**PREPARATORY MEETING FOR THE** OEA/Ser.K/V

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ANNEX II

DRAFT INTER-AMERICAN EDUCATION AGENDA

Conceptual frameworkd for the three priority areas

(Prepared by the Chairs of the Working Groups

**Introduction**

This conceptual framework is a support document for the Inter-American Education Agenda that compiles the main concepts, definitions, and regional and global scope documents, which imply commitments in the three priority areas: Quality, Inclusive and Equitable Education; Teacher Training and Professional Development, and Comprehensive Early Childhood Care.

The first draft of this conceptual framework, which included concepts relative to Quality, Inclusive and Equitable Education, was developed by the Ministry of Public Education of Costa Rica[[1]](#footnote-1), as Chair of Working Group 1, supported by the Vice Chairs Chile and Mexico, per request of the delegations during the VII Regular CIE Meeting, which took place in April, 2016 in Washington DC. Consequently, the CIE Chair and Leaders of the Working Groups, decided to broaden this conceptual framework to include concepts relative to the three priority areas. The final compilation effort was once again led by the Ministry of Education of Costa Rica with input from the Ministries of Education of Bolivia and the Dominican Republic, as Chairs of Working Groups 2 and 3.

**Definition of the concepts of**

**Quality, Inclusive, and Equitable Education; Teacher Training and Professional Development, and Comprehensive Early Childhood Care**

1. **Quality Concept**

Quality is a referential framework for establishing educational goals that fosters human training for citizens’ lives in knowledge, skills, competencies, attitudes and values that are necessary for successfully facing and taking advantage of opportunities of the XXI century to the maximum (Central American Policy 2013-2012, CECC-SICA). This seeks to establish the student as a starting point and goal of educational action. From this perspective, human rights, inclusion and equity is the basis for the approach of quality for lifelong education.

Quality implies a contextualized and expanded vision of education and learning that recognizes and values multicultural and multilingual diversity, as well as the processes of national development oriented towards sustainable development. Five aspects define quality in education: equity, relevance, pertinence, efficiency and effectiveness (Declaration of Lima 2015-2030).

**Components:**

1. **Learning processes** (programmatic)

* Ensure learning environments that are decent, safe, healthy, gender sensitive, inclusive and conducive to learning, respecting the cultural diversity (Declaration of Lima 2015-2030).
* Develop creativity, investigative and critical thinking and the ability to use the knowledge for resolving problems and new situations (2013-2012 Central American Policy, CECC-SICA), in the complexity of the 21st century.
* Promote citizen and human training to generate conditions for the development of identity, healthy living and the responsible exercise of freedom, respecting dignity and human rights (Central American Policy 2013-2012, CECC-SICA).
* Redirect education and learning towards the acquisition of knowledge, skills, values and attitudes to contribute to sustainable development (Global Action for Education for Sustainable Development Program, 2014, Incheon Declaration, 2015).
* Establish a better relationship of education with the civil society and the production sector to define the relationship between education, work and prosperity within an action plan in which competitiveness is important (meeting minutes, May 2016).

1. **Education Agents as mediators** *(training approach)*

* Through continuous professional development, teachers, supervisors and principals must be strengthened as key leaders for quality (qualified, trained, motivated and supported) quality (Declaration of Lima 2015-2030), so:
  + They can act as mediators of the learning processes, knowledgeable of the educational principles (Central American Policy 2013-2012, CECC-SICA).
  + They can strengthen skills and competencies in each student, in education for life (personal and professional development and its connection to work). This involves people that are more creative, innovative, critical, and able to establish effective and assertive communication. (Declaration of Lima 2015-2030).
  + They can empower students as protagonists of their own educational process, training them to make informed decisions that allow them to participate more actively and constructively in political and social discussions, locally, nationally and internationally (Sustainable Development Goals, 2015; Incheon Declaration, 2015).
  + They become learning facilitators for supporting Education for Sustainable Development (Global Action for Education for Sustainable Development Program, 2014).

1. **Educational environments** (pedagogical mediation)

* Strengthen flexible, dynamic, contextualized, participatory educational environments that incorporate and consider the diversity of the student population as an opportunity to generate enriching learning spaces.
* Expand the use of technologies, information, and communication (Declaration of Lima 2015-2030), with the goal of diversifying classroom dynamics and enriching the learning processes by positively taking advantage of a new scenario of access to knowledge and new patterns of interpersonal interaction.

1. **Assessment:** the continuous process that educational improvement must ensure, through feedback of educational processes and decision-making, both in the micro and macro environments. Assessment should become an analytical tool that strengthens education improvement in each country, within a regional context. In other words, it should answer to the aforementioned quality dimensions, and promote the application of methodologies sensitive to the comparison or comparative analysis between countries, specifying for each: levels, dimensions and specific educational services.

* Develop support systems and national assessment that considers five aspects of quality (equity, relevance, pertinence, efficiency and effectiveness) and generate solid evidence for the formulation of policies and the management of the educational system (Declaration of Lima 2015-2030), in all the educational levels and modalities.

1. **Inclusive Education Concept**

Inclusive education constitutes a universal human right to ensure the participation of all student diversity in the inequality of opportunities, whose curriculum is flexible and broad. Its purpose is the achievement of learning that is healthy, timely, contextualized, and significant throughout life through educational actions that eliminate or minimize the barriers that discrimination and exclusion generate. These actions will allow the comprehensive development of the students under quality conditions, strengthening the values and considering the diversity as an added value through policies that ensure sustainable development (Central American Educational and Cultural Coordination CECC/SICA; Objectives of Sustainable Development. Sustainable development starts with Education, UNESCO, July 2014, Goal 16, Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, Incheon, South Korea, 2015).

**Components:**

1. **Universal human right**

* Promote peaceful and inclusive societies for sustainable development, facilitating access to justice for all and creating effective, accountable, and inclusive institutions at all levels (Sustainable Development Goals. Sustainable development begins with education, UNESCO, July 2014, Goal 16).
* Strengthen the fundamental role of education in the promotion of human rights and tolerance of diversity.
* Strengthen inclusive, participatory and representative decision-making.
* Education is essential for the functioning of the justice system; for the exercise and the defense of human rights in everyday life for countries involved, to provide consistency and strength in formal education
* Education is a fundamental human right, the basis for the guarantee of the realization of other rights and is essential for prosperity and a peaceful, inclusive, equitable and sustainable growth in the region (Lima Declaration. Balances and challenges for the regional education agenda 2015-2030, UNESCO 2014).
* The humanistic conception of education and development based on human rights and dignity, social justice, inclusion, protection, cultural, linguistic, and ethnic diversity and responsibility and shared accountability (Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, Incheon, South Korea (May 20, 2015).

1. **Participation**

* Strengthen and expand the participation of the society in the educator action (Organization of Ibero-American States, Goals 2021, June 4, 2010).

1. **Respond to diversity**

* Respond to the diversity of the needs of all students, through the increase of their participation in learning and through the reduction of exclusion in and of education (Declaration of Lima. Balances and challenges for the regional education agenda 2015-2030, UNESCO 2014).

1. **Equity in learning opportunities**

* The referred inclusion to ensure a basic minimum standard for all (Central American Educational Policy 2013-2021, June 27, 2014).
* Ensure an inclusive, equitable and quality education, and promote learning opportunities throughout life for all (Sustainable Development Goals. Sustainable development begins with Education, UNESCO, July 2014, Goal 4).
* Reduce inequality and poverty through the supply of an inclusive quality education and learning throughout life for all, as well as to value the richness of the region’s cultural diversity (Declaration of Lima. Balances and challenges for the regional education agenda 2015-2030, UNESCO 2014).
* Develop more inclusive education systems, which offer better responses and have a greater capacity to adapt to the needs of children, youth and adults in these contexts (Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, Incheon, Korea South, May 20, 2015).
* An inclusive and equitable education for all learners in an environment free of discrimination and violence (International ministerial meeting on the answers from the education sector to violence due to sexual orientation or identity or expression of gender, Paris, France, UNESCO, May 18-19, 2016).

1. **Healthy, timely and contextualized Learning**

* Promote that education is provided in healthy learning environments that provide support and safety (Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, Incheon, South Korea, May 20, 2015).

1. **Lifelong Learning**

* Offer educational opportunities to all people throughout life (Organization of Ibero-American States, 2021 Goals, June 4, 2010).
* Ensure inclusive and equitable lifelong learning for all (Declaration of Lima. Balances and challenges for the regional education agenda 2015-2030, UNESCO 2014).
* Considerably increase the number of young people and adults that have the necessary skills, specifically technical and professional skills, for access to a job, decent work and entrepreneurship (Towards an inclusive and equitable quality education and learning throughout life for all, Goal 4, 2015).
* Promote learning opportunities throughout life for all (International ministerial meeting on the answers from the education sector to violence by reasons of sexual orientation and identity or expression of gender, Paris, France, UNESCO, May 18 -19, 2016).

1. **Comprehensive and sustainable development**

* Strengthen the education in values and active citizenship (I Meeting of Ministers of Education of CELAC, Havana Cuba, CELAC, February 7, 2013).
* Promote societies that are more inclusive. A vision and promotion of sustainable, solidarity, participatory, comprehensive and inclusive development. Promote growth, progress and social inclusion (Declaration of CELAC Summit II, Havana, Cuba, on January 28-29, 2014).
* Incorporate a balanced and integrated approach of the economic, social and environmental aspects of sustainable development (Forum on Education for Sustainable Development, UNESCO Nagoya, Japan, November 10-12, 2014).
* Design and implement transformative public policies, which ensure an inclusive education for all, by addressing the multiple forms of discrimination and situations (including emergencies), which prevent the fulfillment of the right to education (Framework for Global Action Towards an inclusive and equitable quality education and learning throughout life for all, 2015).

1. **Equity Concept**

Equity is established as an opportunity to ensure the right to education of all children, young people and adults. This has the goal of strengthening their aspirations through the close relationship between the values of equality and social justice, fundamental pillars for introducing an experience in which the balance is forged as the core of a relationship between people by ensuring the enjoyment of all human rights and fundamental freedoms. The governments will be the guardians and custodians of efficiency, equity, management, and sustainable financing for education *("United against racism, racial discrimination, xenophobia and the related forms of intolerance" Declaration, UN. 2011 and the Declaration of Lima UNESCO. 2014)*.

**Components:**

1. **Equality**

* Emphasis on the coexistence of equality of gender and interculturality, so that these elements are present in the interactions between participants *(Declaration of Lima. UNESCO, 2014)*.
* Ensure an inclusive, equitable and quality education to promote learning opportunities throughout life for all *(Sustainable Development Goals, UNESCO, 2014)*.
* Recognize the equality of gender as a human right in education and the commitment with the support of policies, planning and learning environments that respect the gender perspective *(Incheon, 2015)*.
* Ensure voluntary access for all men and women to technical, vocational, and higher quality training, including university education. Eliminate the gender disparities in education and ensure equal access to all levels of education and vocational training, including persons with disabilities, indigenous peoples and persons in situations of vulnerability *(Global Action Framework Towards equitable and inclusive quality education and learning throughout life for all (2015)*.
* Establish comprehensive policies to the appropriate level (national, subnational, schools) and facilitate access for learners, adapt information at different ages based on human rights, and specify on harmful gender stereotypes and issues related to non-compliant behaviors with the genre *(International ministerial meeting. UNESCO, 2016)*.

1. **Poverty eradication**

* Provide a guiding framework for education that supports the effort of the fight against poverty to the Central American region *("United against racism, racial discrimination, xenophobia and the related forms of intolerance" Declaration, UN. 2011*.
* Facilitate the connection between the political educational decisions with their corresponding mechanisms and application instruments (educational management with economic management, social cohesion and environmental awareness, interculturality and gender equity *(CECC/SICA, 2014)*.
* Propose access to education opportunities based on equity, flexibility and adaptability, since equity and inclusion in education are essential to achieve the best possible results of learning *(Sustainable Development Goals, UNESCO, 2014)*.
* Emphasize in overcoming the inequalities and establishing a more equitable distribution of wealth in pursuing the eradication of poverty and hunger *(CELAC. 2014)*.

1. **Eradication of discrimination, exclusion and racism**

* Adopt legislative measures and the establishment of specialized national mechanisms to combat racism, racial discrimination, xenophobia and related forms of intolerance.
* Urge the United Nations System, international and regional organizations, and all stakeholders, including the Congress, civil society and the private sector to fully commit them and to intensify their efforts in the fight against racism *("United against racism, racial discrimination, xenophobia and related forms of intolerance" Declaration, UN 2011)*.
* Propose that the inclusion and equity are the cornerstones of a transforming education agenda, which is committed to confront all the forms of exclusion, marginalization, disparities and inequalities in the access to participation and to the results achieved in learning. *(Incheon, 2015)*.
* Facilitate sustainable social and economic development for countries and communities. Ensure that the cities and human settlements are inclusive, safe, resilient and sustainable. *(Sustainable Development Goals, UNESCO, 2014)*.
* Address all the forms of exclusion and discrimination, disparity and inequalities, in the access and combination of education, and in the cycles of learning, processes and results and advance towards equity policies. People should be the center of a process of sustainable human development to live with dignity. In addition, value diversity and respect for the rights of all persons *(Second chance educational experiences. UNESCO, 2009)*.

1. **Priority areas**

* Work so that all young people can finish a full cycle of basic education, which includes quality preschool teaching; the acquisition of knowledge, skills and competencies for work, business initiative and an active life.
* Ensure a good quality education and inclusive practices in the classroom; and access to education opportunities based on equity, flexibility and adaptability *(Sustainable Development Goals, UNESCO, 2014)*.
* Strengthen the teaching profession and comprehensive care in early childhood *(Organization of American States. 2015)*.
* Promote comprehensive early childhood services.
* Eradicate illiteracy, child labor and dropping out of school.
* Promote policies to ensure coverage in secondary education.
* Promote equitable quality education.
* Ensure the universal and free coverage, and with a gender perspective of initial, primary and secondary education, protected by the universal right to education without discrimination as can be by reasons of culture, race, creed, sex, nationality and disabilities, which assists children, adolescents and young people in Latin America and the Caribbean *(International ministerial meeting. UNESCO, 2016)*.

**D. Teacher Training and Professional Development**

*“. . . excluding the out-of-school variables such as the socio-economic origin of the students, the quality of the teachers and the environment that they manage to create in the classroom are the most important factors explaining the results of the students’ learning. No reform of education has been or probably will be successful without the contribution of teachers. The policies aimed at improving the quality of education can only be viable if efforts focus on transforming, with teachers, the culture of school institutions* (UNESCO, 2007).

The teachers accepted as key subjects to achieve quality education must be qualified and professionally competent persons with the social commitment to ensure the right to a pertinent, relevant, inclusive, and equitable education, in both the processes and results of education.

Capacity building of the teaching profession includes at least three interdependent components: reckoning with a comprehensive teacher training systems, working to improve the working conditions in which the task of teaching takes place, and establishing a sound, motivating teaching career stream on the basis of a participatory approach.

(Convention on the Rights of Persons with Disabilities, 2006; Organization of Ibero-American States, 2021 Goals 2021, 2010; Declaration of Lima. Achievements and challenges for the region’s education agenda 2015-2030, UNESCO, 2014; Sustainable Development Goals. Sustainable development starts with education, UNESCO, 2014; Declaration of the Second Summit of CELAC, Cuba, 2014; Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, South Korea, 2015).

**Components:**

1. **Comprehensive teacher training system**

Without minimizing the importance of initial teacher training (undergraduate), this training must be coordinated with training throughout the professional career of the teachers (ongoing training, continuing education) which would include broad opportunities for access to short courses and graduate programs involved in improving teaching practices and conducting research in education.

1. **Working conditions**

Working conditions *“refer to salary conditions, and conditions involving infrastructure and equipment; in short, to improving conditions that make it possible for education processes to develop on the basis of meeting material needs and the ideal organizational environment”* (Ministry of Education, Bolivia, 2016).

1. **Teaching career stream**

Working on the teaching career stream includes the need to ensure standards, regulations, and processes aimed at promoting and recognizing the work of teachers, taking into account their years of experience along with their performance and contribution to education; in this task, it is indispensable to develop participatory forums, especially with trade union representation of teachers to create viabilities and contribute to making the teaching career stream a professional career with expectations and transparency.

The coordination of these three components—comprehensive training, teaching career stream, and working conditions—provide for the comprehensiveness of policies for the teaching profession; of course the component that has been worked on most intensely by various education systems is that of teacher training—especially and almost exclusively initial teacher training—although with coordination with the other components, and this is not enough to improve teacher performance and, as a result, to improve the processes and results of education.

1. **Early Childhood**

Considering that children, both boys and girls, are the agents that have within them the potential to change things, services focusing on early childhood must provide early stimulation of cognitive, social, emotion, and physical development, building up children’s capacity to learn, do, be, and transform.

Early childhood education must comprehensive, high quality, free of charge, and mandatory, with universal coverage, ensuring inclusive and equitable access to learning and enabling the student population to enjoy their own culture, religion, and learning with full respect for their rights as persons.

States must promote education policies that respect the best interests of the child so that all kinds of exploitation and exclusion can be eliminated and, as a result, early childhood education can be high quality, inclusive, and equitable.

Quality services and education during early childhood have even more positive impacts on children from disadvantaged groups, and therefore they constitute a sound investment and are tied to long-term positives impacts on the results of education. Fostering initiatives for the handling other areas and modalities of education (child education, adult education, non-formal education, distance learning, among others) will make it possible to achieve lifelong education for all (MERCOSUR, 2011).

*(Declaration "United against racism, racial discrimination, xenophobia, and related forms of intolerance," United States, UN, 2011; Plan of Action for the Education Sector of MERCOSUR 2011-2015, Paraguay, 2011; Forum on Education for Sustainable Development, UNESCO, Nagoya, 2014; Sustainable Development Goals. Sustainable Development starts with Education, UNESCO, 2014; Declaration of Second Summit of CELAC, Cuba, 2014; Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, South Korea, 2015; World Framework of Action Toward equitable and inclusive quality education and lifelong learning for all, 2015; Second Meeting of Ministers of Education of CELAC, Costa Rica, 2016).*

**Components:**

1. **Agents of change**

* The importance that education has for sustainable development in building up the capacity of children to learn, do, be, and transform. The role that children play as agents who have within themselves the potential to change things is highlighted *(Forum on Education for Sustainable Development, UNESCO, Nagoya, 2014).*

1. **Comprehensive development**

* Promoting the establishment of comprehensive services for early childhood that ensure that every child, from birth and until he/she is enrolled in elementary school, will have the opportunity to reach his highest potential in terms of cognitive, social, emotional, and physical development *(Second Meeting of Ministers of Education of CELAC, Costa Rica, 2016).*
* Positive impacts on child development that are achieved when the cognitive development of children is stimulated. Early stimulation of the cognitive development of children has broad positive impacts on their future lives and careers *(Sustainable Development Goals. Sustainable development starts with Education, UNESCO, 2014).*

1. **Free, mandatory, and universal education**

* High priority is given to building up food and nutritional security, literacy and post-literacy, free public general education *(Declaration of Second Summit of CELAC, Cuba, 2014).*
* Providing at least one year of free, mandatory, and quality pre-school teaching and making sure that all children have access to quality early childhood education, services, and development *(Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, South Korea, 2015).*
* Providing equitable, free, and government-funded quality elementary and secondary education for 12 years, 9 of which at least shall be mandatory, thus securing learning results that are relevant. Establishing comprehensive and inclusive policies and laws that guarantee the provision of at least one year of free and mandatory quality early childhood education, with special emphasis on reaching the poorest and most disadvantaged children on the basis of education services for early childhood *(World Framework of Action Towards inclusive and equitable quality education and lifelong learning for all, 2015).*
* Guaranteeing universal and free coverage, with a gender-based perspective for initial, elementary, and secondary education, protected under the universal right to education without any discrimination for cultural, racial, or religious reasons or for gender, nationality, disability status, education that will help children, adolescents, and young people, male and female, of Latin America and the Caribbean. Promoting priority policies and actions that make it possible to achieve free universal coverage of secondary education, implementing strategies that prevent young people living situations of vulnerability from being excluded from the education system and facilitating the reintegration of those students who are not enrolled in school into the education community *(Second Meeting of Ministers of Education of CELAC, Costa Rica, 2016).*

1. **Respect for human rights**

* Fostering a culture of respect for human rights that would lead to the elimination of poverty, in the understanding that education transforms life, develops personal potential, fosters employment, builds up democracy, makes it possible to understand and appreciate diversity, and promote public participation. Promoting peaceful coexistence in school based on respect for human rights, rejecting all forms of corporal punishment, humiliation, and other forms of violence in school, including gender-based violence *(Second Meeting of Ministers of Education of CELAC, Costa Rica, 2016).*
* As measures of prevention, education, and protection, it is established that education at all levels and ages, including within the family, especially education about human rights, is a key factor to change attitudes and behaviors, as well as education that recognizes and respects cultural diversity, especially among children and young people *(Declaration; United against racism, racial discrimination, xenophobia, and related forms of intolerance, New York, United States, UN, 2011).*
* Access to education and information and the exercise of human rights shall be guaranteed *(Declaration of the Second Summit of CELAC, Cuba, 2014).*

**MAIN REGIONAL AND GLOBAL AGREEMENTS REFERRING TO THE THRE PRIORITY AREAS OF THE INTER-AMERICAN EDUCATION AGENDA**

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| **Document: Framework Cooperation Agreement between the Ministries of Education of the member countries of the Central American Educational and Cultural Coordination and the Ibero-American Educational Television Association, CECC/SICA Meeting, Dominican Republic, July 2, 2002** | |
| **Equity** | Promote collaboration in the area of educational and cultural television, radio, and new information and communication technologies, within the various proposals or guidelines |
| **Commitments:**  1. Transmission or rebroadcast of a special educational television and internet program produced by and for the Central American Ministries of Education. 2. The production and co-production of special educational and cultural programming. New communication and information technologies.  3. Tele-education for vocational and postgraduate training.  4. Digital television engineering. 5. Educational research and cultural TV. | |
| **Document:** **“United against racism, racial discrimination, xenophobia, and the related forms of intolerance” declaration, New York, United Nations, October 18, 2011.** | |
| **Equity** | Ensure the effective enjoyment of all human rights and fundamental freedoms by all, particularly the victims of racism, racial discrimination, xenophobia, and the related forms of intolerance, in all societies.  “Racial discrimination, xenophobia and the related forms of intolerance.” |
| **Teaching Profession** | Commend preventive initiatives to combat discrimination in employment, such as training and advisory programs for excluded persons belonging to minorities in order to help make inroads in the job market, programs for employers aimed at combating discrimination or raising cultural awareness, examples of mentoring and affirmative action programs for hiring, and others involved in contract compliance and anonymous applications for employment.  Encourage all States, in cooperation with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and other international organizations having jurisdiction to start and develop cultural and education programs aimed at combating racism, racial discrimination, xenophobia, and related forms of intolerance, for the purpose of ensuring respect for human dignity and the value of all human beings, as well as increasing mutual understanding among all cultures and civilizations. Urge as well all States to support and carry out public information campaigns and concrete programs for human rights training, imparted wherever appropriate in the local languages, to combat racism, racial discrimination, xenophobia, and related forms of intolerance and promote respect for the values of diversity, pluralism, tolerance, respect, mutual respect, cultural sensitivity, integration, and cohesiveness. These programs and campaigns must be addressed to all sectors of society, especially children and young people. |
| **Early Childhood** | In the Durban Declaration adopted by the 2011 Declaration, mention is made of the binding aspects for children, but not specifically early childhood. With respect to origins, cause, forms of racism, discrimination, intolerance, and xenophobia, it proposes freeing all men, women, and children from the conditions of extreme poverty.  It asserts the urgent need to prevent, combat, and eliminate all forms of trafficking in persons, especially women and children.  About the victims of racism, it voices concern over cases where indicators in sectors such as education, employment, health, housing, child mortality, and life expectancy of many peoples highlight a situation of disadvantage, especially when they contribute to factors such as racism, racial discrimination, xenophobia, and related forms of intolerance.  It points out that a number of minors and young people, especially girls, are among the victims of racism, racial discrimination, xenophobia, and related forms of intolerance and stresses the need to mainstream special measures based on the principle of the best interests of the child and respect for his/her opinions in programs against racism, racial discrimination, xenophobia, and related forms of intolerance, in order to focus priority attention on the rights and situation of minors and young people who are the victims of these practices. It recognizes that children who belong to an ethnic, religious, or linguistic minority or who are indigenous must not be denied the right, either as individuals or as a community, to enjoy their own culture, to profess and practice their own religion, and to speak their own language.  It recognizes that child labor is associated with poverty, the absence of development, and related socio-economic conditions and that, in some cases, it could perpetuate poverty and racial discrimination.  As measures of prevention, education, and protection, it establishes that education at all levels and ages, even within the family, especially education in human rights, is a key factor to change attitudes and behaviors, as well as education that recognizes and respects cultural diversity, especially among children and young people.  In the Plan of Action it urges States to guarantee access to education and new technologies so that minorities, especially women and children, can have enough resources for education.  It requests States to adopt public policies and give impetus to programs for the benefit of indigenous women and girls. |
| **Commitments:**  "1. Adopt legislative measures and establish specialized national mechanisms to combat racism, racial discrimination, xenophobia and related forms of intolerance.  2. Call upon the United Nations system and international and regional organizations and invite all stakeholders, including parliaments, civil society, and the private sector to fully commit themselves to and intensify their efforts in the fight against racism.” | |
| **Document: Organization of Ibero-American States, Goals 2021, June 4, 2010.** | |
| **Quality** | General Goal 3: increase the provision of initial education and boost its educational character  General Goal 5: improve the quality of education and the school curriculum  General Goal 6: foster the connection between education and employment through technical and vocational education (TVE)  General Goal 8: Strengthen the teaching profession  General Goal 10: Invest more and invest better |
| **Equity** | General Goal 2: Achieve educational equality and overcome any kind of discrimination in education  General Goal 4: Universalize primary and basic secondary education universal and expand access to higher secondary education |
| **Inclusion** | General Goal 1: Strengthen and extend society’s participation in educational activity  General Goal 7: Offer educational opportunities to all throughout their lives. |
| **Teaching Profession** | General Goal 8: Strengthen the teaching profession.  Specific Goal 20. Improve initial training for elementary and secondary school teachers.  Specific Goal 21. Promote continuing training and the development of a teaching career stream. |
| **Early Childhood** | General Goal 3: Increase the provision of initial education and enhance its educational nature.  Specific Goal 6. Increase the provision of initial education for children 0 to 6 years of age.  Specific Goal 7. Enhance the educational nature of this phase and ensure sufficient training for those teachers in charge of it. |
| **Commitments:**  Two years of post-basic education will represent an expanded educational strategy to be offered to Central American adolescents, deepening both their academic training and knowledge and skills related to employment and individual and family survival.  Educational Goals for 2021: The education we wish to have for the generation of bicentennials. Improve quality and equity in education to tackle poverty and inequality and thus to promote social inclusion. It involves tackling with decisiveness, once and for all, challenges that have not as yet been met: illiteracy, early school dropping out, child labor, law academic performance of students, and limited quality in the provision of public education. Mainstreaming ICRs in teaching and learning, ensuring innovation and creativity, the development of research and scientific progress. | |
| **Document:** Central American Educational and Cultural Coordination CECC/SICA  Central American Education Policy 2013-2021, June 27, 2014. | |
| **Quality** | Quality education as a requirement to ensure the right to education:  - Train students in the knowledge, skills, and attitudes needed to successfully face the challenges of life in the 21st century  - Develop creativity, investigative and critical thinking, and ability to use knowledge in solving problems and in new situations  - Promote human and citizen training, generating the conditions for developing identity, healthy coexistence, and the responsible exercise of freedom, with respect for dignity and human rights.  The central role of the teacher in academic educational principles and in achieving quality in educational centers. |
| **Equity** | Impartiality meaning that social and personal circumstances are not an obstacle to realizing one’s educational potential. |
| **Inclusion** | Education as a universal human right and the State as the guarantor of that right: non-discrimination, equality of opportunities.  Inclusion with reference to ensuring a basic minimum standard for all. |
| **Early Childhood** | To build up and enlarge initial education for the population group under six years of age, in coordination with other sectors that carry out national early childhood programs. |
| **Commitments:**  Provide the Central American region with a guiding framework for education that supports the effort to combat poverty, facilitating the link between educational policy decisions and their corresponding mechanisms and application instruments, interweaving educational management with economic management, social cohesion, and environmental awareness, with an integrated approach of respect for human rights, interculturality, and gender equity. | |
| **Document:** MERCOSUR education sector (SEM) action plan 2011- 2015, Paraguay, 2011 | |
| **Quality** | 1. Contribute to regional integration by agreeing on and implementing educational policies that promote regional citizenship, a culture of peace, and respect for democracy, human rights, and the environment.  2. Promote quality education for all as a factor in social inclusion, and human and productive development.  3. Promote partnership and exchange to improve educational systems.  4. Promote and strengthen mobility programs for students, interns, teachers, researchers, managers, school principals, and professionals. |
| **Early Childhood** | Strategic Line 2.4 Promoting initiatives for dealing with other education areas and modalities (child education, adult education, non-formal education, distance learning, among others), that would make it possible for education and lifelong learning to be within the reach of all.  Strategic Plan  A. Exchange of experiences for the purpose of contributing the universal coverage of pre-school education and expanding these education services to children from 0 to 4 years of age.  A.3.1 Monitor the process of mainstreaming the subject of initial/child/nursery school education into every country’s basic agenda.  A.3.2 Socialize the results of the seminars on “Early Childhood Education” held in Uruguay, Chile, Paraguay, and Brazil between 2007 and 2009.  A.3.3 Socialize the legislation on early childhood education of all countries.  A.3.4. Draw up the baseline document on the principles for early childhood education in MERCOSUR.  A.3.5 Promote the exchange of best practices associated with coordination between early childhood education and other sectors of the government for the purpose of promoting comprehensive services for children. |
| **Commitments**:  Articulation of the commitments undertaken at the 20th Ibero-American Summit to address the region’s main educational challenges, the “2021 Goals; The Education We Want for the Bicentennial Generation” program, and channel multilateral cooperation agencies’ initiatives for this mandate.  The interaction and dialogue of civil society actors in general must be a reference point for the actions of the SEM with the understanding that education is a social phenomenon.  Civil society organizations play an important role in achieving the strategic objectives of the SEM. | |
| **Document: I Meeting of Ministers of Education of CELAC, Havana, Cuba, CELAC, February 7, 2013.** | |
| **Quality** | Coverage in early childhood  Technical education that responds to labor demand.  Exchanges of books and materials throughout the CELAC. |
| **Equity** | Specific policies for indigenous and Afro-descendant peoples  Increase the coverage of preschool education  Disseminate events, congresses in the area of education to the members of the CELAC. |
| **Inclusion** | Share experiences in the area of illiteracy  Strengthen education in values and active citizenship.  Promote education that advances knowledge in the member countries of the CELAC.  Foster education that promotes knowledge of the member countries of CELAC. |
| **Teaching Profession** | Review teacher training policies and guarantee the coverage needed to tackle enforcement of the Education for All (EFA) goals, with an adequate ratio between students and teacher, as well as with the certification levels that are required to exercise the teaching profession, in addition to achieving consistency in initial training and the professional development of practicing teachers and greater ties between training centers and the education system and the curriculums being taught at school.  Broaden the Latin American and Caribbean forums for knowledge and strengthening scientific and technological research and innovation in the region, among other things, by establishing universities networks for graduate studies, the mobility of students and researchers, the collaboration of scientific institutions, and the implementation of regional projects that are aimed at solving the main problems appearing in education in aspects that focus on areas of common interest, such as: renewable sources of energy, agribusiness, water resources, biotechnology, geoscience, education, health, the environment and natural resources, climate change and environmental pollution, agroforestry production, risk assessment, elimination of hunger, disaster reduction, and technology transformation, among others. |
| **Early Childhood** | Progressively increase the supply of early childhood education, by institutional and non-institutional means, in both the urban and rural areas of our countries en enhance their educational nature.  In cooperation with the Economic Commission for Latin America and the Caribbean (ECLAC) draw up a catalogue of best practices, teacher training and development, early childhood services, on equity for rural, indigenous and Afro-descendant populations, and cooperation mechanisms for literacy in the region, and the best ways of using them to attain the above-mentioned goals. |
| **Commitments:**  Actions were agreed upon regarding the following issues:  1-Increasing the supply of education for early childhood.  2-lmplementing literacy and post-literacy programs.  3-Drawing up specific policies for indigenous and Afro-descendant peoples.  4-Extending experiences that have guaranteed the total or partial elimination of illiteracy.  5-Promoting the expansion of coverage of pre-school education.  6-Guaranteeing universal and free coverage of primary and secondary education and building up and promoting strategies that make it possible to gain access to training and continuing training opportunities.  7-Promoting the universalization of quality education.  8-Enhancing education in values.  9-Fostering education that promotes and develops knowledge about national, Latin American, and Caribbean culture.  10-Interculatural bilingual education.  11-Mainstreaming and expanding the use of new information and communication technologies.  12-Developing education that shapes the human being and prepares him/her for work.  13-Improving and adapting the design of vocational and professional education.  14-Reviewing evaluation practices.  15-Ensuring there is continuity of studies between the regular training levels.  16-Reviewing teacher training policies and ensuring the coverage needed for achieving Education for All (EFA) goals.  17-Building up scientific and technological research and innovation in the region.  18-Donating and exchanging publications and books to make them available to the public libraries of the countries of CELAC.  19-Disseminating invitations for the main events, congresses, and forums on education.  20-Calling upon multilateral and bilateral donors to fulfill their commitments and give priority to the countries of our region that are lagging further behind in achieving the goals of Education for All (EFA).  22-Urging more active participation of the region in international forums.  23-Building up the Latin American and Caribbean Forum for Higher Education (Espacio de Encuentro Latinoamericano y Caribeño de Educación Superior—ENLACES) to promote and further develop the organization of intra-regional university networks. | |
| **Document:** Declaration of CELAC Summit II, Havana, Cuba, January 28-29, 2014. | |
| **Quality** | Declaration of CELAC Summit II, Havana, Cuba, January 28-29, 2014. |
| **Equity** | Overcome inequalities and establish more equitable distribution of wealth.  Eradicate poverty and hunger. |
| **Inclusion** | More inclusive societies.  A comprehensive and inclusive view of development.  Sustainable, solidarity-based, and inclusive development.  Promote growth, progress, and social inclusion and sustainable development.  Participatory social development. |
| **Early Childhood** | We grant the highest priority to strengthening food and nutritional security, literacy and post-literacy, and free general public education.  Access to education and information and guaranteeing the exercise of human rights. |
| **Commitments:**  “Welcome the success of the Third Global Conference on Child Labor and reiterate our commitment towards the elimination of the worst forms of child labor before 2016, as well as the eradication of child labor at the earliest possible date;”  “Consider it necessary to have a Latin American and Caribbean planning tool in the wake of the new challenges faced by CELAC, reason for which mutually beneficial collective integration efforts, solidarity and cooperation are a must, particularly with vulnerable countries and Least Developed Countries, which should serve for attaining clear and measurable goals, adaptable to different national realities, in order to eradicate poverty and promote sustainable development;”  “Taking into account the objectives set out in the Suriname Declaration adopted at the first meeting of CELAC Ministers of Culture, held on March14th and 15th 2013, in Paramaribo, Suriname, highlight the relevance of culture in Latin America and the Caribbean as the basis for the identity of each country and as a catalyst for regional integration processes.”  “Highlight that negotiations for a concise and action-oriented outcome document of the World Conference on Indigenous Peoples of the High Level Plenary Meeting of the69th session of the Assembly, to be known as the World Conference on Indigenous Peoples to be held on September 22 and 23, 2014 in New York, will be aimed at sharing points of views and best practices on the realization of the rights of indigenous peoples” | |
| **Document: Sustainable Development Goals. Sustainable development starts with education, UNESCO, July 2014.** Note: This document is a study, it is included because it represents strong support for understanding the Education SDGs. | |
| **Quality** | **Ensure inclusive, equitable, and quality education and promote lifelong learning opportunities for all (Goal 4).**  So that all young people can finish a full cycle of basic education, which includes quality preschool teaching. Early childhood care.  Good quality education.  Education must be of good quality in order to produce benefits. It involves greater efficiency on the part of societies and governments.  Ensure the delivery of good quality educational services.  **Quality education is essential for economic growth (Goals 8 and 9).**  Increased quality in education, roughly estimated based on scores obtained in surveys of learning achievements, has been linked to rates of growth in per capita income. When quality education is limited the economy’s skills base is unable to become the engine of growth.  Good quality education allows people to make informed decisions on matters that concern them and to participate more actively and constructively in local and national political discussions (Goal 16). |
| **Equity** | **End poverty in all its forms everywhere (Goal 1).**  **Ensure inclusive, equitable, and quality education and promote lifelong learning opportunities for all (Goal 4).**  Access to education opportunities based on equity, flexibility, and adaptability.  Equity and inclusion in education are essential to achieve the best possible learning outcomes.  The educational systems that obtain the best results (PISA-OECD) are those that allocate educational resources in the most equitable way.  Informal and second chance learning programs open up new possibilities for receiving education and acquiring skills.  **Achieve gender equality and empower all women and girls (Goal 5).**  **Make cities and human settlements inclusive, safe, resilient, and sustainable (Goal 11).**  An equitable education system is essential for addressing the root causes of unrest in the cities |
| **Inclusion** | Ensure inclusive, equitable, and quality education and promote lifetime learning opportunities for all (Goal 4).  Inclusive practices in the classroom.  Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels (Goal 16).  Fundamental role of education in the promotion of human rights.  Education strengthens inclusive, participatory, and representative decision-making.  Education is a fundamental mechanism for promoting tolerance of diversity.  Education helps to reduce political corruption. Education is essential for the functioning of the justice system. |
| **Teaching Profession** | The concentration of population with schooling in urban areas stimulates economic development and innovation. Education not only benefits the persons receiving it, the training of a critical mass of qualified and competent persons, oftentimes driven by the existence of higher education institutions, can also bring benefits to other workers. |
| **Early Childhood** | When learning starts in early childhood, the achievements and results are better in primary school and afterwards as well. Early stimulation of the cognitive development of children exerts broad positive impacts on their future careers. In 21 studies conducted in Latin America, Sub-Saharan Africa, and South and Southeast Asia, it is proven that there are constant positive impacts on child development being exerted when the cognitive development of children is stimulated. Quality services and education during early childhood exert even more positive impacts on children from disadvantaged groups, as a result of which it is a good investment and is associated with long-term positive impacts of the results of education. |
| **Commitments:**  Education is not an end in itself, but rather a means to achieve the goals of a broad global agenda for development.  That policy document provides a brief overview, based on empirical data, of the many different ways in which education can promote the achievement of the sustainable development goals proposed for after 2015.  The document stresses the idea that the achievement of sustainable development for all countries is only truly possible on the basis of broad inter-sector efforts that start with education. | |
| **Document: Forum on Education for Sustainable Development (ESD), UNESCO Nagoya, Japan, November 10-12, 2014.** | |
| **Quality** | Learn about and share successful initiatives from all over the world to help government representatives and other key actors formulate new goals. These experiences are gathered in a roadmap for ESD now being shaped as a global action plan. |
| **Inclusion** | Balanced and integrated approach to the economic, social, and environmental aspects of sustainable development. |
| **Teaching Profession** | Reviewing the goals and values underpinning education and assessing to what extent education policy and the study programs contribute to achieving the Education for Sustainable Development (ESD) goals; consolidating the mainstreaming of ESD into education, training, and sustainable development policies, focusing special attention on comprehensive approaches that encompass the entire system and on cooperation and partnerships among many stakeholders in which representatives from the following sectors participate: education, the private sector, civil society, and the various spheres of sustainable development; and guaranteeing education, training, and professional development of teachers and other educators in order to successfully mainstream ESD into teaching and learning. |
| **Early Childhood** | Under the title “Learning today for a sustainable future,” the World Conference on Education for Sustainable Development, held in Aichi-Nagoya on November 10-12, 2014, marked and celebrated the end of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014). Likewise, at the conference the World Action Program of Education for Sustainable Development was launched and the Aichi-Nagoya Declaration was adopted.  The importance of ESD for building up the capacity of children to learn, do, be, and transform was underscored. They also pointed out the role that children play as agents who have within them to change things.  The priority sphere of action No. 2 proposes the following: Transform pedagogical and training contexts. They indicated that formal and non-formal education institutions must promote ESD approaches that encompass the entire institutions at all levels (early childhood, secondary education, and university education) and in all types of education.  The priority sphere of action No. 3 establishes the following: Enhance the capacities of teachers and trainers, broadening teacher training in ESD (in schools, higher education establishments, and universities).  It was agreed that national governments must mainstream ESD or improve their presence in initial and continuing education and training for teachers working with early childhood and in primary and secondary education. |
| **Commitments:**  1. 1. Promote policies. 2. Incorporate sustainability practices in educational and training settings (using an approach that encompasses the entire institution);  3. Increase the capacities of educators and trainers;  4. Give young people autonomy and mobilize them;  5. Urge local communities and municipal authorities to develop community-based ESD programs. | |
| **Document:** **Declaration of Lima. Overview and challenges for the regional education agenda 2015-2030 (UNESCO 2014)** | |
| **Quality** | Achieve a more contextualized and expanded vision of education and learning that recognizes and values multicultural and multilingual diversity, as well as national development processes geared towards sustainable development.  Comprehensive childhood development.  Community-based and parenting programs.  Relevant learning pathway.  Quality tertiary and higher education programs.  Develop skills and competencies for life and work (become more creative and innovative, think critically, communicate effectively, adapt to socioeconomic changes and improve the quality of life).  Tackle inequity and poverty.  Quality education is defined by five dimensions: equity, relevance, pertinence, efficiency, and effectiveness.  Develop national support and evaluation systems that consider the five aspects of quality and generate sound evidence for policy formulation and the management of educational systems.  Expand the use of information and communication technologies (ICT)).  Learning environments should be safe, healthy, gender sensitive, inclusive, and conducive to learning, embracing cultural diversity, and responsive to comprehensive monitoring and quality assurance systems.  Build bridges between formal, non-formal and informal education.  Teachers and school principals as key leaders for quality (qualified, trained, motivated, and supported).  Continuing professional development. |
| **Equity** | Achieving equity and inclusion requires securing the right to education of all children, young people, and adults, and their rights within and through education to realize their potential and aspirations.  Address all forms of exclusion, discrimination, disparity, and inequalities in access to education and learning cycles, processes, and outcomes.  Gender equality and interculturality.  Governments will be the guarantors of rights and custodians of efficiency, equity, and sustainable management and financing for education. |
| **Inclusion** | Education is a fundamental human right, a basis for guaranteeing the realization of other rights, and is essential for prosperity and peaceful, inclusive, equitable, and sustainable growth in the region.  Reduce inequality and poverty through the provision of inclusive quality lifelong education and learning for all, and also value the rich cultural diversity of the region.  Respond to the diversity of needs among learners by increasing their participation in learning and reducing exclusion from and within education.  Equitable and inclusive lifeline learning for all. |
| **Teaching Profession** | Strengthen initial teacher training.  Nevertheless, a large group of practicing teachers still not benefit from the training that is required in their country.  It is important that the SDGs include a core goal that recognizes the need to build up the capacities of teachers as key players in the post-2015 education agenda and to not consider them as means of implementation as indicated in the current proposal of the Open Working Group.  Teachers, educators, school principals, and education leaders are key players to achieve quality education.  Consolidate the regional strategy on teachers and school principals so that all students can benefit from qualified teachers, professionally trained, motivated, and well supported, in well-managed schools, in collaboration with the International Working Group on Teachers for EFA.”  Provide continuing professional development for teachers, educators, school principals, and education leaders, taking into consideration best practices implemented in the region and promoting the exchange of these best practices.  Establish policy frameworks that promote accountability and transparency and strengthen the participation of all the players involved (such as civil society organizations, communities, families, teachers, students, and other local partners) at all levels of the education system.  Strengthen public education as a guarantee for democracy building and enforcement the right to education. Governments are the guarantors of rights and safeguards for the sustainable efficiency, equity, management and funding for education and schools. |
| **Early Childhood** | Inclusive and equitable access to quality learning for all, including boys, girls, young people, and adults, must be ensured at all levels of the education system, ranging from early childhood education and care to university and higher education. As early childhood education and care plays a crucial role in building sound bases for learning and development, the continuing expansion of quality early childhood education and care services must be given priority, with emphasis on the integral development of children. We recommend the provision of at least 12 years of free, mandatory, quality formal education for all by the year 2030, and at least one of these years must be pre-school education, and we also recommend that all necessary efforts must be made to ensure access to quality learning opportunities through community and parenting programs, at school and education centers, and when necessary duly accredited alternative courses for relevant learning should be provided. We are committed to education and literacy for young persons and adults on the basis of formal and non-formal programs and the lifelong learning perspective. We agree to consolidate expansion of university and higher education with quality programs and to build up science and technology, including, research, innovation, and local and traditional knowledge, which contribute to national development. |
| **Commitments:**  1. Promote equity, quality, and inclusion in education. 2. Develop inclusive and equitable lifelong learning for all. 3. Develop skills and competencies for life and work.  4. Promote education for sustainable development 5. Professors, educators, school principals: Strengthen teachers as key actors in the post-2015 educational agenda and not just the means of implementation. Reinforce the regional strategy on teachers and school principals so that all learners are taught by qualified, professionally-trained, and well-supported teachers in well-managed schools. 6. Increase in the financing and rationalization of investment in education. | |
| **Document: Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all, Incheon, South Korea, May 20, 2015.** | |
| **Quality** | Education is a public good, a fundamental human right, and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfillment, and sustainable development.  Achieving quality education and improvements in learning outcomes requires strengthening inputs, processes, and evaluation of outcomes and mechanisms to measure progress.  Empowered educators who are adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.  Quality education fosters creativity and growth, ensures the acquisition of the foundational skills of reading, writing, and arithmetic, as well as analytical, problem-solvency and other high-level cognitive, interpersonal and social skills.  Quality education develops the skills, values, and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges, through education for sustainable development and global citizenship education.  Promote quality lifelong learning opportunities for all, in all settings and at all levels of education.  Students will achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills. |
| **Equity** | Inclusion and equity in education are cornerstones for addressing all forms of exclusion, marginalization, disparities, and inequalities in access, participation, and learning outcomes.  Gender equality. |
| **Inclusion** | Humanistic conception of education and development based on human rights and dignity, social justice, inclusion, protection, cultural diversity, linguistic and ethnic diversity, and shared responsibility and accountability.  Develop more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts.  Education should be delivered in safe, supportive and secure learning environments. |
| **Teaching Profession** | Importance of gender equality to enforce the right to education for all. Therefore, we pledge to support learning policies, plans, and contexts that take into account gender issues, as well as mainstream these issues into teacher training, study plans and programs, and to eliminate gender-based discrimination and violence in schools.  Make sure that teachers and educators are empowered, duly hired on the basis of contracts, benefit from sound training, are professionally qualified, motivated, and supported in well-resourced, efficient systems that are effectively managed.  Importance of education and training in human rights to achieve the agenda for sustainable development post-2015.  Quality education fosters creativity and knowledge, guarantees the acquisition of basic reading, writing, and arithmetic skills, as well as analytical and problem-solving capabilities and other high-level cognitive, interpersonal, and social skills. |
| **Early Childhood** | 6. At least one year of free, mandatory quality pre-school teaching must be provided and all children must have access to early childhood education, services, and development.  Provide significant education and training opportunities for the large number of children and adolescents who are not enrolled in school and who need immediate, sustained, and specific measures to make sure that all children attend school and learn.  10. Promote quality lifelong learning opportunities for all in all contexts and at all levels of education. |
| **Commitments:**  1. 12 years of free publicly funded, equitable, quality primary and secondary education, at least 9 years of which will be compulsory.  2. At least one year of free and compulsory pre-primary education and the guarantee that all children have access to early childhood development education, care, and education.  3. Access to education, participation and learning outcomes.  4. Recognize the importance of gender equality in achieving the human right to education, including the commitment to support gender-sensitive policies, plans, and learning environments.  5. Quality education and improvement in learning outcomes, including ensuring teachers and educators who are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported.  6. The commitment to guarantee quality lifelong learning opportunities.  7. Recommend in response to crisis ensuring that education is delivered in supportive and safe environments.  8. Keep the urgent commitment to spend at least 4% to 6% of gross domestic product and/or allocate at least 15% to 20% of total public spending for education. | |
| **Document: Framework for Global Action Towards an inclusive and equitable quality education and lifelong learning for all (2015)** | |
| **Quality** | Warning against the danger of concentrating on access to education without paying enough attention to whether students are learning and acquiring relevant skills.  “Business as usual” will not bring quality education to all.  Education is a fundamental human right and an enabling right.  Education is a public good.  Education must be of sufficient quality to lead to relevant, equitable, and effective learning outcomes at all levels and in all settings.  Target 1: Ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.  Target 2: Ensure that all girls and boys have access to quality early childhood and preschool development, care, and pre-primary education services so they are ready for primary education.  Target 6: Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. |
| **Equity** | The new education agenda’s focus on inclusion and equity presents the need for increased efforts especially aimed at reaching those who are marginalized or in vulnerable situations.  Education is the key for eradicating poverty, ensuring gender equality.  Target 3: Ensure equal voluntary access for all men and women to quality technical, vocational, and higher education, including university.  Target 5: Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations. |
| **Inclusion** | Inclusive education for all should be ensured by designing and implementing transformative public policies to respond to multiple forms of discrimination and situations, including emergencies, which impede the fulfillment of the right to education.  Target 4: Substantially increase the number of youth and adults who have relevant skills, particularly technical and vocational skills, for employment, decent work, and entrepreneurship.  Target 7: Ensure that all learners acquire the knowledge and skills needed to promote sustainable development. |
| **Teaching Profession** | Goal 4.5: From here to 2030, eliminate gender disparities in education and ensure egalitarian access to all levels of teaching and professional training for vulnerable persons, including persons with disabilities, indigenous peoples, and children living in situations of vulnerability. |
| **Early Childhood** | Make sure free, equitable, government-funded quality primary and secondary education is provided for 12 years, and at least 9 of these years must be mandatory, so as to secure relevant learning results.  At least one year of free, mandatory, quality pre-school learning is provided and all children must have access to quality early childhood education, services, and development. We also pledge to provide significant education and training activities for a large number of children and adolescents not enrolled in school and who need immediate, sustained, and specific measures to make sure that all children attend school and learn.  They must also provide equal access to secondary and post-secondary education opportunities for all. At the same time, it is essential to provide early childhood services and education in order to ensure health, learning, and development of children over the long term. It is also vital for education systems to guarantee that all children, young people, and adults learn and secure relevant skills, including an adequate level of literacy.  There is a pressing need for children, young people, and adults to develop lifelong flexible skills and competencies needed to subsist and work in a safer, more sustainable, and more interdependent world, based on knowledge and driven by technology. Education 2030 shall ensure that all persons acquire a sound base of knowledge, develop creative and critical thinking along with collaborative competences, and forge the values of curiosity, courage, and resilience.  Goal 4.2: From here to 2030, ensure that all children have access to early childhood services, care, and development and quality pre-school education, so that they will be prepared for primary school learning.  Starting at birth, early childhood services and education provides the cornerstone for health, well-being, and development of children over the long term. Early childhood services shape the competencies and skills that make it possible for persons to engage in lifelong learning and earn a livelihood. Investing in early childhood, especially those children belonging to marginalized groups, exerts the greatest long-term impact in terms of results in education and development. Early childhood services make it possible to identify early on disabilities and those children who are at risk of having a disability and makes it possible for parents, health providers, and teachers to benefit from an early diagnosis so that they plan, develop, and implement in the best of ways the interventions that are required to meet the needs of children with disabilities, minimizing lags in their development, improving the results of learning and inclusion, and preventing marginalization. Since 2000, school enrollment in early childhood education has risen by almost two thirds and it is forecast that the gross enrollment rate shall increase from 35% in 2000 to 58% in 2015. Despite this progress, in many parts of the world, the youngest children do not receive any attention or education that would enable them to develop their potential to the fullest.  Establish comprehensive and inclusive policies and laws that guarantee the provision of at least one year of free, mandatory, and quality early childhood education, with special emphasis on reaching the poorest and most disadvantaged children on the basis of early childhood services. This includes assessing early childhood policies and programs to improve their quality.  Design and implement inclusive, affordable, and comprehensive quality programs, infrastructure, and services for early childhood that meet the needs for education, protection, health, and nutrition, especially for children with disabilities, and that support families as the primary caregivers.  It is of the utmost importance to support the full implementation of the Education Agenda for 2030. International funding and cooperation shall be expanded to make it possible for children to complete free, inclusive, and equitable quality early childhood, primary, and secondary education, including the broadening and strengthening of initiatives of all stakeholders such as GPE. |
| **Commitments:**  We the international education community support jointly and firmly the new universal approach to guaranteeing inclusive and equitable quality education for children, young people, and adults, while promoting opportunities for lifelong learning. We shall work together to achieve all the education goals; this in turn shall strengthen international cooperation through the world of education. We agree that substantial additional funding is required to achieve the new goals and that resources must be used more effectively in order to give impetus to moving forward with Education 2030. We also stress the need for good governance and accountability spearheaded by citizens in the education sector. Convinced that Education 2030 shall make historic progress in education, we pledge to carry out bold, innovative, and sustainable actions to guarantee that education shall truly transform lives everywhere in the world. The achievement of Education 2030 means that success will have been achieved only when it can declared that education has been secured for all. | |
| **Document: United Nations, Sendai Framework for Disaster Risk Reduction, 2015-2030, Sendai, Japan, March 14-18, 2015.** | |
| **Quality** | “The substantial reduction of disaster risk and losses in lives, livelihoods, and health and in the economic, physical, social, cultural, and environmental assets of persons, businesses, communities, and countries.”  • Understanding disaster risk  • Strengthening disaster risk governance to manage disaster risk.  • Investing in disaster risk reduction for resilience.  • Enhancing disaster preparedness for effective response and to “build back better” in recovery, rehabilitation, and reconstruction. |
| **Teaching Profession** | Promote the mainstreaming of knowledge about the risk of disasters, including, prevention, mitigation, preparedness, response, recovery, and rehabilitation in cases of disaster, in academic and non-academic education, in civic education at all levels, and in vocational and professional education and training. |
| **Early Childhood** | Promote the mainstreaming of knowledge about the risk of disasters, including prevention, mitigation, preparedness, response, recovery, and rehabilitation in cases of disaster, in academic and non-academic education, in civil education at all levels, and in vocational and professional education and training. |
| **Commitments:**  1. Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030.  2. Assign, as appropriate, clear roles and tasks to community representatives within disaster risk management institutions and processes and decision-making through relevant legal frameworks, and undertake comprehensive public and community consultations during the development of such laws and regulations to support their implementation. 3. Establish and strengthen government coordination forums of relevant stakeholders at the national and local level, such as national and local platforms for disaster risk reduction. 4. Empower local authorities, as appropriate, through regulatory and financial means, to work and coordinate with civil society, communities, and indigenous peoples and migrants in disaster risk management at the local level. 5. Promote the development of quality standards, such as certifications and awards for disaster risk management, with the participation of the private sector, civil society, professional associations, scientific organization, and the United Nations.  6. Formulate public policies, where applicable, aimed at addressing the issues of prevention or relocation, where possible, of human settlements in disaster-risk prone zones, subject to national law and legal systems | |
| **Document: UNESCO Latin American Holocaust Education Network, Santiago, Chile, 2015** | |
| **Inclusion** | Foster regional exchanges of expertise and give impetus to national and regional initiatives to promote education about the Holocaust and other genocides, and build capacity to teach about these difficult subjects.  Education about the Holocaust and other genocides |
| **Early Childhood** | Discuss the challenges of revising the curriculum regarding the subject of the Holocaust and genocides. |
| **Commitments:**  1. Analyze references to the Holocaust in curricula and textbooks from all over the world.  2. Each member country’s commitment is to follow up actions taken and progress made within the framework of the Latin American Education Network on the holocaust and other genocides. | |
| **Document: UNISDR, World Wide Initiative for Safe Schools, Tehran, Islamic Republic of Iran, 2015.** | |
| **Quality** | “Achieve the political commitment and promote the implementation of school safety worldwide.”  Impact and political support worldwide  Technical assistance |
| **Early Childhood** | 1. Develop national long-term disaster risk reduction plans that mainstream the issue of school safety for the year 2020, in line with the call made by the Sendai Framework, with adequate budget allocations for their implementation.  2. Facilitate the exchange of technical know-how and experiences to implement a nationwide multi-threat strategy for school safety by the end of 2015.  3. Develop a series of national school safety indicators by the end of the first quarter of 2016.  4. Support implementation of the World Safe Schools Initiative in at least four countries by the end of 2016.  5. Expand the number of members belonging to the Safe Schools Leaders Group by at least 50% before the next meeting. |
| **Commitments:**  1. Develop long-term national disaster risk reduction plans that include the subject of school safety by the year 2020. 2. Facilitate the exchange of knowledge and technical expertise through a network of technical experts and the establishment of working groups in key areas.  3. Develop a set of national indicators of school safety.  4. Costa Rica’s commitment to host the 2017 Ministerial Meeting of Safe School Leaders. | |
| **Document: II Meeting of Ministers of Education of CELAC, San José, Costa Rica, CELAC, April 20-21, 2016.** | |
| **Quality** | 3. Improve the quality and equity of education and social inclusion  6. Educational programs that reinforce education for peace  8. Promote bilingualism |
| **Equity** | 1. Promote comprehensive services in early childhood  5. Eradicate illiteracy, child labor, and school dropout  7. Promote policies to guarantee coverage in secondary education  10. Promote quality equitable education |
| **Inclusion** | 4. Education for development  9. Promote sustainable school coexistence |
| **Teaching Profession** | 6. Education programs that strengthen education for peace.  8. Promote bilingualism. |
| **Early Childhood** | 1. Ensure universal and free coverage, gender oriented, early education, primary and secondary education, covered in the universal right to education without any discrimination such us cultural, racial, creed, sex, nationality and disability condition which assists children, adolescents and youth in Latin America and the Caribbean.  3. Promote the establishment of comprehensive services in early childhood to ensure that every child from birth to primary have the opportunity to reach their full potential in cognitive, social, emotional and physical development.  4. Establish public education policies, with relevant content and appropriate budget, to set a legal and conceptual framework to ensure that all children enter and complete in a timely manner early education, receive quality education during this stage to establish conditions for a successful transition to primary education and success throughout the educational trajectory.  8. Ensure that educational programs reinforce Education for Peace beginning in early childhood. This must have a sustainable approach visualizing spaces for active participation throughout early education, primary, secondary, adult education, and higher education so that the levels of violence recorded in schools and communities can be lowered in each community. |
| **Commitments:**  Committing to the need to implement mechanisms for operationalization and implementation of the goals associated with education in the framework of the Agenda 2030 of the Sustainable Development Goals, particularly Goal 4, which aims to ensure an inclusive, equitable and quality education and to promote the sustainable approach in the educational systems learning opportunities throughout life for all.  Improve the quality and equity in education to ensure social inclusion for children, adolescents, youth and adults in all educational services from early childhood until higher education to contribute to eradicate poverty and inequality.  In this context we invite international organizations, particularly those whose mandate is to ensure compliance with the Convention on the Rights of the Child and the Right to Education, such as UNICEF, UNESCO and OEI, to work together with the CELAC in the promotion of equitable, quality education, that is inclusive for all, as a fundamental tool in the construction of the new Agenda for Post-2015 Development and in particular the Action Plan of CELAC. | |
| **Document: International ministerial meeting on the answers from the education sector to violence due to sexual orientation or identity or expression of gender, Paris, France, UNESCO, May 18-19, 2016.** | |
| **Inclusion** | Adoption of Ministerial Call to Action for inclusive and equitable education for all learners in an environment free from discrimination and violence.  Discrimination in the educational sphere, ensuring inclusive, equitable, quality education and promoting lifelong learning opportunities for all. |
| **Early Childhood** | Draft and implement global responses to prevent and tackle discrimination and violence in all education environments of our countries.  Prevent and tackle violence, especially for reasons of sexual orientation and gender identity or manifestation, in the general framework of a global response from the education sector to violence in school environments, including harassment, taking into account the specific characteristics of various legal and sociocultural contexts, making sure that countries cooperate to exchange best practices. |
| **Commitments:**  1. Monitoring systematically the prevalence of violence in educational settings 2. Establishing comprehensive policies at the appropriate level (national, subnational, schools) 3. Providing learners access to age-appropriate, non-judgmental, human-rights based and accurate information on harmful gender stereotypes and issues relating to gender non-conforming behaviors.  4. Providing training and/or support to teachers and other educational and school staff.  5. Ensuring inclusive and safe school environments  6. Evaluating the efficiency, effectiveness, and impact of education sector responses. | |
| **Document: Convention on the Rights of Persons with Disabilities (2006).** - Article numbers are in parentheses. | |
| **Quality** | (8) Awareness-raising.  (9) Accessibility.  (31) Statistics and data collection.  (32) International cooperation |
| **Equity** | (5) Equality and non-discrimination.  (6) Women with disabilities.  (7) Children with disabilities.  (10) Right to life.  (11) Situations of risk and humanitarian emergencies  (12) Equal recognition before the law.  (13) Access to justice.  (14) Liberty and security of the person.  (15) Freedom from torture or cruel, inhuman, or degrading treatment or punishment.  (16) Freedom from exploitation, violence and abuse.  (17) Protecting the integrity of the person.  (18) Liberty of movement and nationality.  (19) Living independently and being included in the community.  (20) Personal mobility.  (21) Freedom of expression and opinion, and access to information.  (22) Respect for privacy.  (23) Respect for the household and family.  (29) Participation in political and public life. |
| **Inclusion** | (24) Education (inclusive).  (25) Health.  (26) Habilitation and rehabilitation.  (27) Work and employment.  (28) Adequate standard of living and social protection.  (30) Participation in cultural life, recreation, leisure and sport. |
| **Teaching Profession** | (4**)** General obligations  Promote the training of professionals and staff working with people with disabilities regarding the rights recognized in the present Convention so as to better provide assistance and services guaranteed by those rights.  (24) 4. In order to contribute to the effective enforcement of this right, the States Parties shall adopt relevant measures to hire teachers, including teachers with disabilities, who are qualified in sign language or Braille and to train professionals and staff so that they can work at all levels of education.  Training shall include raising awareness about disabilities and the use of suitable enhanced and alternative communication means, media, and formats and educational materials to support persons with disabilities.  States Parties shall make sure that persons with disabilities have general access to higher education, vocational and professional training, adult education, and lifelong learning without any discrimination and on an equal footing with others. To this end, States Parties shall ensure that reasonable adjustments are made for persons with disabilities.  (26) Empowerment and rehabilitation  States Parties shall promote the development of initial and continuing training for professionals and staff who work providing empowerment and rehabilitation services. |
| **Early Childhood** | (16)Protection against exploitation, violence, and abuse.  The States Parties shall adopt effective legislation and policies, including legislation and policies focusing on women and early childhood, to ensure that cases of exploitation, violence, and abuse against persons with disabilities are detected, investigated, and if appropriate, heard and tried.  (24) 2.A. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; |
| **Commitments:**  “States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures”  “States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.” | |

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1. The conceptual framework was elaborated under the leadership of the National Committee for Quality of the Ministry of Public Education of Costa Rica conformed by Alicia Vargas Porras, Lilliam Mora, Florlenys Chevez, Giselle Cruz Maduro, Ana Patricia Vázquez Chaves, Andrea Méndez Calderon, Maria Fernanda Fallas Garita, Rosa Adolio y Henry Arias Guido, in collaboration with the National Institute for Early Childhood of the Dominican Republic, represented by Alexandra Santelises, and the Ministry of Education of the Plurinational State of Bolivia, represented by Fernando Carrión, and the support of the Vice- Presidents of the Working Group on Quality, Inclusive and Equitable Education: The Ministries of Education of Chile and Mexico. [↑](#footnote-ref-1)