



Oficina Regional de Educación  
para América Latina y el Caribe  
UNESCO Santiago

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**Buenos Aires recommendations**  
**II Meeting of the Intergovernmental Regional Committee**  
**of the Regional Education Project**  
**for Latin America and the Caribbean**  
**PRELAC**

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2007

## RECOMMENDATIONS

Recognizing that education is a public good and key to a better and more just world for all, the Second Intergovernmental Meeting of the Regional Education Project for Latin America and the Caribbean (PRELAC II), held in the city of Buenos Aires on March 29 and 30, agrees to the following recommendations to serve as criteria and lines of action for national policy-making and international cooperation:

### *I. The right to life-long learning*

It is necessary to have education systems that are pertinent and flexible and allow for various and interrelated modalities and trajectories, in order to meet the different needs of people and their particular contexts, and to ensure a life-long quality education that promotes development of human beings' multiple intelligences. The Meeting thus recommends:

1. Emphasizing equity policies to ensure the universality of primary education and generate the required conditions to ensure basic learning achievements appropriate to this educational level.
2. Extending and diversifying coverage of early childhood care and education programmes, prioritizing those living in situations of exclusion or at risk of so being, through the establishment of intersectoral coordination strategies and strengthening the education of parents so that they can participate in the education of their children.
3. Extending access to and completion of secondary schooling and improving its quality by preparing students for the full exercise of citizenship, participation in active public life and/or to pursue studies at the technical, professional or university level; various modalities must be promoted and a balanced and diversified curriculum must be offered, in order to meet students' different interests and abilities.
4. Strengthening and renewing technical and professional education, offering more flexible structures, establishing channels to allow for fluid transition among different modalities, and integrating new areas of competence to prevent fragmentation of fields of study.
5. Expanding educational opportunities for young people and adults through development of literacy programs that are connected with basic education and work,

and increasing as well as improving opportunities to complete primary and secondary studies. It is likewise necessary to establish competency certification systems so that young people and adults can provide proof of the knowledge and skills they have acquired through work experience.

6. Promoting the inclusion of contents and competency development provisions in the curricula of all educational levels and modalities that contribute to:
  - The formation of ethical and responsible citizens, committed to the construction of a sustainable future;
  - Sex education including HIV and AIDS prevention;
  - The development of healthy life styles and the prevention of addiction;
  - The development of a scientific and technological culture;
  - Education in the Arts;
  - Environmental education and education for sustainable development.

## ***II. The role of the State as guarantor and regulator of the right to a quality education for all***

The State has the responsibility, which cannot be delegated, of ensuring a quality education for all its citizens. The Meeting thus recommends:

7. Providing educational services that allow for full access, continuation of studies, and learning achievement for all -especially for those living in situations of vulnerability - by strengthening the quality of public education, given the role it plays in reducing inequalities and fostering social cohesion.
8. Defining basic quality criteria for all schools, both public and private, and creating the conditions required to ensure that students achieve equivalent learning results, regardless of their socioeconomic, ethnic and cultural backgrounds or the school's characteristics and context. It is likewise necessary to develop support mechanisms and comprehensive education quality assessment systems.
9. Establishing regulatory frameworks and extending guarantory provisions so as to avoid all forms of discrimination in education.

## ***III. Educational approaches for diversity, inclusion and social cohesion***

Offering a quality education, without discrimination, implies adopting an approach which addresses diversity of identities, needs and abilities, and allows universal educational access, completion of studies, and learning achievement by all. Additionally, special attention must be given to those living in situations of exclusion or at risk of so being. Accordingly, the Meeting recommends the following:

10. Promoting mechanisms to build consensus among different governmental and civil society sectors in order to foster debate on and monitoring of educational policies and to face the causes of inequality within and outside of education systems. This is to be accomplished through the provision of additional and differentiated resources to students living in situations of educational or social exclusion or at risk of so being, so that they have an equal condition to benefit from educational opportunities
11. Adopting educational measures to meet diversity needs, including: intercultural education for all, education with a gender-based approach, diversification of the educational offering, curriculum adaptation, textbooks that are free from all stereotypical statements or images, extension of the school day, and flexible school calendars according to geographical areas and student needs.
12. Designing initiatives that ensure, under equal conditions, the right to a quality education for specific groups:
  - Promote intercultural and bilingual education at all levels for indigenous populations.
  - Prioritize quality improvement of one-teacher and multigrade schools in rural areas, by connecting them to local development processes, defining teacher support strategies and promoting networking among schools.
  - Increase access to and improve the quality of education for children with special education needs, by strengthening inclusive school processes and progressively transforming special education centres into resource centres for the community and the education system.
13. Providing for interdisciplinary support of teachers so that they might identify and attend to learning difficulties in a timely manner.
14. Increasing student access to information and communication technologies, in order to improve learning and reduce the digital gap.
15. Fostering measures to achieve a favourable school environment to promote integration, mutual respect and conflict resolution, through dialogue among different educational actors.

#### **IV. Increased financial investment and more equitable resource distribution to ensure a quality education for all**

In addition to making financial resources available, it is necessary to ensure that allocation and management of these resources are consistent with a rights-based approach. The Meeting thus recommends:

16. Reaching a fiscal covenant or agreement for education that permits the increase of fiscal incomes in order to give real support to absolute and relative increases in the

assignment of public funds allocated to the education sector. Additionally, transformations in legislative and regulatory areas should be promoted in order to optimize human and material resource management.

17. Mobilizing other means of financing, such as those made available through the private sector, international cooperation or debt-for-education swaps, and equitably distributing resources by revising public allocation patterns, in order that equity constitutes the core of financial policy design. This requires that resources be allocated considering the differing needs of individuals and their respective contexts, and through determination of the varying costs involved in offering a quality education for all.
18. Promoting intersectoral coordination with other social policy areas in order to allocate resources for education.
19. Making advancements in reduction of the direct costs of compulsory public education, as well as those resulting from transportation and nutritional or material support, which families are obliged to pay and which can limit access to education and continuation of studies.

## **V. Teachers and students' right to learn**

It is urgent to design comprehensive and integrated public policies, with continuous and long-term projections, which promote teachers' personal and professional development. These policies should also be designed to strengthen teachers' participation in educational change and responsibility for the learning results of their students. To achieve this, the Meeting thus recommends:

20. Positioning teachers' issues as a priority item in countries' public policy agendas, and generating alliances among various sectors to allow for the creation of working conditions for adequate teacher performance, their well-being and recuperation of the profession's prestige.
21. Institutionalizing spaces and mechanisms that allow for teacher participation in the design and development of education policies, curricula, and school management.
22. Promoting initial and ongoing teacher education that responds to the demands of the XXI century and develops teachers who have the necessary competencies to work with diverse populations and in different contexts, while coordinating initial training and support strategies for new teachers.
23. Strengthening the career of teachers' paths by orienting them towards professional development and performance improvement in order to attract and retain the best professionals.

24. Developing and improving transparent and objective systems of teacher performance evaluation taking into consideration the evaluation of the schools where they work in order to contribute to the professional development of teachers.
25. Reinforcing processes which form and support teacher educators and school-management teams in order to generate pedagogical and institutional changes in schools and educational centres.
26. Promoting policies regarding teachers' salaries and work conditions which permit teachers to exclusively dedicate themselves to teaching - preferably in one school only -, thus contributing to converting teaching into an attractive profession.

## **VI. Regional integration**

It is important to advance the development and exchange of pedagogical knowledge among the countries of the region in order to strengthen integration processes through education. For this reason, the Meeting thus recommends:

27. Promoting the development and dissemination of pedagogical theories and frameworks which explain specific educational phenomena occurring in the region of Latin America and the Caribbean.
28. Promoting the exchange of information and experiences by encouraging opportunities to foster cooperation based on solidarity among the various countries and sub-regions.

## **VII. International cooperation**

It is necessary to continue improving international cooperation processes aimed toward human development and strengthening national and sub-regional capacities, using mechanisms and strategies that favour horizontal and complementary cooperation among the various cooperation agencies. The Meeting thus asks that UNESCO:

29. Actualize the EFA/PRELAC support model to strengthen educational development through the established regional networks and by obtaining relevant information that can be used to inform decision-making in educational policies and practices.
30. Generate and disseminate information and knowledge about different issues related to the five strategic focuses of PRELAC that guide processes of educational change and allow for positioning of other fundamental issues, along with producing regular reports about the region's educational situation, which consider the dimensions of a quality education from a rights-based approach.

31. Contribute to strengthening the political and technical capacities of the countries in order to advance in the development of education policies and practices that ensure a quality education for all and sustainable educational changes.
32. Define UNESCO's cooperation strategy for the countries of the region by addressing their needs and priorities, reinforcing coordination with different national entities such as ministries of education, national committees, the EFA fora and network focal points, and by coordinating with other cooperation agencies.
33. Foster and facilitate "South-South" cooperation both among countries of the region and with other regions of the world so that best practices are extended, with the adaptations required, through technical assistance, the transference of technology and other available resources.