defined positions, approaches, intentions and reflections to include in education the ethical values required to form good citizens. This concept responds to the goal of social effectiveness in the context of human development. As a consequence, its socio-political culture becomes one and its interpretation is crucial in understanding the relevance of teacher education as a State policy in Latin America and the Caribbean.

In this sense, the Education 2030 Agenda, with its agreements, definitions and strategies, covers educational performance in the world, within the framework of sustainable development. According to this definition, teacher training plays a strategic role in social development. The issue itself is an important commitment because of its high significance to society. We cannot speak about social development without linking teacher upgrading to their role of citizens.

Teacher training and capacity -building as a research topic and a policy are related to the obligation of complying with international and national conceptual frameworks in order to be assertive in their formulation and relevant for maximum social effectiveness. In this case, transformation and learning are considered key concepts for the development of each of the processes. At the intersection of these concepts, teachers become key actors to efficiently orient the Sustainable Development Goals, which are to be achieved in the coming years in a dynamic world with accelerated transformations.

CRES 2018 and its 7 Thematic Areas recognize in Objective 4 of the SDGs, that teacher training is a strategic and high impact axis in education systems and institutions, particularly in higher education. The conclusions on the subject ratify the dignity of teaching and the revaluing of the profession as an objective to be achieved in the years to come. We must articulate regional efforts to train teachers with a clear vision of their profession, of the responsibility that accompanies it and the social leadership they exercise for the construction of civic values. In this regard, UNESCO contributes to strengthening the role of teachers as **key players in educational change**. For this reason, the educational policies of countries in the region should seek conditions for their integral development, from initial training to professional service in different work environments where they are properly hired, well trained, professionally trained, motivated and supported by resourced systems that are efficient and well governed.

These premises gave rise to this axis and led to the formulation of the following objectives, goals, indicative strategies, recommendations and indicators.



OBJECTIVES, GOALS AND INDICATIVE STRATEGIES

OBJECTIVE N° 1

Ensure that teacher education is considered by States as a strategic axis of the SDGs.

Goal 1.1

By 2025, to get member states to formulate public policies on teacher education as a strategic axis of the SDGs, in consideration of their social role for the development of the peoples.

Indicative strategy

Generate dialogue forums in the member states to discuss elements of public policies that consolidate the social revaluation and dignification of the teaching profession in Latin America and the Caribbean.

Goal 1.2

By 2028, carry out coordination efforts between teacher training HEIs and States to strengthen initial and continuing teacher training programs, in order to guarantee innovative training proposals that prepare, motivate and empower teachers and managers of all educational levels for the challenges and opportunities presented for teaching in the 21st century, in response to the SDGs.

Indicative strategies

1.2.1 Give special attention in dialogue tables, forums, congresses on the revaluation and dignification of the teaching profession in the social environment of the countries of the region.

1.2.2 Conduct regional events on Teacher Education and its social function

Goal 1.3

By 2030, articulate public policies and institutional policies on social revaluation and dignifying the teaching profession.

Indicative strategy

Develop international cooperation programs for teacher training in developing countries, especially in those least developed countries and small island developing States.



Goal 1.4

By 2025, implement joint actions of governments, trade unions, professional associations and HEIs to promote the continuous training of teachers for an adequate recognition and promotion of the teaching career and the development of decent working conditions.

Indicative strategies

1.4.1 Consolidate in the HEIs of Latin America and the Caribbean the development of programs and projects in accordance with the UN Sustainable Development Goal # 4.

1.4.2 Foster appropriate institutional conditions for continuous training and mechanisms for recognition and promotion of the teaching career, with adequate working and salary conditions, at all levels of the education system.

1.4.3 Promote periodic meetings and studies of monitoring and evaluation of the progress of the actions carried out in accordance with the UN Sustainable Development Goal 4.

Goal 1.5

By 2028, implement joint actions with governments, trade unions, professional associations and HEIs to promote the continuous training of workers of the administration and management of HEIs.

Indicative strategy

Foster appropriate institutional conditions for the continuous training of the technical-administrative workers of HEIs, guaranteeing working conditions and adequate salaries in accordance with the agreements that have been established.

OBJECTIVE N° 2

Ensure in the HEIs a system of Teacher Training that complies with the social function assigned as promoter of citizen transformation and guarantor of the moral and ethical integration of citizens.

Goal 2.1

By 2028, promote in all the HEIs with teacher training programs, processes of curriculum transformation that incorporate ethics as a transversal axis throughout their academic development.

Indicative strategies

Assume quality and ethics in curricular designs for a vision of social transformation of higher education.



OBJECTIVE N° 3

Strengthen the training of qualified teachers in HEIs in Latin America and the Caribbean.

Goal 3.1

By 2028, at least 50% of HEIs to administer training programs for their teachers to ensure the quality of academic processes.

Indicative strategy

Develop ongoing training programs for their teachers in HEIs and ensure coherence in their administration, through alliances and inter-institutional cooperation actions.

OBJECTIVE N° 4

Promote a greater commitment to the professionalization and training of all teachers, academic innovation and pedagogical research to favor the transformation of the educational system with a humanistic, critical, supportive and inclusive vision.

Goal 4.1

By 2028, 70% of the teachers in the education system will be included in continuous and post-graduate training, in face-to-face or virtual mode, to work in complex contexts.

Indicative strategies

4.1.1 Design joint pedagogical and disciplinary training programs for teachers in the education system, incorporating the use of distance learning for professionals working in centers that are far from HEIs.

4.1.2 Design postgraduate pedagogical training programs in higher education teaching in HEIs to work with new teaching / learning models, in complex educational spaces, with heterogeneous groups or with people of diverse cultural and social origins.

4.1.3 Design joint projects requiring interdisciplinary, multidisciplinary and transdisciplinary research, identifying fundamental problems in the pedagogical and socio-educational areas for disciplinary, curricular and institutional innovation, from a critical and proactive approach.



OBJECTIVE N° 5

Promote training programs and updating of teaching using a crosscutting approach paying attention to gender identity, cultural diversity and inter-culturalism demanded by the 21st century.

Goal 5.1

By 2028, encourage HEIs to formulate institutional policies for initial and continuing teacher training incorporating cross-cutting gender identity, cultural diversity and inter-culturalism.

Indicative strategies

5.1.1 Review of institutional regulations that guarantee attention to gender identity, cultural diversity and inter-culturalism in order to support inclusive educational practices.

5.1.2 Incorporate content, knowledge, worldviews, modes of knowledge production and ways of learning of indigenous peoples into the curricula of training and updating of teaching, from a crosscutting perspective, in HEIs in Latin America and the Caribbean.

OBJECTIVE N° 6

Achieve the recognition by States and HEIs of the importance of the effective performance of teachers at all levels.

Goal 6.1

By 2028, ensure that teachers and educators are empowered, suitably hired, well trained, professionally trained, motivated by systems with efficient resources and well governed.

Indicative strategy

Design the system of merits for the exercise of the teaching profession.

Goal 6.2

By 2028, propose to HEIs with Teacher Training programs a system of social recognition that honors the value of the teaching profession with socio-economic guarantees that dignify professional practice.

Indicative strategy

Ensure that teachers are guaranteed training to become competent for effective professional performance and as researchers in their capacity as leaders guiding social changes.



For governments

- Redefine the policies, strategies, guidelines and indicators for the training, performance and evaluation of teachers, taking into account the international dimension.
- Promote the international accreditation of teacher training programs.
- Strengthen teacher training systems through the enactment of laws, decrees and resolutions that empower it as a public policy that favors the consolidation of its academic processes and gives legal security to its internal regulations.
- Increase, with the support of government bureaucratic organizations, an adequate and fair budget that guarantees the effective functioning of HEIs with teacher training programs.
- Achieve a real and effective link between national planning offices for higher education and HEIs for determining the criteria for teacher training policies.
- Recognize the social value of trainers as a mechanism for recognizing the dignity of the teaching profession through a system of salaries and salaries commensurate with the social responsibility they fulfill.
- Encourage the creation of public policies and pedagogical models that favor an education based on an ethnic perspective, that allow society in general a perspective of respect, inclusion and visibility of cultural diversity.
- Establish teacher training as an emergency to consider, given that the increase in coverage in higher education grows significantly in the region, without the teachers who are linked to meet the new demands and have received the necessary teacher training. It is linked to the academic exercise as their professional way of life and not as an appendix of their professional work.

For HEIs

- HEIs must establish programs for training and updating university teaching practice which includes knowledge and the importance of and attention to interculturalism as a cross-cutting nucleus of cultural diversity.
- Continue the necessary curricular transformations that incorporate teacher training into the processes of change required by the training of a teacher with critical, rational and creative capacity, as well as the thematic areas of UN SDG 4.
- Develop articulated actions that allow a fluid and constant communication that strengthens the exchange of significant experiences in teacher training.

- HEIs should reinforce the presence of ethics and morality in their curricular designs as crosscutting axes favoring the reinforcement of values with future teachers in the teaching-learning process.
- Promote bilingual intercultural education programs that address teacher training.
- Develop the teaching qualification in distance and virtual education as a formative continuum, where there is a place for pedagogy and for discipline; This process should enable qualification throughout life, in continuing education and at the post-graduation level, even reaching the doctorate and postdoctoral level.
- Training teachers for inclusive teaching is a requirement that must be assumed immediately by Higher Education Institutions.

For International Organizations

- Redefine the profile of the teacher needed by the region in the era of globalization and, consequently, transform their training, taking into account the international and intercultural perspective that the present demands.
- Strengthen the pedagogical training of Higher Education teachers in pursuit of inclusion processes in degree programs (entrance, permanence and graduation of students).
- Continue reinforcing the teacher training system as a strategic axis in the curricula to promote the ethical and moral integration of future teachers.
- Motivate the creation of teacher training programs in HEIs as strategic axes in the objectives of sustainable development.
- Create a network of higher education institutions with Teacher Training Programs to exchange experiences and strengthen their academic processes.
- Convene international events that guide pedagogical strategies that allow HEIs to adapt their programs to the changes and transformations of the current world.



