Fifth Meeting of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean
Santiago, Chile, 8-11 June 1993

Final Report
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UNESCO
SUMMARY

The fifth session of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean countries was convened by the Director General of UNESCO in pursuance of resolution 1.1 adopted by the General Conference at its twenty-six session. At the generous invitation of the government of Chile, the session was held in Santiago from 8 to 11 June 1993.

The meeting, which gathered twenty-three Ministers, Vice-Ministers, and Secretaries of Education, analyzed the progress made in the execution of the main activities of the Project, the problems it confronted, and the strategies proposed for solving them. The Meeting’s work was organized in plenary sessions, two working groups, and two round tables.

Based on the firm conviction that education is the most socially productive and effective investment for increasing the material well being of the Latin American and Caribbean countries, the meeting’s discussions focused on (i) the expansion, equity and improvement in the quality of education; (ii) the struggle against illiteracy; (iii) the satisfaction of basic learning needs to ensure a relevant and qualified education for young people and adults; (iv) the requirements needed to ensure universal access to modernity codes; (v) the conditions that a modern decentralization process must meet for a responsible and efficient educational management at different levels; (vi) the pre-requisite to achieve increased professionalisation and protagonism of schools and teachers; (vii) the modalities through which society and new public and private actors, as well as national and international Co-operation agencies could express their participative and financial commitment to the Project, as well as horizontal co-operation; (viii) the educational demands for the strengthening and consolidation of democracy as the cornerstone of a sustained economic and social development, based on economic and social effectiveness.

The Recommendation and the «Santiago Declaration» adopted by the Meeting refer to two major axes. One has to do with the need to professionalize the action of Ministries of Education at central level and others of the educational system through the participation of professionals from various field of specialisation. The other, based on the basic criterion of positive discrimination, underscores the need for professionalising schools in order to improve their internal and external efficiency, reinforcing the action of school principals, providing teachers’ in-service and further training and financial increments to the teaching staff, decentralizing the curriculum for better adaptation to local realities and its relationship with the world of work, and giving increased autonomy to educational activities, bearing in mind ongoing performance evaluation based on achieved results.

The Committee, as a subsidiary organ of UNESCO’S General Conference, proposes an amendment to the Statutes and Rules of Procedures in terms of extending the periodicity of PROMEDLAC’s ordinary meetings every three years instead of two, and a more active participation by the Agencies that signed the Jomtien Declaration as well as by those, who meeting the requirements in force, wish to collaborate technically and financially in the Committee’s activities. In organizational matters, PROMEDLAC V stressed the need to emphasize its status as a privileged reflection and negotiation forum not only involved in the world of education but also in the scientific and cultural realm.
The report approved, the Recommendation and the «Santiago Declaration» adopted by acclamation, as well as the addresses delivered during PROMEDLAC V, constitute this final report of the Meeting.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Página</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>Organization and scope of the meeting</td>
<td>5</td>
</tr>
<tr>
<td>Background data and preparation of the meeting</td>
<td>5</td>
</tr>
<tr>
<td>Opening session of the meeting</td>
<td>6</td>
</tr>
<tr>
<td>Organization of the work of the meeting</td>
<td>8</td>
</tr>
<tr>
<td>Closing session</td>
<td>9</td>
</tr>
<tr>
<td>PART I OVERALL REVIEW OF THE BIENNIUM</td>
<td>13</td>
</tr>
<tr>
<td>a) Report of the outgoing Chairman</td>
<td>13</td>
</tr>
<tr>
<td>b) Item 6 of the Agenda: Progress, limitations and obstacles in the achievement of the objectives of the Major Project of Education</td>
<td>14</td>
</tr>
<tr>
<td>PART II GUIDELINES AND PRIORITIES FOR COOPERATION</td>
<td>19</td>
</tr>
<tr>
<td>a) Item 8 of the Agenda: Orientations and priorities of subregional, regional, inter-regional and international cooperation as a follow-up to the «World Declaration on Education for All» adopted by the World Conference at Jomtien (Thailand, 5-9 March 1990)</td>
<td>19</td>
</tr>
<tr>
<td>b) Item 10 of the Agenda: Proposed modifications to the Statutes and Rules of Procedure of the Major Project of Education</td>
<td>21</td>
</tr>
<tr>
<td>PART III CHALLENGES OF EDUCATION: INSTITUTIONAL AND PEDAGOGICAL ANSWERS</td>
<td>23</td>
</tr>
<tr>
<td>a) Round Table N°.1: modern management of the educational systems</td>
<td>23</td>
</tr>
<tr>
<td>b) Round Table N°.2: The reading-writing process as a key factor of the improvement of the quality of education for children and adults as well as a successful bilingual education</td>
<td>24</td>
</tr>
<tr>
<td>PART IV RECOMMANDATION RELATED TO THE IMPLEMENTATION OF THE MAJOR PROJECT OF EDUCATION IN LATIN AMERICA AND THE CARIBBEAN DURING 1993 AND 1996</td>
<td>25</td>
</tr>
<tr>
<td>PART V SANTIAGO DECLARATION</td>
<td>37</td>
</tr>
<tr>
<td>PART VI SUGGESTED ACTIVITIES FOR THE BUREAU OF THE COMMITTEE IN THE PERIOD 1993-1996 (Item 9 of the Agenda)</td>
<td>41</td>
</tr>
<tr>
<td>PART VII INVITATIONS TO PROMEDLAC VI (Item 11 of the Agenda)</td>
<td>43</td>
</tr>
</tbody>
</table>
ANNEXES

I. Agenda

II. Addresses delivered at the opening meeting, at the beginning of the first plenary meeting and at the closure

III. List of documents

IV. Addresses delivered by the representatives of the UNICEF, the Government of Spain and OEI

V. List of participants

VI. Draft recommendation concerning the modification of the statutes and rules of procedure of the Committee of the Major Project of Education in Latin America and the Caribbean
INTRODUCTION

Organization and scope of the meeting

1. At this meeting, the Member States analyzed the principal developments, limitations and obstacles of the 1991-1992 biennium for the achievement of the objectives of the Major Project in the Field of Education; some elements required to design an educational strategy to progress towards a new stage of educational development were studied, as well as the guidelines and priorities of subregional, regional, inter-regional and international cooperation.

2. The meeting took place at a time that was particularly important for the region, characterized by changes in the society that stimulated education to become a key factor of development. Emphasis was made on establishing the bases to offer good quality education having an open educational institutional framework which makes it possible to ensure universal access to the codes of modernity.

3. Twenty-five Member States of the region sent delegations. Of these delegations, 22 were headed by Ministers of Education, Vice-ministers, or Secretaries of State. Observers from one Member State from another region and from a non-Member State were also present, as well as 13 representatives of United Nations agencies, observers from 10 intergovernmental organizations, 4 international nongovernmental bodies, and directors and representatives of 16 institutions and foundations. The technical assistance of eighteen officials of UNICEF and eight officials of the World Bank, as a follow-up to the collaboration provided by these Agencies at the World Conference on Education for All, held in Jomtien (March 5-9, 1990), should be underscored. The complete list of participants is contained in Annex V.

Background data and preparation of the meeting

4. Pursuant to the provisions of paragraph 01108 of the Approved Programme and Budget for 1992-1993 (Document 26 C/5 Approved), and at the generous invitation of the Government of Chile, the Director General of UNESCO convened the Member States of the region to participate in the Fifth Meeting of the Intergovernmental Regional Committee of the Major Project in the Field of Education in Latin America and the Caribbean (PROMEDLAC V) held in Santiago, from 8 to 11 June 1993.

5. The Major Project in the Field of Education originated from the Regional Conference of Ministers of Education and of Ministers Responsible for Economic Planning of the Member States of Latin America and the Caribbean (Mexico, F.D., December 1979). During this Conference the Member States requested UNESCO to take the initiative of putting forward a Major Project aimed at overcoming the fundamental problems of education highlighted in the Mexico Declaration. This initiative was examined at the General Conference in its 21st Session (1980) and generated Resolution 1/07. In compliance with this Resolution, the Director General of UNESCO convened a regional intergovernmental meeting to define the objectives, strategies, and modalities of action of a Major Project in the Field of Education in Latin America and the Caribbean, held in Quito 1981.

6. At its 113th session (September 1981), the Executive Board of UNESCO approved the establishment of an Interim Intergovernmental Regional Committee of the Major Project which met in Castries, Santa Lucia, in July of 1982.

7. The Committee has held four sessions: PROMEDLAC I, in Mexico, F.D. (from 5-9 November 1984); PROMEDLAC II, in Bogota (from 24-28 March, 1987); PROMEDLAC III, in the city of Guatemala (from 26-30 June 1989) and PROMEDLAC IV, in Quito (from 22-25 April 1991). At PROMEDLAC IV, the Committee, in an important recommendation, stressed the need to start a new
stage of educational development with a view to meeting the challenges of improving its effectiveness and equity as well as its efficiency; the principal guidelines of the current Regional Plan of Action (1990-1995) were also established.

8. The present meeting of the Committee (PROMEDLAC V) had before it a main working document entitled: «Major Project in the Field of Education in Latin America and the Caribbean: Towards a new era in educational development» (ED-93/PROMEDLAC/3), and two reference documents, contained in Annex III of this report.

Opening session of the meeting

9. The opening session was held on June 8, 1993 at the «Gala» Hall of the Hotel Carrera in Santiago, Chile, and was presided by His Excellency, the President of the Republic, Dr. Patricio Aylwin Azocar.

10. The Director General of UNESCO, Mr. Federico Mayor Zaragoza, addressed the audience and remarked that never before had the world experienced such profound scientific and technological changes, and that the end of the cold war represented an important potential for intellectual and human development. However, he indicated that such changes were insufficient to reduce the gap between North and South as well as discrimination and intolerance for reasons of race, nationality, religion and sex. Facing these new challenges implies acknowledging that human resources are the mainstay of development and that the human being is the center of all learning.

11. He pointed out the need to overcome the pervasive habit of seeing only the negative angles and underestimating evident positive aspects which make Latin America and the Caribbean an example for other regions in matters such as State agreements on education, strategies for scientific cooperation, the peaceful co-existence of the most diverse cultures, recent peace agreements and efforts for the preservation of democracies.

12. Each meeting of PROMEDLAC, he noted, has meant a significant advancement in the efforts to achieve an efficient response of education to the demands posed by modernity. One of the main accomplishments implied approaching education as a national responsibility and not merely as a governmental task. This requires national agreements coordinated with long term plans and, therefore, a continuity in the policies pursued.

13. He expressed that progress beyond present achievements requires meeting the challenge of modernization processes with a firm political will, in order to establish regional consensus based on new strategies so as to attain national agreements on educational policies and re-allocation of resources, by modifying management styles.

14. He remarked that improving education depends to a large extent on the availability of teachers, of material elements at their disposal, training, updating, motivation and didactic materials for the students. Experiences in different countries show that the teachers are willing to improve their professional training and are enthusiastic in experimenting with innovations.

15. The greatest challenge to be faced is the capability of transforming the public and private will into strategies and actions of supra-national cooperation, which reduce social expenditures during transition periods. We must be capable, he emphasized, of persuading members of parliament and mass media that democracy needs citizens capable of accessing and properly evaluating information; that poverty will not be reduced if there is no quality education; that economic growth requires human resources capable of adapting to technological changes; that a reasonable population growth depends to
a large extent on proper family education, specially women and adolescents; that the use of national resources requires knowledge in order to ensure its adequate extraction and transformation and that peace is built on a daily basis and forged in each person through education.

16. Next, Mr. Gert Rosenthal, ECLAC Executive Secretary, indicated that in response to the protracted and profound economic crisis of the 80’s, ECLAC’s Secretariat has drawn up a proposal for the economic development of Latin America and the Caribbean for the 90’s and thereafter. The central idea of the proposal is that, in order to attain a sustained growth and reach increasing levels of equity, it will be necessary to apply technical progress to productive systems and hence step up their efficiency. This does not depend only on the technological infrastructure but also on the entrepreneurial management capacity, particularly of human resources.

17. The basic message of the proposal, he remarked, is that knowledge and training of human resources are the key elements of said proposal. For this purpose ECLAC jointly with UNESCO carried out a study which revealed problems afflicting current educational systems to transform productive systems. There is a need to modify educational systems in order to achieve the changes desired for the region. This task, he emphasized is way beyond the educational ambit and appears in the foreground as a responsibility of the political sector and civilian society as a whole. Education, he added, must serve the objective of consolidating democratic societies and of attaining equity and social responsibility as well as transmitting values. In this respect he was pleased with the insertion of the educational topic as an axis of the Latin American development agenda.

18. Mr. Rosenthal concluded his speech by remarking that an updated proposal is available which dovetails knowledge and development, UNESCO and ECLAC’s principal functions.

19. Mr. Shahid Husain, Vice President of the World Bank for Latin America and the Caribbean, mentioned that the World Bank assigns the highest priority to expanding human opportunity and alleviating poverty. In this respect, he indicated that support of educational reform and expansion of education are important aspects of the Bank’s task in the region and that a substantial increase in financial support to regional education is expected. He stressed that the last decade has been one of the most important in the history of the region, particularly owing to the introduction of momentous social changes relative to State reform and the democratic trend. Despite impressive achievements there are some issues which will affect the future. However, he regretted the unequal distribution of income in Latin American countries, «which is more unequal than in any other part of the world».

20. He mentioned that the years of crisis took their toll on social expenditures particularly in education, lowering expenditures in primary education, textbooks and training as well as teachers’ salaries, and a disproportionate amount of public resources is spent on higher education. Within basic education there were serious issues of quality; untrained teachers were perhaps the most important single cause for deficient basic education. He also noted that a disproportionately large number of indigenous people, particularly in the Andean countries and Central America, are excluded from the ambit of modern education, due to their language and history. He also emphasised that social services cannot be managed nor extended without sound public finances.

21. When emphasising the urgency existing throughout the countries to reform the administration of education, he considered the new trend towards decentralisation as highly positive, including private participation as an element thereof and, in particular, the participation of non-governmental organisations in the provision of education.

22. He emphasized that for the World Bank there was no higher priority in Latin American than education. Between 1987 and 1992 the Bank’s lending program for education in Latin America and the Caribbean had increased from $85 million to $780 million annually, and a further increase to about $1.
billion was expected in 1994. This priority, he asserted, is based on the experience of East Asia and the conviction that the countries of the region are prepared and able to intensify their efforts in this critical area. He cited the programmes in Chile, Mexico and Brazil’s northeast which attest to this statement.

23. At the end of the inaugural act, Mr. Jorge Arrate, Chilean Minister of Education, described the tasks to be accomplished by the educational systems of the region. These stem from new social demands, particularly the vertiginous accumulation of knowledge and the pronounced increase in social and economic inequalities at a global level. Within this framework, educational systems must contribute to social and political democratization, linking a respect for cultural diversity with integration of international economy, insofar as the family and the social mass media create the necessary auspicious conditions.

24. In spite of achievements in relation with the objectives of the Major Project, he added, our countries are called to promote profound transformations if we aspire to achieve economic and cultural development with a human dimension.

25. Referring to the educational process in his own country, he stated that in Chile two factors had intervened: a decided collective will and the government’s strong and harmonising actions to modernize education. However, he admitted that there is much to be done: that society must allocate more resources to education; make better use of them; give material and moral incentive to teachers to reward their excellence, quality and innovation, as well as a special effort to bring education and the work closer together and to improve financing and management mechanisms so that they may profit from the advantages of decentralization.

26. He emphasized that an adequate educational policy will allow not only attaining pedagogical objectives but also multiplying the output of other social policies. The principal challenge will be to match equity and quality of education, providing through high quality schools culturally diverse and equal educational opportunities to all the children and youth of the region.

27. Finally, he suggested that in 1995 during the Social Summit convened by the United Nations in Copenhagen, the voice of education must be heard, and that within the framework of PROMEDLAC all the countries in the region transmit to this Social Summit the joint proposal of the heads of state, emphasizing the significance of education within social policies. The speaker then extended a warm welcome to all participants.

Organization of the work of the meeting

28. The Chairman of the Bureau of the Committee submitted item 2 of the Agenda, concerning the election of the Chairman of the Bureau. On the proposal of the Head of the Mexican Delegation, H.E. Mr. Jose A. Pescador, the Minister of Education of Chile, H.E. Mr. Jorge Arrate, was elected Chairman of PROMEDLAC V, by acclamation. The Chairman accepted and thanked those present for electing him, and expressed his wish to rely on their co-operation to make that important event, and the work of the Bureau of the Committee, a complete success.

29. Subsequently, the Chairman requested the Plenary to consider item 3 of the provisional agenda concerning the election of the five Vice-Chairmen and the Rapporteur. The Delegation of Mexico put forward a proposal which was adopted by acclamation, pursuant to which, membership of the Bureau was set up as follows:

Vice-Chairmen:

H.E. Mr. Jorge Rodriguez, Minister of Culture and Education of Argentina
H.E. Mr. Alberto Varillas, Minister of Education of Peru
H.E. Mr. Luis I. Gomez G., Minister of Education of Cuba
H.E. Mr. Burchell Whiteman, Minister of Education of Jamaica
H.E. Mr. Jaime Martinez Guzman, Minister of Education of Honduras

Rapporteur:
H.E. Mrs. Sandra Gift, General Secretary of the National Commission for UNESCO of Trinidad and Tobago

During the Plenary Session several participants noted that the order in which candidates to the Vice-chairmanship were proposed did not imply priorities.

30. Following, the Delegate from Uruguay, H.E. Mrs. Marfa Teresa Salvo, proposed the following composition of the Working Groups which was also approved by acclamation.

Working Group: Recommendation
Chairmanship: Delegation of Argentina
Rapporteur: Delegation of El Salvador

Working Group: Modification of the Statutes
Chairmanship: Delegation of Mexico
Rapporteur: Delegation of Suriname

31. The Chairman of the Session submitted to the consideration of the Plenary Items 4 and 5 of the Agenda. After some procedural observations by several participants, it was agreed that items 6 and 8 would be dealt with jointly, and the rest would remain as proposed by the Secretariat of the Session.

Closing session

32. In the Plenary Session of June 11, 1993, the Chairman of the Committee submitted for consideration items 9, 10, 11, 12 and 13 of the Agenda.

33. Regarding item 9 of the Agenda, Suggested Activities for the Bureau in the period 1994-1995, the Delegation of Argentina proposed that meetings of the Bureau be held using spaces of meetings and seminars sponsored by UNESCO. Special mention was made of the timeliness of the General Conference of UNESCO to be held in Paris, in October of this year. With respect to this same item, the Delegation of Argentina extended an invitation to participate in a Round Table to take place in this country in 1995, contingent on fund availability and pending PROMEDLAC VI meeting which will focus on professionalization of the teacher, to discuss teacher training and his pedagogical role.

34. Following, the Chairman of the Committee gave the floor to the Delegate of Mexico as Chairman of the Working Group, who submitted the results of the Working Group responsible for item 10 of the Agenda, Modifications to the Statutes and Rules of Procedure of the Committee.
35. In his report, the Chairman of this Working Group referred to the main changes adopted in terms of the periodicity of meetings that went from two to three years, in the understanding that extraordinary meetings could be held in this period subject to availability of resources, the integration of new actors such as the World Bank, UNICEF, and UNDP within the framework of future PROMEDLAC meetings, as well as new horizontal co-operation strategies emphasizing the exchange of specialists, publications, and the dissemination of innovative experiences.

36. Regarding item 11 of the Agenda, Invitations to PROMEDLAC VI, the Chairman of the Committee gave the floor to the Delegations of Argentina, Jamaica, and Peru, who offered their respective countries as headquarters for the next conference. The Delegate of Jamaica based his offer on the fact that up to now, no PROMEDLAC meetings had been held in the Caribbean. His offer was supported by the delegation of Costa Rica.

37. The Chairman of the Committee submitted item 12 of the Agenda, Approval of the Recommendations and Final Report: first, he gave the floor to the Rapporteur Mrs. Sandra Gift, General Secretary of the National Commission for UNESCO of Trinidad and Tobago who submitted to the consideration of the plenary the Draft of the Final Report that was unanimously approved.

38. Subsequently, the Delegate of Argentina, as Chairman of the Working Group on Recommendations, made a formal presentation of its text which was approved unanimously.

39. The Chairman of the Committee gave the floor to the Delegate of Chile who submitted to the approval of the assembly the «Santiago Declaration», which was approved with slight modifications.

40. Following, H.E. Mr. Jorge Arrate, Minister of Education of Chile, as Chairman of PROMEDLAC V, opened the Closing session and gave the floor to H.E. Burchell Whiteman, Minister of Education and Culture of Jamaica, who spoke on behalf of the participants.

41. His Excellency Burchell Whiteman thanked the Secretariat for the organisation of the meeting and the work accomplished, emphasizing that this was a good example of decentralization in action. He remarked on the high level of discussion and the stimulating ideas that emanated from this meeting, particularly with regard to the child in its social and cultural setting, which was the main reason that gathered them. He referred to the efficient development of the meeting, the lofty spirit and accessibility shown by the Minister and Government of Chile and concluded by pointing out that the climate of the meeting could be summarized in three words: co-operation, solidarity and integration. The text of the address is contained in full in Annex II of this report.

42. The Chairman of the meeting thanked the Minister of Education and Culture of Jamaica, and expressed his satisfaction for the excellent outcome of the meeting. Subsequently he gave the floor to the representative of the Director General of UNESCO, Mr. Ernesto Schiefelbein, Director of the Regional Office of UNESCO for Education in Latin America and the Caribbean, who concluded the Closing ceremony. The notes of the address of the Chairman of the Bureau of the Committee are contained in Annex II.

43. The representative of the Director General Mr. Ernesto Schiefelbein, expressed the gratitude of the Organization to H.E. Mr. Patricio Aylwin, President of Chile, to his Government through the Minister of Education, and to the people of Chile for the warm welcome extended to the delegations and the Secretariat of the Meeting. He also congratulated the Chairman, the Vice-Chairmen and the Rapporteur of the Committee as well as the members of the Working Groups on the work accomplished. Likewise, he extended his appreciation to the delegation of Member States and observers of other States, as well as representatives of the United Nations, governmental and non-governmental organisations and specialists who had taken part in the Round Table for their contribution to the success of the session.
excellent organization, he added, and the warm setting of this meeting have been decisive factors in the success of the work of the Committee, and corroborated the priority the Government of Chile accords education as a basic element of development processes, and the traditional concern of Chile in international co-operation.

44. Mr. Schiefelbein underscored the significance of progress reports and the limitations voiced by participating Member States which agree remarkably on diagnoses; problem identification; priority definition and the possible and specific alternatives sought by the countries to face problems identified.

45. Similarly, Mr. Schiefelbein emphasized the qualitative importance the Recommendation approved at PROMEDLAC V, gives to the concept of «professionalization of education», at its different levels and modalities, as contained in Part IV of this report. The representative of the Director General concluded by calling on individual Member States to analyze the Recommendation, evaluate it in the light of their own needs and priorities and implement it to the extent that their resources and potential permitted so that the results of PROMEDLAC V might bear fruit. The address of the Representative of the Director General is included in Annex II of this Report.
PART I

OVERALL REVIEW OF THE BIENNIIUM

a) Report of the outgoing chairman

46. Before opening the debate on item 6 of the Agenda, H.E. Mr. Eduardo Pena Trivino, Minister of Education, Culture and Sports of Ecuador as former Chairman of the Bureau of the Committee, Chairman of the session, greeted the participating countries at PROMEDLAC V, and reported on the activities carried out within the framework of the Major Project in the Field of Education in the last biennium.

47. With respect to the overall objectives of the Major project of Education he said that during the last biennium, the countries in the region had continued to move towards the fulfillment of these objectives and that education, no longer the exclusive problem of schools, was increasingly becoming the problem of society at large.

48. In his analysis, the Chairman of the Committee stated that in nearly all of the countries in the region, over 95% of the population is enrolled in primary school. Only five countries have enrolment rates of less than 80%.

49. He added that with regard to total illiteracy, declining numbers account for just 15% of the over fifteen age group, for the very first time. He observed the there are still 42.5 million total illiterates concentrating in seven countries, in indigenous groups of four other countries and in the over forty age group throughout Latin America. He also emphasized that there is a significant number of functional illiterates who do not possess the capacity for using reading and writing skills in their every day life.

50. In terms of quality of education, he stated that progress had been slower than that anticipated, while critical problems affecting the highly vulnerable student population groups more severely, are being identified in most of the region’s educational systems. He stressed that the awareness of an exhausted educational concept and development style had encouraged participating ministers at PROMEDLAC IV to propose a «new stage of educational development», which heralded a fresh approach on education both in its institutional as well as curricular aspects.

51. He mentioned the meetings held by the Bureau of the Committee in Paris and Bogota, where the tentative agenda for this meeting and the need to modify the Statutes to adapt them to the Jomtien recommendations was discussed. He then added that based on the main transformation guidelines set out at PROMEDLAC IV the following strategic objectives will be pursued: (i) develop an education institutionality open to society’s needs; (ii) ensure universal access to modernity codes; (iii) encourage creative access, dissemination and innovation of scientific and technological developments; (iv) promote the responsible management of schools; (v) support the professionalisation of educators; (vi) promote the financial commitment between society and education; (vii) develop national and international cooperation.

52. In addition to making reference to the progress and prospects of communication technology, he emphasized curricular «Interdisciplinary Themes», which include human rights, education for democracy, rights of the child, women’s social status, the various types of discrimination, environmental education, as well as the burgeoning needs in education such as sexual education, in general, and the AIDS threat in particular, etc..., which form a new requirement breaking with the organization by subjects in the school, involving all the subjects and all teachers in these new challenges.
53. The Chairman concluded indicating that taking into account the rapid changes in education, and before the PROMEDLAC statutes modifications proposed, the Bureau should play a steadier role than the one performed until now. From this session hence-forward, the functionality of the Bureau should be ensured, anticipating concrete tasks to be undertaken and meetings of the members during the intervals between the meetings of the Regional Intergovernmental Committee. Finally, he thanked the Government and the Chilean people for their warm hospitality and congratulated the organizers of the meeting.

(b) Item 6 of the Agenda: Progress made, limitations and obstacles encountered in achieving the objectives of the Major Project of Education

54. The meeting discussed this subject during the plenary sessions held on 7 and 8 June 1993.

55. As regards universal schooling, speakers acknowledged the progress made when they learned that several countries had opted for new style in education, and renewed their will to achieve extended schooling. Several delegates agreed that while the provision of schooling is a verifiable fact in basic education, adverse conditions still prevail due to adjustment policies and inequity in social distribution of education, which are determining -despite the enormous efforts and resources invested in the region the persistence of drop-out and grade repetition. One must add to this the difficulty to reach in a more adequate way the high risk population in school age, such as boys and girls who live in the streets and indigenous and working children, in a more adequate way.

56. When the strategies to reduce these problems were debated, some delegates mentioned that priority had been given to extend access to schooling to isolated groups in rural zones, to strengthening community and family participation in the local educational processes, to the implementation of methodologies that ensure schooling in the first years of basic education, to the reinforcement of differential educational services for the indigenous population, all linked with a higher and better quality of the supply, all of this combined with an investment strategy in food-nutrition care and student health, with priority given to more deprived areas and with the participation of other public sectors and society.

57. Most delegates agreed that the feasibility of achieving the schooling goals is directly related with the strategic implementation of pedagogical innovations aimed at enhancing student performance and their active participation in learning experiences. In this respect, some speakers described the actions carried out to secure the production of textbooks, self-learning guides and the free distribution of materials to rural and marginal urban sectors. Several delegates stressed that in their respective countries, when implementing curricular management and school administration decentralisation, the impact of the family in school attendance and performance had improved. Likewise, they pointed out that in the schooling and quality of teaching ratio, both the level of education of the parents and the professionalisation of teachers were key factors.

58. As regards universal and timely access to schooling, several speakers explained the efforts undertaken in certain countries to diversify educational opportunities, through the establishment of early access to basic education in certain countries. In others, an increase in the number of school years, or the addition of a zero year in the transition, was a trend towards roads that ensured sufficient schooling.

59. Education in children from 0 to 6 years old evidenced a considerable progress during the period. Most delegates referred to the expansion of care modalities and non-formal education financed by the public sector and recognized through legal amendments to benefit the poorer sectors in rural and urban areas. The delegates of some countries stated that such expansion, in addition to responding to the requirement of preparing for school, seeks to meet the needs of integral development and of the child’s personality, as well as strengthening the parents instruction to achieve a better family management and, as a pedagogic link between the initial, pre-school, and primary basic education.
60. Financing education with limited budgets in the large part of the countries has impelled them to adopt innovative management methods in order to secure resources to maintain investment, and to sustain the schooling levels achieved until now. This has been possible thanks to new co-operation consensus between the public and the private sector in school matters, and the new roles played by the municipalities in the development of educational services, which have resulted in the expansion of school houses, re-opening of schools previously closed down, the recovery of labs and workshops in primary and secondary education, and the support to various services of municipal or regional education, as well as a growing role of the NGO’s in non-formal actions for high risk populations.

61. Some speakers referred to the achievements in the expansion of school coverage and ad-hoc services for special education, emphasizing the experimentation of methodologies and practices for the integration of special and formal education.

62. Delegates from countries with significant indigenous bilingual populations, pointed out the importance of the implementation or expansion of bilingual education programmes, in line with specific needs, and the respect for cultural patterns and the surrounding of national groups. In this respect, delegates reported on the following actions implemented to increase coverage in bilingual primary education: the strengthening of management structures, the preparation and training of teachers and managers, including the creation of training and advancement programmes of human resources at higher level, and the production and distribution of new and better textbooks free of charge in the respective languages, including therein the world vision of each group with an inter-cultural approach to incorporate children into the educational process and ensure their permanency in school.

63. The delegates also highlighted the fact of joining management decentralization with deconcentration of pedagogic responsibility and the local structures of the education system, as a major strategy during the period 1991-1992, which to a higher or lower degree has an impact on a better use and effectiveness of classroom time, and in reducing repetition and school drop-out rates according to each country’s experience. While reports do not reflect the differences/disparities in coverage as regards gender, some speakers emphasized that schooling requires new efforts in the reorientation of educational activity introducing contents and principles to improve the educational condition of girls and female adolescents, applying the principles of equal opportunities for their access to knowledge.

64. As regards the goal related to literacy and adult education, most countries defined their policies and strategies in this field with reference to the generalisation of basic education to the entire population. The extension from 9 to 10 years of compulsory education for the school population, and the proposal of «education for all» - simultaneous orientation for children, youth and adults- are the central ideas of the framework shared with a large part of the representatives. Likewise, adult education tended to a dual integration: of programmes among them in subsystems and framed within regional and subregional integration policies and mechanisms.

65. Although most countries mentioned significant illiteracy reduction processes, in some of them the amount of illiterates at national level is still very high, and in others illiterates represent 20% and more of the total population. Only a few countries declared a residual national illiteracy of approximately 2%. Rural and indigenous communities as well as women still are, according to the representatives’ statements, the groups most affected by illiteracy. Accordingly, the combination «women/indigenous» showed the highest figures for the region. Curiously enough, the gender condition had a marginal reference in the programmes mentioned.

66. Difficulties in access and/or drop-out rates and over-age schooling at the primary level, as well as severe deficiencies in the quality of education were noted by the majority of the countries. The representatives stressed the high probability that in coming years illiteracy persists among the adolescent and adult population, unless radical changes are made in the educational strategies directed to these
groups. In the majority of cases, goals in this area referred to reducing total illiteracy in absolute terms; only a few expressed concern regarding functional illiteracy. In this sense, one of the representatives made an important explanation: any policy developed by his country aimed at promoting equity and improving the quality of education at the level of the formal educational system, represents a preventive action with respect to the adult population. Another representative indicated that it was necessary to define clear targets and specify the criteria to be applied in evaluating the fulfillment of objectives; before attaining quantitative reductions it is important to determine the qualitative nature of the changes.

67. Considering the above, some representatives stressed that new literacy methods were being developed in factories, businesses and workshops, with the purpose of shortening the gap between daily activities and literacy and post-literacy programmes. An important increase is observed in actions which combine literacy aspects (reading-writing and basic calculations) with aspects devised «for lifetime» use (health, child development, productions skills). Other speakers, as well, highlighted programs designed to train parents as stimulators of their children’s literacy and primary education, as a means of avoiding future break-outs of illiteracy and school failure.

68. Education-work integration was one of the development procedures expounded for adult education, which can assume different configurations: job training, supplementary courses, specialization and labor recycling, training of high-skilled workers, teaching for micro-enterprises. While disassociation persists between literacy and labor training, it has been observed that in some cases, particularly in experimental projects at a local level, components of general basic training, training for the job market and the organization of productive projects have been brought together under a single programme. Some countries also made reference to the utilization of multimedia in adult basic education (radio and press).

69. In the opinion of the representatives, adult education is moving progressively closer to community spaces, coordination among governmental and non-governmental bodies, and priority attention to indigenous groups, and rural and frontier areas. In this same context, there is interest in promoting an intercultural bilingual education and in improving rural education. One speaker stressed the importance of these programmes within the framework of the «International Year of Indigenous Peoples».

70. An innovative fact brought up by some representatives was the drawing up of a basic education proposal for young and adult population, which integrates general basic training, training for work and for a modern citizenship which will eventually include the creation of production spaces. In brief, it highlights current trends in education for adolescents and adults which seek to improve the student’s learning processes, to become a part of global changes in educational systems, and to incorporate modern cultural standards, linking education with citizenship and production.

71. As regards the improvement of the quality of education, the delegates expressed that this has been a priority objective during the recent biennium and will continue to be so in future national plans. From these opinions, one can infer that the problem of quality can be focused as an issue related to actions and policies aimed at guaranteeing education with significant achievements at classroom level, ensuring an adequate transmission of codes in order to guarantee their retention by the pupils at classroom level and as a basis for a permanent education. The quality of education, implies an active participation of the child in his own learning activity and the transformation of the teacher as a facilitator. It was also said that quality should be improved by defining the quality features of each process and specifying the relevant indicators.

72. Several speakers pointed out that the problem of quality was closely associated to the equity of the system, and that social development will only be possible when a new educational pattern catering to all the sectors of society is implemented. Speakers expressed that it was not enough to guarantee the access of all the children to school, and that the quality of education should be a major concern. One
speaker suggested the convenience of providing adequate meals for the students in order to help them in their learning effort and reduce grade repetition rates.

73. Most of the speakers linked quality improvement with the management reform, decentralization and educational deconcentration processes. In these processes the State is responsible for the preparation and conduction of the educational policy, promotes national agreements and a legislation adapted to each educational reality, it formulates strategies and global curricular lines, and democratizes education fostering decision making at departmental, municipal and local levels. Some participants proposed a strategy to transfer educational management to the organized community through the establishment of communal education councils, promoting the participation of various state and non-governmental sectors, as well as of representatives of the parents.

74. The majority of the delegates reported that their countries were involved in significant efforts to prepare leaders and teachers, and provide in-service training to principals, supervisors and teachers. One delegate suggested the reformulation of the teaching career, by improving teacher-training and teachers' salaries. Some countries are fostering teacher promotion through continuous advancement courses and training. For this purpose, they are implementing in-service and distance training, agreements with universities, and with private enterprises, as well as flexible curricula adjusted to regional realities. The delegates pointed out that the professionalisation of school management was a crucial factor in order to put it at the technical-administrative service of the educational process. Other delegates informed about their country’s endeavors to improve the salary conditions of teachers through the establishment of incentives for those working in rural and frontier areas, as a means of contributing to their professionalisation. Some mechanisms of teacher evaluation and school performance are also considered for a continuous improvement of the education process.

75. The renewal/up-dating of the curricular content was mentioned as one of the keys to the improvement of the quality of education. The relevance of the content as regards scientific and technological up-dating is taken into account by most of the countries that are either renewing or reforming their curriculum for basic education, high school education and teacher training. Several delegates reported on the establishment of new pre-school education programs, designing them to make sure that the children are prepared to continue learning in the subsequent levels of the educational system. Another participant spoke of experiments with group learning, developing programs that focused on the transmission of learning abilities among the primary school students. Concern was shown with regard to the reinforcement of the inter-cultural bilingual education systems and the promotion of separate services for the indigenous population.

76. Some participants expressed the need to link the quality of education with the productive structure. The intention of including education for labor as of basic education was mentioned, as well as extending the educational offer to high school level, in order to satisfy the learning requirements of children, young people and adults. Here, some countries expressed the desire to offer schools more autonomy so that they could direct their efforts to the labor market. To implement this, agreements are being established with entrepreneurs and labor unions and incentives being given to the private sector so that it will play a more prominent role, without undermining the role of the State in sustaining and promoting education.

77. Most of the delegates pointed out the importance of producing educational materials to support the teachers’ work the such as functional and simple methodological guides, obtaining the development of technical-pedagogical content more adapted to the professor’s work in the schoolroom. Various speakers indicated that materials for the students, such as textbooks, learning manuals, file cards on specific subjects and others, must have a system for periodic revising and up-dating, adapted to the regional, geographical and ethnic differences which exist in the countries. A delegate expressed that his
government intended to institutionalise a process of permanent evaluation and revision of the learning materials and strategies, when applicable.

78. Several delegations emphasized the tremendous importance of the experimentation and dissemination of educational innovations and the formulation of strategies, to prioritize research areas whose results may be used to tackle traditional problems affecting the quality of education.

79. Acknowledging that education contributes to development, the strengthening of democracy, peace, the prevalence of human rights, environmental conservation, rational population growth, the eradication of female discrimination, drug prevention and upgrading the quality of life, several delegates pointed to the incorporation of these values into teacher training, and in the curriculum and textbooks of innovative contents associated with these themes, both in basic and middle education.

80. While some countries face the reforms of their education systems by increasing State expenditure in education, others express the limitations imposed by structural adjustment policies. Both agree, however, that the most recurrent problems most an excessive violence -particularly against women- and drug abuse, which hamper the quality of education. In order to cope with these problems there is consensus on the role of education in social development processes, emphasizing the significance of the human being in any educational reform proposal.

81. It was repeatedly underscored that the State and education reform processes are enabled by a political framework of continual democracy and economic stability that allow planning for the middle and long term. All the countries express their conviction that knowledge is a capital and education an investment. For this reason education with sufficient coverage, adequate quality and equity oriented to strengthening social justice must be provided. As a result, several countries have extended compulsory education from 9 to 10 years and are implementing nutritional programmes, fellowship systems, procedures for the improvement of physical infrastructure and school equipment, eradication of shabby schools, and erection of classrooms and school buildings in priority areas (rural, indigenous, and urban-marginal areas). There were speakers that pointed out the convenience of concertation policies between the education system, society, and the international community, to enable the continuity of such initiatives.
PART II
GUIDELINES AND PRIORITIES FOR CO-OPERATION

a) Item 8 of the Agenda: Orientations and priorities of subregional, regional, subregional, inter-regional and international cooperation as a follow-up to the «World Declaration on Education for All» adopted by the World Conference at Jomtien (Thailand, 5-9 March 1990)

82. Various delegations reported on the educational programmes undertaken in their respective countries in terms of the Major Project objectives and as a follow-up to the Jomtien «World Declaration on Education for All», highlighting the cooperation of international efforts. They stated their appreciation for the support provided, emphasizing UNESCO’s participation as a forum for educational debate and ends searching. They expressed the need for ongoing international support, which is still deemed necessary, highlighting in this respect the substantial increment of the financial support extended by the World Bank, and IDB to their countries and the growing efforts of the United Nations Agencies such as UNICEF, UNDP and FNUAP towards educational activities.

83. The delegates highlighted the important role played by the regional horizontal cooperation provided to them by the Major Project in the Field of Education through the REPLAD, REDALF, PICPEMCE networks, and the support of the SIRI and CARNEID systems towards improved quality education. Examples of cooperation by the Caribbean subregion were also cited, and suggestions were made as to extending its scope in the near future to include countries such as Cuba, Haiti, Dominican Republic and Suriname; the increased cooperation between the countries of the Central American Isthmus and the Andean countries through subregional agreements and the emergence of a new educational cooperation within the MERCOSUR framework, was also emphasized.

84. The Caribbean delegates made a special appeal for support in their efforts for integration with the rest of the countries in the region. They emphasized their need for cooperation in the decentralization of management in the educational systems being implemented in these countries, in the framework of the Major Project, focusing on strengthening the management capabilities of the different educational actors, such as school principals. A speaker requested the participation of the countries of the subregion in the HIS-PASAT programme, as a means of communication and inter-agency integration, promoting via this satellite programme, inter-university cooperation and the teaching of Spanish.

85. Several delegates pointed out the financial support received towards improving the quality in education, through teacher training programmes, the provision of textbooks, or the updating of school equipment and infrastructure. Mention was made of the increased financial and technical contributions by international organisations such as the World Bank, IDB, and United Nations Agencies, namely FNUAP, UNDP, UNESCO, and UNICEF, and countries such as Germany, Canada, Spain, Great Britain, the Netherlands and Japan, as well as those received by bilateral organizations such as the International Development Agency.

86. Examples of subregional cooperation were cited, such as that undertaken by CARICOM (Association of Caribbean States) and OECS (Organization of Eastern Caribbean States) whose report «Foundations for the Future» defined strategies that respond to the need for human resources in an environment of institutional change and poverty.

87. Other examples of subregional cooperation included the following; that undertaken by the secretariat of the Andres Bello Agreement, which benefitting from several external finance sources, supports educational programmes in seven countries of the Andean subregion; that carried out by the
Andean Parliament, which recently organized the First Parliamentary Symposium in Ecuador with the technical and financial assistance of international organisations, the cooperation of teachers’ unions, students, and the Ecuadorian Episcopal Conference, whose objective was reaching general agreements to prioritize improved legislation and budget programmes earmarked for educational reform.

88. With regard to regional organizations, the experience of the OAS was noted. Its regional coverage programmes included, by way of example, cooperation with UNESCO, and Jamaica’s Summer Institute for Science, Mathematics and Communication. CLACSO’s representative presented the results of the Regional Seminar for Latin American Researchers held in Chile on June 5 and 6, where access to accumulated knowledge in the region, and the role of educational research as a strategic factor in decision making for improving the quality of education, was emphasized. On behalf of REDUC, mention was made of a project to be financed by the International Development Bank over a three year period, to supply each of the Latin American countries with a data bank, and to organize three subregional courses for the staff of the region’s Ministries of Education counting with the technical support of Harvard University for its implementation.

89. The delegates insisted on the importance of viewing knowledge as capital, education on population as an investment seen not merely from a technological perspective but as an essential means for the consolidation of democracy. Other speakers reported the increased role of private business in sponsoring educational programmes, normally the realm of Governments. They also highlighted the important role played by financial organizations and sources, and stated their desire for the increased harmonization of these efforts, with a view to achieve greater effectiveness and to continue the process initiated within the framework of PROMEDLAC and spearheaded by the World Conference on Education for All.

90. The delegation of Spain reaffirmed the central role assigned to meeting basic learning at Jomtien, emphasizing the importance of basic education for urban marginal youths, and the steady support being provided by this country through a regional project being implemented by UNESCO. After underscoring the emphasis given to teaching children in bilingual situations in the Round Table on Reading and Writing, the delegation informed the assembly the great interest the Government of Spain ascribed to innovative teaching of the sciences, within the framework of curricular reform, and offered their experience in this area. With respect to the need for better qualified facilitators at the state, provincial and local levels of education, the delegation referred to the co-operation of the Government of Spain in four educational management and planning workshops sponsored by OREALC. It went on to state that, given the importance of teacher training in this new stage of economic development, efforts should be combined at the international level specially as regards ibero-american educational television, to produce teacher training programmes particularly in the field of science. It reaffirmed the support of its Government to the Major Project, and made an appeal for solidarity among international organizations and multilateral and bilateral co-operation among countries, in terms of exchange of technological and scientific advances and post graduate studies.

91. The representative of the Ibero-American Educational, Cultural and Scientific Organization, expressed his satisfaction for the fruitful experience between OEI and UNESCO, and referred to the various co-operation modalities under way, such as OEI’s Prospective Study Project for the design of educational, scientific and cultural strategies, where UNESCO is part of the Advisory Council. He mentioned other joint projects such as regional research on functional illiteracy, the basic education project in six countries of the region, where the teaching of mathematics and science is introduced into the curricular structure or the field of education in the working world, theme that will be dealt with at the next Ibero-American Conference of Ministers of Education to be held in Salvador de Bahia, Brazil, in July 1993. He referred to new joint projects in the area of planning, educational decentralisation and training of educational administrators, as well as literacy and adult basic education programmes OEI has...
scheduled for 1993 in El Salvador, the Dominican Republic, and Paraguay where UNESCO will provide advisory services.

92. The Director General of UNICEF for Latin America and the Caribbean expressed her satisfaction for having participated in this meeting as well as the active collaboration of most educational officials of UNICEF offices in the region, unequivocal sign of the priority her institution accords basic education. She reaffirmed the historical joint commitment of UNESCO, the World Bank and the UNDP, materialized at Jomtien, and referred to the significant change in UNICEF’s policies which has committed to education one fourth of its total resources by the close of the decade, while increasing its technical capacity to assist governments in the design and implementation of plans and programmes, within the framework of the «World Summit on Children». She stated that primary education is, and will continue to be, one of UNICEF’s main concerns since it is regarded as the epicenter of basic education, and owing to the critical quality and equity problems evidenced in the region. She proposed, in accordance with discussions held at the meeting, that future efforts should aim at: reducing drop-out rates in the first four years of primary schooling in at least one third, and repetition rates in the first two grades to at least half; and ensure that 80% of primary school graduates can read comprehensively. She ascribed particular importance to defining these targets, collaborating with specific national projects, and privileging adult education programmes in support of initial education in an inter-generational perspective. Following a description of the main strategies that would lead to the attainment of these goals, the Regional Director of UNICEF commented on the programmes implemented in the area of non-formal initial education based on community and family in Venezuela, Colombia, Ecuador, Mexico, the Dominican Republic, and Chile. She cited examples of parent education programmes in Chile, Colombia and Brazil, within the framework of the International Year of the Family in 1994. She remarked on the need to carry out qualitative and ethnographic surveys that delve into our cultural diversity and provide a comprehensive vision of discrimination on female students. After referring to the process accomplished by PROMEDLAC which has translated into a significant thrust towards the conceptual, political, and technical elucidation of the problem and the educational priority in the region, the Regional Director of UNICEF made an appeal to the international community to support the countries’ efforts in the attainment of this new educational stage. The text of the address of the Regional Director of UNICEF is contained in Annex IV of this Report.

b. Item 10 of the Agenda: Proposals for the modification to the Statutes and Rules of Procedure of the Major Project in the Field of Education in Latin America and the Caribbean

93. In the Plenary session of 8 June 1993 it was decided to create a working group to consider the proposals for the modification of the Statutes and the Rules of procedure of the Committee. It was decided that the Chairperson would be Mr. Victor Sologaistoa, (Mexico), and the Rapporteur Mr. André A. Kramp, (Suriname).

94. The Working Group had before it the proposed amendments to the Statutes and Rules of Procedure of the Committee (Documents ED-93/PROMEDLAC/4 and ED-93/PROMEDLAC/4 Rev.). The proposed amendments arose from the perceived need (i) to devise and develop mechanisms and strategies for consultation among the various government sectors and between the latter and nongovernmental organizations, private companies, the media, church bodies, trade unions and community organisations and families themselves, (ii) to rationalize the periodicity of the sessions of the Committee in order to make better use of the financial resources available, and (iii) to strengthen the activities of the Major Project in the Field of Education in Latin America and the Caribbean by involving other actors.

95. In the case of the Rules of Procedure, the amendments reflected the proposals made in regard to the Statutes.
96. The Working Group met on 10 June 1993. During its discussions concerning the proposed modifications the Committee reviewed the various substantive, administrative and legal considerations involved. In the case of the Statutes, the principal amendments related to Articles II (horizontal cooperation), III (membership of the Committee), IV (sessions of the Committee) and VI (new participants in the work of the Committee). The Working Group found acceptable most of the proposed modifications as shown in the working documents, however the Committee decided to propose further modifications in Art. II.1, II.5, Art. III.2 and Art. IV.1. The text of the proposed amended Statutes are found in Annex VI of the Report.

97. In the case of the Committee’s Rules of Procedure, the Working Group took note of the fact that the proposed modifications thereto were designed to harmonize the Rules of Procedure with the Statutes. The Working Group entrusted the Secretariat to make further appropriate draft modifications in the light of the final modifications which the General Conference might make in the Committee’s Statutes. The draft will be analyzed by the Committee at its next ordinary session.
PART III

CHALLENGES OF EDUCATION: INSTITUTIONAL AND PEDAGOGICAL ANSWERS

a) Modern Management of the Educational Systems

98. The Round Table N°1 met on Thursday, June 10, in the morning. It was moderated by Mr. Ernesto Ottone, Deputy Secretary General of the United Nations Economic Commission for Latin American and the Caribbean. The participants and the topics developed by each of them were as follows: Mr. Bernardo Kliksberg, Director of the UNDP-CLAD Project on Modernization of the State in Latin America and the Caribbean, Venezuela, («Management of education within the context of state modernization»); Mr. Burchell Whiteman, Minister of Education of Jamaica («Management of education at a local level»); Mr. Michael Potashnick, Specialist in Human Resources of the World Bank («Experiences on educational decentralisation»); Mrs. Giomar Namo de Mello, Consultant for the Public Sector Institute of Economics, Brazil, («Human Resources Policies for the Management of Educational Systems»); Mr. Jose Angel Pescador, Under-Secretary of the Educational Service for the Federal District, Public Education Secretariat, Mexico City, Mexico, («The role of the ministries of education, and strategies to reform management of educational systems»); Mr. German Rama, UNESCO Consultant Specialist, Montevideo, Uruguay, («Information needs for decision-making in modern management of educational systems»).

99. In general, the panelists agreed on the urgency to make radical changes in educational management. These should be based on reality, without favoring ideological or doctrinal positions, and on the need for long term educational consensus inasmuch as educational cycles do not coincide with political cycles.

100. Presentations made stressed the fact that in the future competitiveness and vying for international markets will be decided in terms of human resources, for which education plays a major role. Complexity and uncertainty are the main characteristics of our present reality; the educational systems require a new management style, in which the modern state must utilize strategic resources linked to the citizenry, with an important participation of the civilian society. In Latin America and the Caribbean, the social drama of glaring socio-economic disparities constitutes the main problem.

101. The panelists coincided on the need to decentralise educational management, but pointed out to certain limitations and characteristics. Decentralization is not a panacea for the educational system and there exist several models as demonstrated by international experience. It involves long processes which must be gradual, and the outcome of research on the subject must always be kept in mind. Decentralization has proven to be efficient only in relatively homogenous societies; if social disparities are extreme, decentralization brings about problems and makes regional inequalities more critical. A human resources policy for modern educational management must be framed within the State’s modernization process and in the context of political consensus. A policy must be established for the professional profile of the education managers and their qualifications and not be left at the mercy of offers from the different institutions. These profiles, both for the central and for the local levels must, therefore, be homogenous in nature.

102. Some panelists indicated that information and evaluation constitute the essence of educational management. When management is decentralised, more information should be provided to all its ambit as information constitutes power. In a constantly changing world, the local community must be well informed as otherwise social sector demands cannot be adequately drawn up. By the same token, research is key for the decision-making process.
103. As regards strategies to be followed, it was pointed out that in management modernisation processes, decentralization is not the only parameter to be taken into consideration. In any case, permanent negotiation is a necessary mechanism and the main actors should be the central government, the provinces or regions and the teachers’ unions. Modern management and decentralisation not only constitute an administrative change, but principally a new societal behavior. Finally it was remarked that the key to quality in the modernization process of educational management is based on the human/professional level of the educators.

b) The reading-writing process as a key factor in the improvement of the quality of education for children and adults as well as for a successful bilingual education

104. The Round Table N°2 took place on Thursday, June 10, in the evening. It was moderated by Mr. Marvin Herrera, Minister of Education of Costa Rica. The participants and the topics developed by each of them were as follows: Mr. Ernesto Cuadra, Education Officer of the World Bank, («Reading and writing in countries with low and high school performances»); Mrs. Vanilda Paiva, Deputy Director of UNESCO’s Institute for Education in Hamburg, Germany («Research on functional literacy, examples of some countries and characteristics of quality adult literacy programs»); Mr. Augustus Ramrekersingh, Minister of Education of Trinidad and Tobago («Adult Education in Trinidad and Tobago with emphasis on opportunities for continuing education»); Mrs. Josette Jolibert, Expert («New approaches in the theory of the written language»); Mrs. Viviana Galdames, Language Specialist of the Nine Hundred Schools Programme of the Ministry of Education of Chile («The Chilean experience in the Nine Hundred Schools Programme»); Mrs. America Gonzalez, Director of the PRYCREA Project in Cuba («The impact of the PRYCREA Project in reading-writing performances, a Cuban experience») and Mr. Luis Enrique Lopez, Peruvian socio-linguist, ETARE advisor in Bolivia («Indigenous peoples and appropriation of the written language»). Presentations made by the participants were followed by questions and comments. The panelists closed the meeting with a series of final comments.

105. Based on a comparison of the teaching of reading and writing in countries with low and high school performances, the panelists coincided that the time has come to make substantive changes both to adult literacy programmes and to basic education for children. Available research reveals that the two main factors which explain the difference in performance are the school’s learning method and the material available. It is, therefore, necessary to conceive learning as an interactive process where all students have the possibility to learn. Likewise, changes are needed in the conception of the oral and written language and in the definition of reading, stressing the understanding of written messages and its application to everyday situations. In this regard, it was emphasized that teaching must be imparted with the assurance that everybody can learn in a friendly environment where there is space for the development of creativity directed to understanding and producing texts. Special value was placed to dedicating time to the silent reading of authentic and stimulating texts, written in the student’s mother tongue, within a learned environment.

106. The following recommendations were made: give priority -within the educational policies of each country- to reading-writing in the mother tongue as an initial step for a meaningful learning process, that has a long term perspective; permanently renew the student’s literary production by stimulating their capacity for collaboration through incentives; equip classrooms with small libraries; permanently update and innovate teacher training; coordinate educational actions with the mass media with the purpose of promoting reading habits and encouraging reflexive and creative learning processes, thus overcoming the tradition of repetition.

107. A request was made for UNESCO’s sponsorship in research activities on basic reading-writing skills of children and adults, necessary for integrating into the modern world and for the declaration of an International Year of Reading and Writing.
PART IV

RECOMMENDATION RELATED TO THE IMPLEMENTATION OF THE MAJOR PROJECT OF EDUCATION IN LATIN AMERICA AND THE CARIBBEAN DURING 1993 AND 1996

1. The Committee is of the opinion that, both within and outside the educational systems, a number of conditions, needs and possibilities have arisen and consequently there is a new kind of pressure for the removal of the traditional lack of linkages between educational systems and individual and social needs, constituting a new opportunity for the development of a modernized educational system favouring meaningful human development.

2. The Committee feels that the region’s competitiveness in the world market will largely depend on the modernisation of its educational systems and the resulting improvements for the educational processes. Quality basic education must be made available to all the country’s students. Countries in the region will be unable to meet the challenges of the XXI Century unless they have a sound educational base which would enable them to be competitive internationally.

3. The Committee agrees with the findings of the XXIV ECLA Meeting held in Santiago, Chile, in April 1992 and attended by the region’s Ministries of Finance, in which education is central to the new sustainable development strategies both for economic growth where the application of new knowledge to the production process is also perceived as being central to its growth, that of social justice and of solidarity. The acquisition of knowledge, the mastery of basic technical skills and the internalization of values are the axis for overcoming poverty. This critical role of education makes it a strategic factor and gives new meaning to the three objectives of the Major Project in Education:

   - the elimination and prevention of illiteracy,
   - the universalisation of basic education,
   - the improvement of the quality of education.

4. The Committee, at its Fourth Meeting in Quito in April 1991 highlighted the need to embark on a new stage of educational development, to meet the triple challenges of:

   (i) greater effectiveness, through the increased competitiveness of countries, promotion of social integration and the formation of a modern and participatory society;

   (ii) greater equity through the provision of quality educational services to the poorest sectors of the population, for example, urban-marginal, rural, poverty-stricken groups, indigenous populations, drop-outs, those without access to schooling, in order to equip them with useful and important social attributes, applying the criterion of the satisfaction of basic learning needs.

   (iii) a more efficient system, through institutional change involving a more rational and optimal use of resources and the reinforcement of the teaching profession.

5. The Committee is aware that countries in the region have entered into a stimulating stage of educational modernization. It is convinced that the educational systems in those countries are going through a critical transitional time of reflection between the end of the educational development stage and the beginning of another stage aimed at satisfying basic learning needs and transforming the teaching-learning processes, i.e., the pedagogic model. The Committee, nevertheless, recognizes that,
on the one hand, the pace of change in the various countries has been unequal and on the other hand, there is a need for greater impulse for a more dynamic process.

6. The *Committee* recognizes that hitherto, reform efforts have not had the anticipated results. There seems to have been four reasons for this, one having to do with shifting educational policies over a period of time according to the successive changes in governments. This reinforces the need to establish converging views and basic consensus in the area of policy design. Another reason is associated with quantity and relevance of information available for designing these reforms, which highlights the importance of producing new knowledge and the redesigning of data collection and processing systems. A third factor concerns the neutralising effects between the application of different policies and the need to obtain that the positive results of some measures be aligned with the results of others. This suggests that there ought to be a systemic vision as to how to carry out reforms and the kind of follow-up activity required for those on-stream, taking into account the anticipated results from this kind of interaction between the different modalities. The fourth reason has to do with the difficulty with which these measures are finally implemented in the classroom. This, in turn, suggests that the reform design needs to incorporate a systematic conduct and follow-up component with the application and results of these measures.

7. The *Committee* feels that the following guidelines recommended at its Fourth Meeting are in full effect and can constitute the general framework for actions to be undertaken in 1993-1996:

- Inter-relationship between education and development strategies;
- reinforcement of democracy as an educational development strategy;
- inter-action among new alliances in the field of education;
- the modernisation of planning and management modalities;
- the restructuring of the curriculum to improve the quality of basic education;
- a new conceptualization of literacy and adult basic education;
- a more dynamic educational system through the concerted action of educators;
- the diversification of funding sources for educational services.

8. The *Committee*:

*Having examined* the document ED/93/PROMEDLAC/3 «Towards a new era in educational development»;

*Bearing in mind* the Agreements and Action Plan of the World Conference on Education for All (Jomtien 1990), the Convention on the Rights of the Child and the World Summit on Children;

*Reiterating* the directions of PROMEDLAC IV (Quito 1991);

*Reaffirming* the previous Recommendations and the Quito Declaration;

*Bearing in mind* the growing importance of international cooperation as a mechanism to make headway in the search for solutions to the region’s educational problems;

*Taking into account* the increase in international financing agencies for educational development;

*Adopting* the agreements taken during the 24th ECLA Meeting (Santiago 1992),

*Recalling* the important contribution made by education to the «International Year of Indigenous Peoples»,
Hereby approves the following objectives and action areas for the preparation of national plans and regional co-operation strategies for the implementation of the Major Project in Education for Latin America and the Caribbean within the framework of the proposal to professionalize the educational action in order to achieve the objectives during 1993-1996.

9. The Committee is of the view that the professionalisation of the educational activity is the central concept which ought to characterise the activities of this new stage of educational development. The Committee understands professionalisation as being the systematic development of education involving specialized action and knowledge, so that decisions as to what is learned, how it is taught, and the organisational methods for it to happen, take into consideration: (a) advances in scientific and technical knowledge; (b) the framework of preestablished responsibility; (c) ethical criteria that regulate the profession, and (d) the different cultural contexts and characteristics. This professionalisation, nevertheless, is not only a technical act but must be conceived within the framework of consensus and sound and democratic educational agreements.

I. General objective: overall improvement in the quality of learning

10. Actions undertaken during this period will generally seek to improve the overall quality levels of learning processes, even though ongoing attention will be given to the increase in coverage. This should significantly motivate the creation and development of integrated societies from a humanistic, scientific, technological and artistic perspective. This objective would represent an effective step towards social integration and international competitiveness.

II. Specific objectives

11. Despite the great diversity in the countries’ educational policies, the following specific objectives are compatible with present national guidelines and highlight the quality of the policies, processes and performance results.

12. Raise the quantity and quality of students’ learning. On an average, the students attain above 50% of the pedagogic objectives and the repetition rates continue to be significant. The analysis of these results, points both to the need to revise the relevance of the training outcomes as well as to the need to raise the efficiency and the effectiveness of schools in preparing productive and participating citizens.

13. Promoting actions for diminishing inequities following the criterion of positive discrimination. Schools in the poorer sectors show results well below the 50% achievement level. This situation socially segregates the citizen’s right to basic education and limits the efforts to consolidate the democratic and equal rights principles now recognized as a condition for the success of development strategies. The promotion of specific actions would benefit social sectors making it easier to break the vicious cycle of poverty and of inequity and advance in the quest for equity.

14. Develop a management which takes responsibility for the results. Management which takes responsibility for the outcome and achievements of its own performance is a crucial factor in the modernization of educational management. This new style of action implies that management should have an enhanced administrative capacity to define the performance and achievement indicators that it hopes to attain within its plans and programmes. It also implies the need to systematically apply an evaluation of the results obtained in each work programme and project. Management assessment makes possible a permanent feedback and improvement of the management system while introducing incentives that contribute to an efficient performance.
III. Axis of action

15. The improvement in the overall levels of quality in the learning processes should be attained through actions linked with the various axes involved in educational development: contextual, institutional, pedagogical and communicational. Special emphasis should be given to the strategic value of the internal dimension of the educational action: institutional axis and pedagogical axis.

- an institutional axis professionalising both the action of the Ministries of Education and the following levels of educational administration and action in schools;
- a pedagogical axis, professionalising the teaching processes to improve the acquisition of learning systems and basic skills, focusing on the first four grades and on basic education for young people and adults.

16. Professionalising the action in the Ministries of Education and other levels of educational administration. The corporative appropriation of these administrations has resulted in an overlapping division of labor, and in an unsatisfactory rate between the number of administrators and classroom teachers. The Committee means by professionalising the action of educational administrations, the definition of specific skills and the provision of staff with new human, political and technical capacities, both at the central deconcentrated and decentralized levels, with a view to developing responsible management through an efficient system of evaluation, decision-making and design and instrumentality of policies. Professionalization of the action implies widening the range of different professions involved in the educational management process with the aim of increasing its rationale and productivity.

17. Professionalize the action in schools. The acknowledgement of the schools’ capacity to decide on pedagogical and institutional development projects, is one of the most significant processes being put into effect in the transformation of educational systems. By professionalisation of the action in schools, the Committee understands encouraging greater capability to regulate their operations and to strengthen the technical and administrative functions of the actors involved in the implementation of the educational process within a framework of national policy guidelines.

18. Professionalising the teaching processes in order to improve learning and the acquisition of basic skills. Forty per cent of the children in the first year of basic education are compelled to repeat this grade because they are unable to read or write or to give adequate levels of meaning to the written word. In the following grades, many children have great difficulty in acquiring and understanding the basic codes and tools. Other research findings have revealed that initial teacher training does not equip future teachers with the skills and techniques that enable them to help children to acquire basic skills, despite scientific advances in this field. By professionalising the teaching processes to improve learning and the acquisition of basic skills, the Committee means the need to use technical and scientific breakthroughs to responsibly and creatively develop relevant pedagogical practices reflecting teacher preparation, training, and upgrading as well as the use of appropriate materials.

19. The Committee recognizes the significant impact of a number of economic and social factors, which influence the dynamics of the educational systems. Those factors have been identified on several occasions. In this instance, there is a preference for highlighting those internal factors of the system which could represent concrete actions during the period and ensure a considerable improvement in the quality of education which the students achieve.

20. The complexity of current educational systems stems from: (a) the variety of subsystems, types and number of schools; (b) the interaction with external social sectors and actors; (c) the need to respond
to diversified, productive, territorial and cultural needs. Therefore the Committee recommends to focus action on: the Ministries of Education management, school management and instruction in the first four grades of basic education in urban-marginal and rural areas. A reduction in the serious problems detected at this level will, undoubtedly, improve the quality of subsequent levels.

Institutional axis I: Professionalizing the action in the ministries of education

21. The Ministries of Education ought to administrate and co-ordinate a new cycle of educational policies in the region, characterized by greater redistribution of authority at the central, intermediate and local levels. However, their structures, functions and technical, financial and human resources are not conceived nor adapted for this. There is therefore the need to introduce methods and mechanisms to establish objectives and guidelines and to direct, co-ordinate, follow-up and evaluate this new educational process. To achieve this, it is necessary to:

22. Strengthen the political capabilities and their links with the technical capabilities for the design and implementation of programmes. Insofar as education becomes more relevant to the development of society, more sectors are wishing to participate in medium and long term educational policies. Policy-making should therefore be related to governability and should become a process of negotiation and consensus among the parties involved both within and outside the system, in which political and technical aspects determining the efficiency and effectiveness of its implementation are at play.

23. Introduce new planning and management practices. The Ministries are taking on new powers and roles to guide and co-ordinate the educational process within a decentralised and deconcentrated system which is considerably more complex. To this end, in addition to using the planning instruments in a more efficient way, new concepts and techniques must be gradually introduced to form an appropriate model of government administration. That new model must at least allow for: (a) strategic management where decisions vary, subject to negotiation with agencies within and outside the sector; (b) a prospective vision to give the process direction and identify the possible effects of the policies and (c) viability or feasibility of policies in terms of human, physical and financial available resources and the co-ordination of the different levels of responsibility.

24. Establish national standards and systems to evaluate the results of the educational process. The Ministry’s action in the establishment and monitoring of national educational standards, involvement in the dissemination of performance results to the government, schools and general public, allows the Ministry to assume its own responsibility for the overall results of education in a given country. A national system of evaluation provides the empirical base: (a) for the definition of general and specific policies related to achievement levels of the pedagogical objectives, their renewal, the determination of demand levels, the allocation of resources and incentives, and (b) to develop a control system over the various intermediate levels of responsibility and the systematic monitoring of educational achievement.

25. Develop new bodies and follow-up modalities for local activities based on information technology. The handing over of functions to intermediate structures at increasingly deconcentrated and decentralised levels, also requires the assurance that their actions are consistent among them. These bodies, closer to the local level and endowed with new functions and responsibilities in political, administrative or programmatic areas, must be linked with the other levels through an appropriate information flow and modalities of supervision and control and a new management model. They should not become new centers of bureaucracy, but should aim at bringing the administration of the system closer to schools and to free up the central authority of execution and administrative functions with a view to strengthening its capacity to lead and regulate.
26. **Create conditions for the improvement of the quality and quantity of acquired knowledge.** Generally speaking, students in the region are taught contents which are not of much significance and benefit to them. Besides, they attend less hours of school than their peers from other countries with comparable development levels in other regions, and are exposed to fewer hours of learning. Improved levels of quality and quantity of learning require: (a) the gradual and selective upgrading of the relevance, pertinence and amount of knowledge which must be achieved as from the third grade; (b) an increase in the number of days in the school’s calendar as well as the time actually spent on learning, and eventually, (c) the establishment of increasingly higher standards for each grade with regard to the development of logical thinking and problem-solving abilities and skills.

27. **Generate the capacity to focus on actions leading to a reduction of inequities.** The need therefore arises for the creation of an institutional capacity for the formulation of criteria and objective parameters for the rational allocation of financial and technical resources via: (a) specific projects for deprived sectors of the population; (b) increased focused access to the pre-school level; (c) specific strategies to cater to groups with different needs; (d) innovative ways of educating children in particularly difficult conditions; (e) maximum use of school infrastructure and intersectoral assistance.

28. **Develop a policy for encouraging innovation.** Besides the preceding standard measures, a system for quality education for all children requires quite a number of educational innovations. To this end, the Ministries need to be informed of, encouraged, conduct and evaluate innovations and systematise and disseminate these innovations at all levels through high level technical groups that work both inside and outside the Ministries and with the support of the NGO’s.

Institutional axis II: Professionalizing action in schools

29. **The school is the institutional environment for learning and for making changes in the learning processes.** The result of the student’s learning processes depends largely on the type of school that they attend. Therefore there is need to develop material conditions and incentives so that the schools can make better use of their new autonomy.

30. **Develop a new type of institutional management.** The type and quality of school management is one of the critical aspects in improving schools and enhancing quality. A new organizational culture must be fostered in the school consisting of the development of management practices characterized by: (a) shared learning objectives by means of a process of participation of teachers and other segments of the school community; (b) definition of achievement indicators which lay the foundations for the pedagogical decisions and the allocation of resources; (c) the stimulation of a culture which appreciates academic performance and the development of positive expectations for the student’s success; (d) the coordination of the shared objectives and this new «ethos», within a plan for institutional development which defines the school’s pedagogical project is explicit.

31. **Underline the strategic role of the school principal.** Due to the requirements of the new school management model, the school principal must have specialised organizational skills and the adequate tools for his work. From this point of view, the principal is responsible of the proper functioning of the school and of the children’s learning results. Therefore, the requirements of specific training must be coordinated with a certain degree of stability and with flexible norms for a career in management which include incentives. This career must be determined both by considerations of a professional nature as well as by the recognition of accomplishments by the members of the school community, in the performance of his work and includes specific measures for his/her appointment on a competitive basis, and/or by election, dismissal and career advancement.
32. **Consolidate the new roles of teachers.** Decentralization, optimal management modalities and greater autonomy for the school, offsets the central role played by the teacher in student learning. New teaching roles are needed as a result of the changes that are taking place. This requires professional comprehension of the student’s needs and the capacity to generate approaches which will allow the teacher to act as the predicator of student learning, leading and stimulating the students when working individually or in a group, guiding them in the use of materials and information sources, evaluating the results and proposing remedial action.

33. **Strengthen the concerted actions of the educational community.** Although education is the responsibility of society at large, it is primarily the responsibility of the educational community. Apart from teachers and administrators, this includes parents, students, persons directly interested in the education process and beneficiaries of the educational activities. All of them must play a dynamic and motivating role in the education process expressing social expectations, contributing specific suggestions and evaluations, and channeling additional resources. Strengthening the educational community, requires, among other things: (a) assigning tasks to members of the community in the management and guidance of the school; (b) assigning degrees of responsibility and participation to the parents and mothers with regard to the learning process and its results; (c) promoting institutional participation structures.

34. **Foster curricular decentralisation.** The rationale for administrative decentralisation leads to curricular decentralisation. Although this may take on different shapes, the adoption of measures such as the following should be taken into account: (a) create the conditions for the schools to exercise the right to complete the drawing up of the curriculum with objectives and contents that are adapted to the community that it serves, which must include those defined at the central and intermediate levels; (b) produce or choose from among available information and materials those required to give each student the opportunity to acquire essential knowledge, values and aptitudes; (c) encourage the participation of the educational community concerned in determining local learning objectives.

35. **Guarantee a good physical and technical-pedagogical infrastructure for the schools.** Recent studies have emphasized the importance of the state of the infrastructure, of the organization, coherence and use of education spaces, the type of facilities and the availability of the relevant materials in the creation of a favorable environment for effective learning. The existence and maintenance of an infrastructure that is in good condition and the orderly organisation of the opportunities has a positive effect on the results, particularly because it produces expectations and positive attitudes in the teachers, parents and students in dealing with learning.

Pedagogical axis I: Professionalization of teaching in schools

36. **Learning to read, write and do mathematics is the main indicator for determining the quality of education at the first four levels of primary schooling.** Because they are instrumental, these learning processes facilitate access to culture and personal development and are the basis for continuing with the learning process.

37. **Prioritizing reading and writing.** To give priority means producing a permanent policy towards reading and writing, which, in addition to providing incentives for good teachers to remain in teaching, will mean the adoption of the measures such as: (a) development of an approach to reading and writing with emphasis on communication; (b) focusing on activities at preschool and first grade levels; (c) renewal of the initial training of teachers emphasising the development of skills to achieve a proper comprehension of basic methods and select the more adequate strategies and learning methodologies for reading and writing based on student needs; (d) elaboration of high standard student manuals to encourage the student to study their context and compare it with his/her cultural interests; and, (e)
provision of teaching materials in the mother tongue to reflect the culture and reality of indigenous children.

38. **Teaching and learning mathematics.** Mathematics is a necessary communication tool and individuals are receiving more and more quantitative information in working, cultural and daily life. Basic education should aim at teaching the individual to apply and develop his or her intelligence by reasoning with quantitative information so as to face the demands of today’s society. Considerable effort is needed to improve this basic aspect of education by updating curricula to include numerical-logical reasoning to solve practical problems, changing the nature of basic and on-going teacher training and producing appropriate teaching manuals and adequate learning materials.

39. **Incorporation of scientific, technological and environmental components.** The need for a global community of citizens educated in science and technology and an understanding of the environment is acknowledged. The problems currently being faced worldwide call for a population that is receiving more education in scientific, technological and environmental developments, both to be able to understand it and to take decisions for appropriate action. This requires: (a) adapt the contents of science, technology and the environment to current needs and renew learning methods; (b) up-date the teachers’ knowledge of science, technology and the environment, incorporating whatever progress is currently being made in the teaching of science; (c) encourage innovations, coordinate and exchange experiences; (d) encourage activities such as competitions, scientific clubs and fairs; (e) generate materials through intercountry cooperation; (f) create mechanisms to stimulate talented students to take up science and technology.

40. **Teacher remuneration and working conditions.** For the teacher to fulfill his role in the context of developments in the learning processes, he must pursue a teaching career involving a system of remuneration which motivates and offers incentives in his new role. Also investments must be channelled to purvey (in the low income schools) printed and didactic materials such as classroom libraries, games and the incorporation of community resources. In accordance with to available resources and the institutional specificities of each country, the following can be carried out: (a) receive payment with significant increases according to the importance given to education. The composition of the increase in pay may adopt various formulas as measured against the quality and quantity of work, classroom performance and its results, duration of academic year, academic criteria for entrance, certification and periodical assessment of qualification, location and seniority; (b) long-term employment stability; (c) the designing of a new wage scale to allow professional mobility within the classroom in keeping with the pedagogical needs of the school; (d) greater autonomy in the classroom, in the establishment of learning objectives and the creation of favourable environments and stimuli for teaching while being responsible for the learning achieved in the classroom. In this context, special attention ought to be given to the selection and remuneration of school directors.

41. **Training and upgrading of teachers.** In light of the new demands facing teachers, greater attention should be given to the training and upgrading of teachers. In addition to the activities applied in the various countries, these apparently should be supplemented with others, for example: (a) reinforcing teacher-training centres and improving the capabilities of teacher trainers; (b) utilizing available resources at teacher-training institutions for upgrading; (c) establishing centres and exchange mechanisms for information exchange on innovations in the various areas; (d) facilitate learning situations through workshops and teacher groups; (e) carry out upgrading activities in such areas as required by the particular school; and (f) strengthen the capacity to review ongoing activity and analyze available information; (g) emphasize teacher upgrading based on learning-to-learn criterion; (h) train teachers to develop integration strategies in the classroom for children with special needs; (i) promote the collaboration of national and provincial ministries in the definition of the professional profiles of student teachers and encourage the evaluation of teacher training centres.
Pedagogical axis II: Improve the quality of basic education for young people and adults

42. The main challenges to be faced by BEYA relate to the new individual and social requirements for participation as citizens and consumers with an individual right to a higher standard of living; to the production demands of economic modernisation; to the effects of the economic crisis in the more deprived sectors. These demands assume specific characteristics for young people and adults who are usually already part of the working world.

43. Improvement in the quality of processes and performance. There is the need to define the competencies in which this education modality aims to prepare participants as well as to specify the indicators for measuring performance. BEYA must reflect and be adapted to the society’s culture and help participants to deal with their daily problems. This implies an educational evaluation of the work experience and therefore integrating this experience into the curriculum is deemed necessary. A better educational practice would require the substantial improvement of existing mechanisms for compiling information on the institution’s registration and graduate numbers, provision for the systematic evaluation of education processes and performance, taking into account the relevance of the educational process for the individual and the society. Greater regional research, the review and systematisation of innovative experiences as well as the preparation and training of individuals based on their roles in the educational processes, are all elements which are critical to this improvement.

44. Systematizing and strengthening the educational practice of BEYA. BEYA strategies and alternatives resulting from educational policy agreements and inter-institutional and intersectoral coordination mechanisms must be regained, generated and disseminated. These strategies must reconcile the political, economic and educational components with basic learning needs in order to ensure appropriate and quality BEYA. A new reality resulting from the deconcentration and decentralisation processes and the qualification needs of new actors requires every country to become familiar with BEYA institutions and to overcome isolated action combining consensus and agreements so that they will become an expression of continuous education through multiple institutions.

45. Participation in the overcoming the vicious cycle of poverty. BEYA programmes must be included in the effort to halt the perpetuation of poverty from generation to generation. The education of the poorest must continue to be given priority since illiteracy is not only a manifestation of poverty but also constitutes an obstacle to its eradication. Most BEYA programmes, in addition to providing suitable work training, should include strategic elements such as: topics encouraging the responsibility of the father; mother-child programs, training of mothers in their capacity as promoters of non-formal early childhood education and in food supplements; topics including environmental education, consumer education, population education and education on human rights. Several of these strategic elements will be useful in tackling wide-scale functional illiteracy and in providing an education in order to improve the quality of life. The education of the poor among females and the promotion of social organisation and solidarity starting from the family nucleus, are key to education if it is to overcome that vicious circle.

IV. Conditions for implementing the recommendation

46. Creation of a human resource base for management. All the above is not possible if the administrative conditions and an adequate human resource base are not in place for the new tasks. Training programs and upgrading at the highest university level must be put in place in every country in order to achieve the required government standards for modern management of educational systems.
47. **In the productive sector, and along with traditional components, knowledge has a strategic value.** This is also the case in educational policy implementation, where knowledge of educational practices and system management are indispensable. With all the more reason, the professionalisation of educational action demands the production and use of the findings of research and experimentation. Relevant research findings worldwide must be continuously explored and identify those areas that demand the production of knowledge through different theoretical and methodological approaches that include the experimentation which provides the most suitable answers for the improvement of the quality of learning processes.

48. **Education is now considered a strategic emergent in the life of nations.** The professionalisation of education implies re-directing resources for that sector. This means that education is no longer seen as a cost, and not only as an investment, but rather becomes a strategic investment and must therefore be assured of financing when proposals guaranteeing the anticipated quality levels are presented. There is the need to evaluate and reassess current expenditures studying how they can be made more efficient, and based on the conclusions there is the need to proceed to a substantial increase in public expenditure. Flexible forms must be identified in order to motivate and facilitate private sector spending on education, in order to implement appropriate strategies in each country.

49. **International co-operation** has an important role to play in the application of this Recommendation, particularly in the areas of financing, technical assistance, research, exchange of information and integration processes. The **Committee** therefore recommends:

- Foster regional educational integration through technical cooperation of the above priority areas, and strengthen horizontal cooperation through regional agencies and the networks in support of the Major Project of Education.

- Promote coordinated activities between the countries, NGO’s and external assistance agencies, so as to make optimum use of technical and financial aid from various sources. To this end, the preparation of a report which submits recommendations to the next session of the Committee is being proposed.

- Collect, systematise, process and disseminate educational statistics, successful innovations, research materials and findings and prepare a report on progress for the next meeting of the Committee.

- Make application mechanisms and financial and technical assistance administration more dynamic with the purpose of optimizing and increasing its effectiveness and timeliness.

50. The **Committee** therefore considers that these actions could represent a critical qualitative change to make all learning processes more dynamic. To this end, it recommends the identification of achievable goals for each country within the objectives of the Major Project, with the aim of transforming them into instruments for determining new action strategies.

51. The **Committee** recommends that within the framework of the objective for the elimination and prevention of illiteracy, the necessary efforts be undertaken so that by the year 2000, the illiteracy rate in the region for those under 30 years of age will be less than 10%.

52. With respect to the goal of universal basic education, the **Committee** recommends that the necessary measures be taken for all countries in the region to have a compulsory 8-year school system by year 2000 and to progressively move towards a 10-year school system. Steps should also be taken to increase the number of school days in the year and the number of annual learning hours to at least 880 hours without prejudicing the teachers’ additional duties outside of the class-room.
53. With regard to the objective of improving the quality of education, it is suggested that national systems should be established for quality indicators and priority given, during the period beginning 1993, to actions in the areas of reading, writing and mathematics in the first four grades so as to reduce by 50% the failure rate at these basic learning stages. The Committee hopes that these programs will help to stimulate the learning process through the acquisition of knowledge, attitudes and values in terms of human rights and peace.

54. The Committee,

- Proposes that UNESCO and the countries extensively disseminate this Recommendation throughout the region through publications, technical meetings and other events;

- Requests that PROMEDLAC VI incorporate the consideration of the themes of science and culture as components that should be part of the educational issue.

- Proposes that the status of the teachers has privileged place within the discussions at the next PROMEDLAC meeting.

- Requests that the president of the Committee submit this Recommendation in his report to the XXVII session of the UNESCO General Conference;

- Calls for action to achieve the financial levels proposed in the document «Education and knowledge: basic pillars for changing productive patterns with equity», and

- Appeals to the political will of national authorities to commit themselves to reflect, guide and act alongside the teachers and also invites society at large to participate as well, since it is the responsibility of all to improve the overall quality levels of the learning processes.
PART V

SANTIAGO DECLARATION

The Ministers of Education and the Heads of Delegation of Latin America and the Caribbean, convened by UNESCO to attend the fifth session of the Intergovernmental Committee of the Major Project in the Field of Education:

Recognizing the efforts made and important achievements attained since the previous session, at which it was decided that traditional policies and strategies should give way to a new stage of educational development;

Observing that progress in the matter of quality of education has been slow and that indicators such as the literacy rate, the drop-out rate, repetition levels, and the school success rate suggest the continued existence of serious problems in a large part of the educational systems of the region;

Accepting that there are still problems such as low salary levels of the teachers, the short working day for the students and the short school year, the short time students assign to out-of-school learning, the shortage of school books and other learning material; considering too, the poor physical condition of schools and the slow growth of investment in education;

Reaffirming the Quito Declaration in all its points and the affirmation of the Ministers of Education and Heads of Delegation gathered in Quito Ecuador in April 1991, to the effect that the answer to the present demands requires an in-depth transformation of the traditional educational approaches and management structures, thus permitting an effective co-ordination of education with the political, economic, social and cultural demands of the people; linking life with the educational activities and transforming their contribution into an effective lever of socio-economic development, for the just distribution of wealth and of social formation and participation;

Considering the need to reaffirm the declaration of the Ministers of Finance of March 1992, to the effect that in the near future, the development of the countries of the region will depend on the modernization of the educational systems and on the improvements that may be introduced in educational processes;

We maintain that the professionalisation of the teachers and of the educational activities are a focal point which must characterize the activities of this new stage, not as isolated technical acts, but rather within the framework of consensus and stable and democratic educational agreements;

Confirming that educational activities must promote the acquisition of knowledge, abilities, attitudes and values related to gender equality, the rights of the child and other human rights, peace, democracy, tolerance, as well as sustainable scientific and technological development, strengthening of the family unit and the environment;

We reiterate that education is responsibility of all and not only of the State or of one sector or group;

Therefore, and subsequent to the study and analysis of the documents produced by OREALC/UNESCO in its capacity of Secretariat of the Intergovernmental Committee of the Major Project, and the reports of the Delegations participating in PROMEDLAC V.
WE DECLARE:

1. The paramount importance of promoting a new phase of educational development. This requires the modernization of the management of the Ministries of Education and of the School; granting priority to early education and to the quality of learning in the first grades of primary education, particularly in marginal urban and rural areas, since these learning processes, facilitate access to culture and personal development and are essential to facilitate improved learning outcomes.

2. The modernization of the educational function must preserve and strengthen educational programmes in the field of critical and creative reading and writing, basic mathematics, which are the tools which favour knowledge, social relationships, production and human growth.

3. The need to face the main challenges of basic education for youth and adults, which are associated with the requirements of productive modernisation; the impact of the economic crisis in deprived sectors; and to the new individual and social skills required to participate as citizens and consumers in the integral development of peoples;

4. The importance of the achievement of functional literacy levels by the poor, and women in particular, a task which becomes a priority since illiteracy is an obstacle to overcoming poverty;

5. The activities of the «International Year of Indigenous Peoples», as a source of inspiration for continuing the effort towards bilingual and intercultural education, thus opening national and international opportunities for dialogue as a contribution to the strengthening of a pluralistic and democratic culture;

6. The need to professionalise the actions of the Ministries of Education by providing them with relevant and modern resources, defining their specific skills, giving them new human, political, social and technical abilities, both at central and decentralised levels;

7. The urgency to professionalise school action, providing them with greater flexibility to regulate their functioning and reinforce teachers skills so as to enable them to undertake educational processes with all the characteristics of a professional activity in which one must be able to make decisions and become responsible for the results. This will allow the improved acquisition of knowledge and basic skills through curricula which accord priority to interdisciplinary themes, such as the utilization of scientific and technical advances, in harmony with creativity, environmental matters, (sex and family life education), education for democracy, peace and human rights.

8. The need for our countries to assign greater resources to education and to commit themselves to improved utilization of these resources under an agreement supported by society as a whole, in order to implement transformations needed by the respective educational systems.

9. The need for the mass media, particularly television, to commit themselves to the role of educational and cultural agents, so as to encourage respect for human beings, solidarity, peaceful coexistence as well as counter the negative images and content generally present during childhood, and which adversely affect growth and development.

10. The opportunity that the governments have to promote social harmony through emphasis on the essential value of education in response to the severe problems posed by poverty in our societies. We also wish to offer the highest level support for the Social Summit called by United Nations in 1995.

11. That the efforts of the countries of the region will be attended by international solidarity and cooperation. Horizontal cooperation will be strengthened in order to materialize the commitment subscribed to by the members of the Inter-institutional Commission of the World Conference of
Education for All, by the representatives of the donor countries and by the international community. This international solidarity and cooperation must develop into practical demonstrations of support to programmes of educational reform promoted by the countries of the region so that by the year 2000 the objectives of the Major Project of Education will be fully attained. In this manner our common agreement, which implies alleviating poverty as well a commitment to the development of each man, woman and child, will be fulfilled.

In accordance with the above, the Ministers of Education and Heads of Delegations of Latin America and the Caribbean participating in PROMEDLAC V hereby sign the present Declaration in Santiago, Chile, on the 11th of June, 1993.
PART VI

SUGGESTED ACTIVITIES FOR THE BUREAU OF THE COMMITTEE
IN THE PERIOD 1993-1996

In the plenary session of June 11, 1993 the Chairman submitted to the consideration of participants item 9 of the Agenda and requested suggestions on the activities Plan of the Bureau of the Committee and possible themes for debate at future Round Tables. None being offered, the Chairman invited the delegates to send suggestions concerning the preceding to the Secretariat which would forward them to the Bureau of the Committee.
PART VII

INVITATIONS TO PROMEDLAC VI

This topic, corresponding to item 11 of the Agenda, was discussed in the plenary session of June 11, 1993. The Chairman reported that pursuant to the Rules of Procedure, the decision regarding headquarters for PROMEDLAC VI would be adopted by the Director General of UNESCO, in consultation with the Chairman of the Bureau of the Committee. Within this context note was taken of the offers of the delegations of Jamaica, Argentina and Peru. The Head of the delegation of Costa Rica, acknowledging and thanking the various offers, supported the proposal of the Delegation of Jamaica.
ANNEXES

I. Agenda

II. Addresses delivered at the opening meeting, at the beginning of the first plenary meeting and at the closure

III. List of documents

IV. Addresses delivered by the representatives of the UNICEF, the Government of Spain and OEI

V. List of participants

VI. Draft recommendation concerning the modification of the statutes and rules of procedure of the Committee of the Major Project of Education in Latin America and the Caribbean
ANNEX I

AGENDA

1. Opening of the session
2. Election of the Chairman of the Committee
3. Election of the five Vice-Chairmen and the Rapporteur
4. Adoption of the Agenda
5. Organization of the work of the session
6. Achievements, limitations and obstacles encountered in attaining the objectives of the Major Project in the Field of Education.
7. Challenges to education: institutional and pedagogical responses. The Ministry of Education and modern management of the education system (Round Table N°1). The reading-writing process as a key factor for the improvement of quality of education for children, adults and bi-lingual education (Round Table N°2)
8. Guidelines and priorities for subregional, regional, interregional and international cooperation as a follow-up to the World Declaration on Education for All adopted by WCEFA (Jomtien, Thailand, 5-9 March 1990)
10. Proposals to the modification of Statutes and Rules of Procedure of the Major Project of Education in Latin America and the Caribbean
11. Invitations to PROMEDLAC VI
12. Adoption of the recommendations and of the final report
13. Closure of the session
ANNEX II

ADDRESSES DELIVERED AT THE OPENING SESSION, 
at the Beginning of the First Plenary Meeting 
and at the Closure

Address by Mr. Federico Mayor, 
Director-General of UNESCO, 
at the Opening Session of PROMEDLAC V

Address by Mr. Gert Rosenthal, 
Executive Secretary of ECLA, 
at the Opening Session of PROMEDLAC V

Address by Mr. Shahid Husain, 
Vice-President of the World Bank for Latin America and the Caribbean, 
at the Opening Session of PROMEDLAC V

Address by His Excellency Mr. Jorge Arrate, 
Minister of Education of Chile, 
at the Opening Session of PROMEDLAC V

Address by Dr. Eduardo Pena Trivino, 
Head of the Delegation from Ecuador and Chairman of the Committee, 
at the First Plenary Meeting

Notes of the speech of His Excellency, Mr. Burchell Whiteman, 
Minister of Education of Jamaica, 
at the closure

Address by Mr. Ernesto Schiefelbein, 
representative of the Director-General of UNESCO, 
at the closure

Notes of the speech of His Excellency, Mr. Jorge Arrate, 
Minister of Education of Chile, at the closure
Address by Mr. Federico Mayor,  
Director General of UNESCO,  
at the Opening Session of PROMEDLAC V

H.E. Mr. President of the Republic,  
H.E. Messrs. Ministers of Education,  
Messrs. Ambassadors,  
Ladies and gentlemen,

It is most gratifying to be back in Chile sharing with all of you, representatives of the governments of Latin America and the Caribbean and governments and institutions that collaborate in activities in the region, days of reflection on education as it is today and what it will be in the near future. The efforts undertaken, the results obtained and the recent innovative pleasures implemented, demonstrate the privileged place education has in many of the countries convening here today. I congratulate you for this. I share your hopes that this fifth meeting will witness the attainment of even greater commitments aimed at improving education within the framework of the Major Project in the Field of Education for Latin America and the Caribbean, thus responding to the formidable challenges that await us as we cross the threshold of the 21st Century.

Not since the advent of the industrial society had humanity experienced such far reaching changes as those we are experiencing today, and not merely witnessing, through the historical transition represented by the end of the cold war in which, whether we like it or not, we are all actors. We are diligently seeking, for lack of foresight and solidarity, a new way of living together which will permit us to live in peace in such a way that no one will be prevented from developing his/her skills and intellectual potential. A myopic and economy driven approach has frequently led to segregation, discrimination and enormous inequalities both at the national and international levels. Thus, the changes so far implemented have not been substantial enough to close the gap between the so called North and South, nor to eradicate the old problems of the lack of understanding and intolerance based on racial, ethnic, or national prejudices, sex or religion.

Almost at the fiftieth anniversary of the end of World War II and the foundation of the United Nations which was established to preserve peace and avoid conflict, we see with great concern that the harvest of the fruits of war continue to prevail over the sowing of the seeds of peace. We claim loudly, and insistently assert that the threats towering over the World in 1945 have drastically changed, but our mechanisms to tackle them remain the same. The long and broad shadow cast by nuclear missiles of two superpowers, has been replaced by poverty, overpopulation, inter-ethnic differences, massive emigration, and environmental degradation. In all these cases, the solution is in our hands, through a tremendous collective international cooperative effort, to focus our development efforts, on the only beneficiary and actor, the individual. Only in this way will the wounds, inflicted on planet Earth heal, the intolerable and unpostponable social structures will diminish, and a climate of reconciliation and renaissance for the world at large, shall be created. I am convinced that because we have examined one another too closely we have tended to regard ourselves as the problem rather than as the solution. We have delved into various negative dimensions, underestimating those that are positive, and equally
numerous. At the global level, do the educational contents developed by some countries in
the region or the state agreements on education reached by others not represent an example
of this? Are the scientific cooperation strategies, such as the common market of knowled-
gence and the Bolivar Plan, not an example of this? Buts above all, is it not the greatest
example of this the fact that a diversity of cultures and skin colors can live peacefully toge-
ther? Or the agreements reached to end years of armed warfare and establish, through
mutual agreement, a culture of peace? Are not the recent examples of perfect institutional
operation to safeguard democracy from the abuse of power, yet another example?

At a time when the consolidation of public rights is essential for world peace as
exemplified by peaceful coexistence, all these examples give evidence to the fact that you
have much to give and contribute to harmonizing regional and international efforts. Many
variables and road signs along our path should be changed, but as people aware of the pre-
sent metamorphosis and pace of events in the world today, as people who know what they
want and what they have, who have long ago discovered, as has the United Nations through
its IV Development Strategies, that the cornerstone of all growth rests on the development
of human resources, that El Dorado or real treasure reside in the talent of each individual
citizen.

Conscious of all these assets and dangers and relying on the joint effort of the
international community to prevent them, the governments you represent have promoted
and supported the United Nations’ new development strategy, capable of harmonizing eco-
nomic growth with the equitable distribution of benefits, promoting steady progress
towards increased equal opportunities, encouraging respect for our environment, so as to
ensure long term development, and the consolidation and strengthening of democracy. The
World Summit on Social Development to be convened by the General Assembly of the
System is an acknowledgment of the extreme importance and the urgency given to the sear-
ch for new directions, both conceptual and operational, to carry out the far reaching human
development process that play such a vital role in the forthcoming transition to the 21st
Century.

In contrast to what often was the case in the past, everyone now agrees that this path
leading to the establishment of democratic societies, to economic competitiveness, to social
equity and respect for human rights, will not be travelled unless accompanied by a funda-
mental reform of education systems. Educating for development is also educating for
democracy, for equity, for production, for solidarity and for the respect for human rights.

The marked disagreements on educational targets and the need to give greater prior-
ity to educational systems in the region led Ministers of Education of Latin America and
the Caribbean, aware of the gap between targets and reality, to adopt, in the meeting held
in Mexico in 1979, the implementation of the Major Project in the Field of Education
aimed at facing resolutely and jointly the great common challenge that would allow them
to pursue their future in their own particular styles.

From that time each of the PROMEDLAC meetings has resulted in a valuable step for-
ward in efforts aimed at making education responsive to contemporary needs. Let us remem-
ber that scarcely four years ago, in Guatemala, having identified the severity of the problem,
full recognition was given to the idea that education is a national issue that transcends
terms of office of a specific government and whose achievements depend on the participation of other governmental as well as non governmental sectors working alongside ministries of education. New spokesmen and new national agreements that will ensure the continuity of the activities undertaken, are beginning to emerge. Let us recall that two years ago, the conclusions of PROMEDLAC IV, held in Quito with the attendance of most of the ministers of education of Latin America and the Caribbean, acknowledged that the region had already completed one stage of educational development and as a consequence, it was necessary to boldly identify new basic guidelines, new responsibility and solid technical support.

The path travelled since that meeting, the progress, problems and demands that during the last two years have confronted this new challenge, will be analyzed during the course of these sessions.

Let me, however, make some general reflections on the demands imposed upon those who are responsible for deciding and implementing actions which affect millions of men and women in the region. There is consensus that in order to contribute to the modernization process, the immediate goal is to create conditions in the areas of education, training and scientific and technological progress, which make possible an improvement in productive and service structures within a context of increased social equity. There is also no doubt - with the possible exception of those who continue to favor consumer spirals and today’s benefits without thinking of tomorrow- that a development process which is shared and linked to the ecological environment must be characterised by austerity in the enjoyment of material goods. This voluntary frugality should not reduce cultural and spiritual well-being, but rather on the contrary.

This objective will only be attained - as has been recognized in all international meetings held after the World Conference on Education for All in Jomtien, Thailand, 1990- if every country makes education a national priority, increases emphasis on its quality and transforms it into a tool capable of generating endogenous capabilities for the utilization of scientific advancements and the exploitation of natural resources, thus ensuring sustainable national development.

Among activities in the region channeled towards this goal, special attention has been given to areas which are crucial for the future, such as: the role of basic education in the consolidation of the democratic process; the links between democratization and decentralisation; the role of the State and the increased participation of the private sector in providing education; the role of educators in the promotion and quality of the same. It can be said that educational topics are, more than ever, at the top of the agenda of heads of governments, politicians and decision-makers who have understood that, without modernising education, it is impossible to modernize a country.

However, and addressing the men and women of Latin America and the Caribbean, we must recognize that these efforts, as important as they are, are insufficient. The millions of human beings who aspire to participate in modern activities, who day after day watch the mass media, demand «now» educational reforms, conscious that - as Antonio Machado said- «our hours are minutes / when we hope to learn / and centuries when we know / what can be learned». 
To make progress beyond these realisations demands a firm political will to establish regional consensus on new strategies; to achieve national agreements on educational policies and, particularly, on the allocation of resources; to modify management styles and strengthen the level of responsibility for the results; and to transform the role of the teacher in the classroom and thus enhance his/her social prestige. If this political will is not clearly and openly manifested with the future in mind, it will be impossible to come up with a proposal for making the necessary changes and for putting them into effect. The examples of Mexico, the Dominican Republic, Chile, Bolivia and more recently Ecuador, should serve as an important framework for the generation of broad national agreements, and also reveal the variety of methods which may be applied in attaining them.

Even though PROMEDLAC IV noted that education is everybody’s responsibility and not only that of just one sector or group, the different social sectors as well as the authorities must be encouraged to assume a role in this great development to foster cooperation. These initial steps are crucial as progress depends on the direction of the initial step. Not to take this step would be equivalent to endangering the achievement of real, solid and long-lasting agreements.

We must be capable of mobilising our societies to participate actively in the enhancement of educational systems, and of making accessible to all citizens the knowledge required to develop their capacity for reflection and personal action. Education is not granted, it is promoted; freedom is not offered, it is achieved day by day; tolerance is not transmitted, it is forged. We trust that the documents of the meeting and the opportunity to exchange opinions and experiences offered by the Round Tables will facilitate the efforts of each country.

As indicated before, unresolved problems demonstrate that we are confronting a task which requires a significant reallocation of funds to match the quality of education that is consistent with our hopes for growth, for equity and for democracy. It is in the area of budget reallocation that national agreements must be established. Under no pretext can anybody shun this shared social and political responsibility.

Without undermining security demands, the allocation of part of the defense budget to development - the dividends of peace - is one of the real possibilities available to governments in the last decade of this century. The end of the cold war marks the conclusion of a period of over forty years where rivalry among world powers contributed to militarising a great majority of developing countries, in such a way that defense expenses in real terms, increased five-fold in only 30 years.

In the process of reallocating resources, the degree of consciousness which will be raised in each country in respect to important national issues, and the priorities to be established to tackle them, will be the governments’ main support at the time more rational allocations are proposed. The operation of adequate information systems, which UNESCO is supporting in the region, should provide successful examples.

The improvement of education depends largely on the availability of teachers and basic material so that teachers can fulfill their role. If they lack adequate training and upgrading, if they are not truly motivated by a social context which is supportive of their work and if they
lack learning aids for their students, they will be seen as using a major portion of their time in transmitting information and hence, of omitting in varying degrees, the foremost aspects of their obligations. A professional role which will raise the quality of teaching -with student groups which are heterogenous in age, knowledge, length of attendance and family support- implies the availability of adequate teaching aids. Experiences in different countries show that teachers have the desire to improve their professional training and are willing to participate with enthusiasm in experimenting with innovations. Facilitating the upgrading of teachers and professors and providing them with the essential didactic tools, constitute the main pillar for the construction of the educational edifice.

The status of teachers is far from satisfactory everywhere, including Latin America and the Caribbean. The accelerated expansion and democratisation of education has been a very hard test for educational systems, which have had to face growing demand with poorly qualified teachers who have not had access to permanent training, and are inadequately remunerated. The time has come to improve the training of those who teach others, train their technical cadres, provide periodic opportunities for systematic reflection on the work of teachers, and establish adequate management of the system.

Thus, the development of education implies learning and teaching of the long-term discipline, the discipline of considering the whole and not just ephemeral patches, it also implies having a strong conviction that social change is an ethical requirement. We must be capable of persuading everyone -particularly the members of Parliament and the mass media- that democracy demands citizens capable of accessing information and knowing how to evaluate it; that poverty will not be reduced if quality education is not available; that economic growth requires human resources capable of adapting themselves to technological change; that the population’s reasonable growth depends, to a large extent, on the proper education of families, particularly of women and adolescents; that the use of natural resources requires knowledge that will allow adequate extraction and transformation; and that, ultimately, as I have stressed before, building peace is a daily task that demands perseverance and is transmitted to every individual through education.

We must be able to put all our potential into action, so that everyone will understand that education is crucial for inter-cultural coexistence, a fundamental element in a interdependent progressing world. We must share the conviction that the quality of education today, and in the future, is the best guarantee for fully and responsibly exercising human rights, for fulfilling our duties, for ensuring a sustainable development and the preservation of the environment. Quality education, only, confers the depth and breadth required to safeguard diversity and freedom, which are the pillars of every democratic system.

Latin America and the Caribbean are presently living in an age of unprecedented opportunity, but, this will not last forever. Indeed, every nation must assume a higher share of effort, but global social changes and their regional manifestations basically require all types of co-operation. It is only within the framework of greater multilateral co-operation, that we can deal with internal inequalities in these countries, and reduce external scientific and economic dependence. Hence, once the past ideological polarization is overcome, the greatest challenge we must face -particularly in the case of the more developed countries- is to translate public and
private will into international co-operation strategies and action aimed at reducing social costs during periods of transition. Particularly in those nations where the needs are greatest.

Within the framework of the Major Project in the Field of Education in Latin America and the Caribbean, it is worth emphasizing that in the past two years UNESCO’s collaboration focused on the regional priorities established in Quito, in 1991. Thanks to the conditions of greater democratic and economic stability, this co-operation was of benefit to three groups: women as the protagonists of family life and economic development; indigenous cultures and their incorporation into global development, paying due respect to their specific cultures; and deprived children, youth and adults, through efforts in literacy and other activities that facilitate a better insertion into the world of learning and of work.

The support of Member States for the goals of the Major Project, has enabled the integration, with very positive results, of UNESCO’s activities with those carried out by other United Nations organizations, such as UNICEF, ECLAC, UNDP, The World Bank, and the UNFPA, as well as the IDB, OAS, SECAB, OEI, ICI, CIDA, IDRC, USAID, AGFUND and other co-operation agencies.

I believe it is fair to make special mention of the voluntary and sustained co-operation afforded by some European nations to the educational efforts of this region. It is important to mention this because this support is even more meritorious when we consider that it has been extended at a time when the domestic needs of donors do not make it easy to facilitate international collaboration. In this respect I would like to emphasise -although I am aware that any selection is far from perfect- the action of countries such as Spain, The Netherlands, Sweden, Belgium, Germany, Norway, Finland and Denmark in various regions of Latin America and the Caribbean.

However, most of the achievements in the field of education in Latin America and the Caribbean in these last two years, correspond to the horizontal co-operation «between» countries. This is being vigorously pursued in a new era of solidarity and collaboration between Member States of the region. As Director General of UNESCO I would like to stress my satisfaction with the horizon opening before us, this good neighbor relationship, because it is another requirement for the change we all hope for.

Messrs. Ministers:

These reflections only attempt to offer a perspective of the enormous task that you must perform during this meeting. Member States are UNESCO: teachers, scientists, university students, artists, journalists, writers ... scholars, in brief, are UNESCO. It is your duty, on its behalf, to guide your joint task and that of the Secretariat, that I have the honor to head. Your far reaching agreements will certainly mark the future of the region. It is a considerable responsibility which I am sure you will face with success. I will be pleased to forward to the International Committee on Education for the 20th Century, chaired by Mr. Jacques Delors, the recommendations and documents of this Fifth Meeting of PROMED-LAC.

The work carried out during previous stages has offered a precise diagnosis of today’s issues and enabled us to define the strategies to resolve them. Now we have to examine how
the educational system can respond, in a more efficient and permanent way, to society’s needs for knowledge; which are the actions that will ensure universal access to the codes required for modern living. The time has come to establish the modalities to promote scientific and technological innovation, their dissemination and use, and what will be the framework that will define the responsible management required by educational institutions. Concrete forms of how to achieve professionalisation and the enhancement of the role of our teachers have to be determined, as well as how can society make its financial commitment to education a reality. Finally, now is the time to examine the most successful experiences, to compare them with the principles and techniques, with a view to linking strategies that will allow countries to meet, before the end of the century, the educational demands that have to be met. Needless to say that to this end, you can count on the guiding action and permanent support of the Organization. The presence in Santiago, Chile, of numerous heads of UNESCO’s regional offices and their collaborators, around OREALC, proves this favorable disposition.

I thank you, on behalf of UNESCO, for the hospitality offered by Chile to this Fifth Meeting of the Intergovernmental Regional Committee of the Major Project. The climate created by the remarkable effort in restoring democracy in a country with an admirable tradition of public freedom, offers a most adequate setting for the meeting convened by those who make decisions in this extremely important area in the life of people in the region. I wish to pay special attention to the efficiency of the host country in the organisation of this meeting. Your presence in this act President Aylwin, is especially symbolic of Chile’s interest in education as the master key to the future, and because, you yourself, Mr. President, represent the fact that reason prevails over force. I invite the great people of Chile that inspired Gabriela Mistral and Pablo Neruda to accept our applause as an indication of our gratitude and good wishes.
Address by Mr. Gert Rosenthal,  
Executive Secretary of ECLAC,  
at the Opening Session of PROMEDLAC V

Mr. Chairman,  
Mr. Director General of UNESCO,  
Messrs. Ministers,  
Messrs. Delegates,  
Colleagues,  
Ladies and Gentlemen;

It is a great pleasure for me to participate in this Fifth Meeting of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean (PROMEDLAC V). This ratifies our old standing working relationship with UNESCO, and I am pleased to accompany my colleague and friend, Federico Mayor, Director General of this Organization, on this occasion.

Lately, as a response to the protracted and deep economic crisis of the 80s, the Secretariat of ECLAC has been devoted to the preparation of proposals for the economic development of Latin America and the Caribbean for the 90s and thereafter. The framework of our effort is included in a document published in 1990, entitled Changing Production Patterns with Social Equity. This proposal comprises a series of guidelines for governments and civilian societies to approach development in the nineties and the subsequent years; guidelines that are, of course, adjustable to the individual conditions of the countries.

The central idea of the proposal, and the additional documents that followed between 1991 and this date, show that in order to achieve a sustained growth and increasing levels of equity, the application of technological progress to the productive pattern must be encouraged, in order to attain growing levels of efficiency. Achieving this goal is not only a matter of technological infrastructure but of the ability for entrepreneurial management, and, particularly, of human resources at the service of the enterprise. Likewise, systematic factors which are alien to the enterprise, such as physical and power infrastructure, the financial mediation system, the existence of sound public and private institutions, and plural and participative political systems, have an impact on the possibility of enhancing productivity.

The enormous demands implied in this systematic approach led us to reflect upon various specific subjects, the most relevant, perhaps, being education and knowledge, as the axis for changing production patterns with equity. For this purpose we associated ourselves with our colleagues at UNESCO, and prepared a proposal that has already been widely debated in the region. In this respect, we are satisfied to be fulfilling our main objective, that is, to include the subject of education and knowledge in the priority development agenda of Latin America and the Caribbean. Indeed, this is not an exclusive nor even a major issue for educators, since it concerns all those devoted to public service and very vast sectors of civilian society.

The principal message is explicit: knowledge and human resource training are the fundamental elements of our proposal. We are particularly concerned by the inadequacy of
education and knowledge in the production pattern vis-à-vis the accelerated scientific and technological changes, and their impact in man’s daily life. In most Latin American countries, the educational system today tends to be more divisional than integrative, and also tends to depart from the countries’ productive requirements as well as from labor market demands.

We, therefore, concluded that changing the current system to face the challenges of the 90s for the region was fundamental. Without a deep institutional change, or even adding more resources, we will be unable to respond to these challenges both in the field of competitiveness and of equity.

Due to the magnitude of this change, it is essential to build an educational consensus that overcomes political contingency, and involves all the economic, social and political actors. It must also be a lasting consensus. Owing to its importance, educational change today is an effort that goes far beyond the educational field and appears in the forefront of the entire public sector and civilian society as a whole in the countries of the region.

It is therefore evident that a deep transformation in the orientations and a new approach, combining knowledge and productivity, with differences, of course, between one country and the other to assimilate their peculiarities, is required. In this same order of ideas, it is necessary to place education at the service of the goal of consolidating plural and democratic societies; that is to say, at the service of equity, social responsibility, the transmittal of values, and education for democracy. We have only taken a first step together with our colleagues from UNESCO by offering orientation on how to approach this enormous challenge. We expect to insist on this effort and intensify it in the future.

Finally, I would say that we have an updated proposal where the two sources that constitute the main functions of UNESCO and ECLAC converge: knowledge and development. Without innovation and the ability to organize there will be no development; the bases of these two functions are precisely education and knowledge. Thus, insofar as the Latin American and Caribbean region progresses in developing its human resources it will attain the level of well-being that it has been unable to achieve in the past.
Address by Mr. Shahid Husain, 
Vice-President of the World Bank for Latin America and the Caribbean, 
at the Opening Session of PROMEDLAC V

Mr. Chairman, 
Ladies and Gentlemen, 

I am grateful to the organizers for inviting me to speak at this Conference. This meeting is opportune at this time when the countries of the region have great achievement to look back to in solving the crisis of the eighties and yet when a lot needs to be done to expand human opportunity. I hope this Conference will establish a concrete agenda for the future.

We in the World Bank assign the highest priority to expanding human opportunity and alleviating poverty. We think that the expansion of education and improvements in the quality of education are crucial to these tasks. Support of education reform and expansion of education are important aspects of our work in the region and we expect a substantial expansion of our financing of education.

The last decade has been one of the most important in the history of Latin America and the Caribbean. Most of the countries rose to the challenge posed by the debt crisis, economic decline and international economic pressures. The crisis was nothing short of a crisis of the State.

The reform of the State has been far reaching. Public expenditures have been reduced. Revenues have been increased. Many state enterprises have been privatized or closed. The economies have been opened up. The weight of regulation has been reduced. Prices have been set free. An environment has been created for an increased role of the private sector and decentralisation to local and state governments. There is a broad consensus across the region that the State has to be flexible and efficient and that economic efficiency and expansion are best achieved through decentralised efforts.

Most important of all is the democratic trend. There is a rejection of authoritarian rule. Where attempts have been made to reverse this trend, people have been intolerant of such attempts. All this augurs well for the future political economy of the continent.

These achievements are impressive. But governments cannot stand still; they cannot live simply by their past achievements. The countries of Latin America and the Caribbean now face the fundamental task of re-establishing and strengthening the relevance of the State for the lives of the common people. Only then will democracy be secure and only then would be the basis for sustained economic development.

Let me mention a few fundamental facts which all of you are no doubt aware of. These have a bearing on the future.

First and foremost, unfortunately, is the extremely unequal distribution of income in the Latin American countries. It is more unequal than in any other part of the world. The poorest
20% of the population receive only 4% of the national income. In the extreme case, Brazil, the poorest 20% receive only 2% of the national income. During the eighties, the income distribution worsened in the region, particularly in Argentina, Brazil, Honduras and Venezuela. Studies show that apart from the initial distribution of wealth, the level of education is the most important single contributor to the income of an individual. The distribution of income in Latin America is the result of the large inequalities of wealth as well as the insufficient access of the poor to a reasonably high quality of education.

Second, the years of crisis took their toll on social expenditures particularly on education. Real per student expenditure on education fell in the region. In primary education, real expenditure per pupil fell by 28%. Central government expenditures on education as a percentage of GDP fell in Argentina, Chile, Costa Rica, Dominican Republic, Mexico, Panama and Paraguay and hardly increased in other countries. Since in most of the countries the GNP fell, the absolute declines were marked. It is likely that expenditures on textbooks, training and other aspects of education, with high returns fell even more sharply than teachers’ salaries.

Third, a disproportionate amount of public resources is spent on higher education. Nearly a quarter of the public expenditure on education in Latin America and the Caribbean goes to higher education. Higher education is subsidized at a rate seven times greater than primary education. Only 7% of the cost of higher education is borne by fees and charges. The wealthiest 20% of the population received half of the higher education subsidy. The poorest 40% received a bare 13% of the subsidy for higher education. At the same time, basic and secondary education were starved for resources. It is in these sectors that the improvement in quality and coverage have the highest impact on the economic and social conditions of the poor.

Fourth, within basic education there are serious issues of quality. Untrained teachers are perhaps the most important single cause of poor basic education. In Nicaragua, for example, 50% of the primary school teachers are untrained and in the rural northeast of Brazil 60%. Grade repetition is endemic. Nearly one-third of all primary school children in Latin America repeat a grade each year. Less than a half of those entering primary school reach the final year. Grossly inadequate amounts are spent on textbooks and the quality of textbooks is poor. In many countries, curricula have not been revised to reflect the changing social and economic needs.

Fifth, a disproportionately large number of indigenous people particularly in the Andean countries and Central American remain outside the ambit of modern education. They remain excluded by their language and history. They do not therefore have their due share in the economic opportunities created by development and growth.

Sixth, when it comes to organization, institutions and reform, education takes the backseat in most of the countries. The reform of the State I have mentioned has barely touched the social sectors. In many cases, improving the delivery of social services has not been an integral part of economic adjustment. Let me say that there are three significant exceptions to this: Chile has undertaken a far-reaching program of educational reform and decentralisation under the leadership of President Aylwin and his Minister of Education. From the very inception of the democratic regime in Chile, leaders have attached a high priority to the improvement of social services, particularly education. In Mexico, under the leadership of
President Salinas and Secretary Zedillo, a far-reaching program of education reform and decentralisation is under way. In Costa Rica which has a long tradition of social services, a reform of basic and secondary education is under way.

As governments tackle issues of economic efficiency, they have to focus simultaneously on the issues of social efficiency. As income grows, high quality basic education has to be considered a fundamental right. Let me therefore suggest some of the elements of a renewed commitment in the countries of Latin America and the Caribbean to the expansion of human opportunity through improved education.

The previous decades have taught us that social services cannot be managed and expanded without strong public finances. Now that most of the governments in the region have re-established their financial viability, they should focus on creating a fiscal space for expanded education and other social services. Chile and Mexico have shown the path in this regard. The government of President Aylwin instituted new taxes as one of its first acts to finance education and health. Difficult decisions were taken at a critical time and no doubt the future generations will benefit from these. In Mexico, increasing fiscal resources are being channelled to education, health and rural development. Similarly, in Costa Rica and Jamaica.

During the 50s, 60s and 70s, there was a trend toward centralisation in many developing countries with unfortunate consequences for education and social services. The management of education was made more distant from the people. The sense of local responsibility for the financing and management of education was lost. The new trend toward decentralisation is welcome. Yet governments will have to make sure that during the transition, as local governments establish their capacity, the quality and the coverage will not suffer.

There is an urgent need in all countries to reform the administration of education. Education reforms are bogged down in a number of countries because of internal inefficiencies. Too often education systems and reforms become hostages to teachers’ unions which are committed to the maintenance of the status quo.

Talking about decentralisation, the participation of non-governmental agencies in providing education should be considered as another element in decentralisation; a supplement to the role of the State. Given the inherent limitations on finance and management in developing countries, it is unlikely that the State will be able to fulfill all the needs. Hence, it is necessary to provide a permissive environment for the private sector to operate educational institutions for profit or as a social service.

As the coverage of basic and secondary education increases, great attention will have to be paid to issues of quality, particularly teachers’ training and textbooks. Moreover, technology is opening new ways of bringing education to the classroom through the television and the computer.

A way has to be found to redress the great imbalance between government expenditure and attention to higher education and basic and secondary education. A large proportion of university students come from families which can afford part or all of the costs of education. Gradually, a system should be evolved to focus public subsidy on the needy. There is a need
in every country for a relative shift in public resources towards basic and secondary education. Many studies show high economic and social returns to expenditures on basic and secondary education.

Let me say a few words about the World Bank and its approach to the issues. For us, there is no higher priority in Latin America than education. Between 1987 and 1992, our lending for education in the Latin America and the Caribbean increased from $85 million to about $780 million annually, and we expect a further increase to about $1 billion in 1994. This priority comes from: first, the experience of East Asia where the expansion of basic education early in the development effort has played a key role in their present economic dynamism; second, a conviction that there has been a fundamental change in the attitudes and public priorities in the countries of Latin America and the Caribbean and that the countries in the region are prepared and able to intensify their effort in this critical area; and third, a conviction that where countries are advanced in their adjustment effort as in Chile and Mexico or even where certain political and institutional issues delay adjustment, expansion of education cannot wait and has to be in the forefront of national objectives.

Brazil and Chile provide examples of the World Bank’s approach to education. Brazil’s northeast left behind in the country’s race to prosperity and economic development. Eighty percent of all children in the Northeast never complete primary school. Education statistics are worse than in some of the African countries. Through a series of basic education projects we have helped to improve the conditions. Each of our projects incorporated the experiences of the previous one. We found that the provision of textbooks and writing materials was far more important in improving learning that building new classrooms. In our latest basic education project for the Northeast, 45% of the total loan amount is for textbooks, teachers’s guides and other educational material.

In Chile, our basic education project is a part of the government’s efforts at education reform, expansion and decentralisation. The local community is the locus. The schools themselves are responsible for analyzing their problems and proposing solutions. We financed the government’s program and the government’s efforts linked to the local communities.

Talking about the future, we know that there would be varying solutions to the issues of education. Political and social environments vary. We in the World Bank are prepared to work within the national environments, with the governments and non-governmental organizations in support of their programs.

Let me assure you, ladies and gentlemen, that where are suitable programs and projects, and when the countries seek our assistance, we will be there with studies and finance.

Thank you
Address by His Excellency Mr. Jorge Arrate,  
Minister of Education of Chile,  
at the Opening Session of PROMEDLAC V

H.E. Mr. President to the Republic,  
H.E. Messrs. Ministers of Education,  
H.E. Mr. Federico Mayor, Director-General of UNESCO,  
Messrs. Ambassadors,  
Ladies and Gentlemen,

In the political and cultural history of our times, and in that of each one of our countries, debates on the direction and character of education have been customary. Citizens of all times have addressed various interpellations and demands to their system of schools, lyceums and universities, to their directors and teachers, to their students.

But never as much as today.

Actually, the present world scenario is marked by the impact of the revolution in communications, by the rapid rhythm of the accumulation of new knowledge that translates into inventions, discoveries and constant changes in technology, and by the tendency to increase the social and economic inequality between countries -and within each country- which affect and embarrass men and women of all streams of humanity.

There is, therefore, a strong interpellation of the educational systems which should fulfill innumerable tasks, and one of the most outstanding is to contribute towards the consolidation of democratic forms of harmonious relations and establish in the conscience of all peoples a strict support of our fellow citizens' human rights. But, also, they are urged to contribute towards guarding the environment, and at the same time, to insert us in the international economy, to preserve our own deep-rooted traditions, and, simultaneously, to eliminate the discriminations of manner, ethnic and religion, to defend languages and life styles without renouncing to our participation in the great currents of universal culture, to consolidate our national identity and also to accentuate our spirit of integration, and thus each day provide more knowledge and promote more abilities and develop creativity and a responsible emotional need in our children and young people. In conclusion, to face social pathologies, which are sometimes very tiring and made more acute in the modernisation processes.

To contribute towards all these tasks, that are not necessarily contradictory but neither are they easily reconcilable, is a complex assignment. And even more so if an actor of the formative process, such as the family, is going through the tensions typical of the changes of the period and if another, the means of communication -particularly the audio-visual- seem to be governed less and less by the same logic as the educational system and the family, when facing the growing predominance of operational criteria that are fundamentally commercial.

But it is more. A new conviction is appearing in our societies: education is the most productive investment from a social point of view, and the most efficient in increasing the material welfare of our people, and we recognize that education has the virtue, the practice
whereof constitutes an enormous challenge of at one and the same time, offering equality in its own structure and generating equality and more egalitarian opportunities in society in general.

The world scenario is marked, also, as never before, by old and new uncertainties. Education is not only demanded from the present and its most heartfelt concerns, but also from the future and its unknown quantities. Therefore, the need for likely prospectives becomes daily more indispensable in education, as well as the readaption of the educational process, previously conceived as only a stage of human life and not as a permanent process that covers all existence.

That is, present and future are combined in today’s world in a particular amalgamation of requirements, addressed to education, neither known or conceived in previous stages of the history of mankind.

When the Major Project of Education in Latin America and the Caribbean, supported by UNESCO, celebrates a decade and starts this, its fifth biannual meeting, it is satisfactory to verify that our countries have advanced a great deal in the achievement of the global objectives proposed in the project and that the guidelines that originated there have been gradually receiving adequate attention.

Nevertheless, it is indispensable that we recognize that, at the same time, when faced with the dimension of the challenges which are brought to our attention, there is still a great deal to be done before our educational systems are level with our present requirements. These systems do not yet comply with the requirements imposed on us by a world economy, an increasingly transnational culture and a human spirit that daily feels more perplexed when facing the possibilities and the threats which, at the same time, have been caused by scientific progress and the development of technology.

Apparently, in many cases, the structure of our educational systems does not seem to be appropriate, and neither is their administrative process. It is not the resources we grant them, it is not the relevance and validity of their content nor the manner in which they are transmitted. Consequently, our States are called upon to promote in-depth transformations in their educational systems if we actually wish to promote an economic and cultural development with a humane content and if we aspire towards a consolidation of a democratic and solidary social ethos.

Dear participants and guests from our sister countries of Latin American and the Caribbean:

You are arriving at a country that has made definite progress in the unrenounceable task of reconstructing its democratic life. This objective has bound and will bind an immense majority of the Chilean people, way beyond personal political factions. Progress in the democratization process has been possible because of the conjunction of two factors: the first, the creation of a wide-spread collective will that has been able to successfully overcome the inevitable tensions in the processes of transition: and the second, the government has exercised its authority with firmness and at the same time with a spirit that looks to harmonious relations and justice.
We hope that both factors are also expressed in the execution of one of our dearest aims: to modernize our education. For this purpose we have tried to collect everything positive from our own educational heritage and become acquainted with the experience of others and learn from them. In our work, we think we are very close to what has been the spirit of the Major Project. We have been enriched with its guidelines and we are getting increasingly close to fulfilling its goals.

We have a monumental task ahead of us. We require that Chilean society, each one of its citizens, the public sector and its private sector, resolve to allot more funds for education. These resources must be applied better, both those we are managing as well as the possible increases, making more improvements in the material and working conditions of our teachers, establishing material and moral incentives, in the entire system and in each one of its terms of reference, that are compatible with the singularities of the educational work and which reward excellence, quality and innovation to banish conformity, inefficiency and routine. We have to make a special effort in the task of bringing the schoolroom definitely closer to the world of labour, enterprise and production. It is only thus that we shall reach a development whose fruits, if they are distributed with justice, may mean the achievement of our great national expectations: eradicate poverty. We must, therefore, improve our present mechanisms for financing and management to make good use of the entire dimension of the advantages of the decentralization which we have been applying for a decade.

This new meeting of PROMEDLAC offers us an opportunity to share our experiences. In the name of the host country I tell you, most sincerely, that our experience, with its successes and limitations, is at the disposal of whoever thinks it may be of use to them. Our specialists are also following, with particular interest, the programmes and plans that are developed in other countries of the region. We hope to learn from them in the next few days and in the future.

PROMEDLAC is cooperation in education, it is sharing efforts, it is a desire for integration. My country is strongly moved by this spirit. Our people require cooperation from all the nations of the world. There are fields, though, like the field of education, where, in spite of the significant contributions from other regions, our first purpose should be to strengthen and develop cooperation more among ourselves.

Delegates and guests:

The poverty that unjustly punishes millions of human beings of our region is reproduced today through our educational systems: the poor often have no access to schooling. When they do gain access it is in a smaller proportion than other social sectors and those who gain access from poor homes must overcome great disadvantages. In our region, the poor study in poor schools of which a high percentage have a low compensatory potential and in numerous cases, discriminate or finally expel the poor child or youth. When this does not happen, the school often transmits passivity and a lack of initiative, a fatalistic tendency to accept one’s own condition and no critical spirit which would permit the individual effort which is indispensable to overcome it.
There is no growth policy, a necessary condition for the eradication of poverty, without a major educational effort. On the other hand, there is no possible social policy which does not have educational policies among its principal components. The educational policy not only allows us to reach certain pedagogical objectives and others that are socially desirable, but also possesses the virtue of multiplying the output of other social policies. To grow and for the impact of this growth to be more equal, the educational policies which we define in our countries will be a key factor.

Within this framework of ideas, equality and quality of education are linked and confused. The challenge we are facing is not to improve access to a homogeneous but socially irrelevant and anachronistic education, but rather to provide more egalitarian educational opportunities for children and young people in top quality schools.

Thus, the subjects of education and poverty must be fitted together by our countries in the near future. In Copenhagen, in 1995, the United Nations has called a Social Summit Meeting. The voice of education must be heard there.

Perhaps for the Social Summit Meeting and within the framework of PROMED-LAC, our countries might search for a joint expression from our Heads of State in matters related to education and its relationship with poverty and the centralness of the educational policies in social policies.

I am sure there will be many occasions like this one where, in the future, we may and must, time and time again, reconcile and coordinate our activities.

On behalf of the government of the Republic of Chile I bid you a warm welcome and hope that our work these days will be successful and trust in the future development of our educational systems and the spiritual and material progress of each and every one of the peoples of Latin America and the Caribbean.
Address by Dr. Eduardo Pena Trivino, Head of the Delegation from Ecuador, Chairman of the Committee, at the First Plenary Meeting

Once again, the Chairman of the delegation of Ecuador as Chairman of the Bureau of the Committee, has had the privilege of welcoming the participating countries at PROMEDLAC. Two years ago, in Quito, the ecuadorian Minister delivered his opening address at PROMEDLAC IV. Today, at the outset of the Fifth Meeting of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean, PROMEDLAC V, hosted by this beautiful and friendly city of Santiago, it is my turn to welcome the participating countries, on behalf of the Bureau of the Committee. This fact, that could be attributed to pure chance, is one more indication of Ecuador’s great concern in the activities of this Major Project which, should be recalled, was first proposed in Quito, in April 1981, at the Intergovernmental Regional Meeting called by the Director General of UNESCO, for the purpose of defining its objectives, characteristics and modes of action.

In that historical occasion, some of the goals to be fulfilled before the close of the century, were established as overall objectives of the Major Project of Education in Latin America and the Caribbean: Universal primary education of at least eight years, universal literacy, extension of adult education services, and a quality of education adapted to social reality and educational system efficiency.

Much has happened in terms of regional education since 1981. In successive PROMEDLAC meetings problems have been defined and needed changes have been set out. Documents and statistics contain the milestones that will guide important historical research on the contemporary education of our countries. Clearly, many significant achievements have been reached, however, many great challenges are still awaiting equally great solutions.

In the two years stretching from PROMEDLAC IV to this Meeting, countries have continued to pursue the three main objectives set forth by the Major Project. Despite the apparently sluggish rise in enrollment rates, most of them have responded to demands by the various social sectors that called for basic schooling while access has been expanded to include isolated rural groups heretofore excluded from the system. Information available from most countries, reveal that over 95% of a single age group population, enrolls in primary education at some time in their lives (in most locations, the eight to nine year old groups exceed this percentage). Only five countries have enrollment rates of less than 80%.

There has also been considerable progress made in literacy rates; however greater efforts would be necessary to meet the ambitious target originally proposed. Regional censuses show a decline in the number of self-confessed total illiterates, perhaps for the very first time. Currently, they account for just 15% of the over fifteen age group.

However, the region still faces the critical problem posed by the remaining 42.5 million total illiterates. This problem is particularly severe since it is concentrated in seven countries, in the indigenous population of other four, and in the over forty age groups throughout most of Latin America. There is also a large number of functional illiterates, that is, individuals who
are (or regard themselves as) literate but are unable to use minimal reading, writing, and mathematical skills in their daily living.

The educational problem, stemming from what has been known as the «Lost Generation» of the eighties and from the period of democratic recovery in Latin America, presents quite a different panorama from that assumed by the founders of the Major Project twelve years ago. Education is no longer the exclusive concern of schools, to become increasingly a problem of society at large. Today, in the wake of the Meeting at Jomtien, progress in terms of schooling and literacy may be corroborated, however, educational problems can be seem more clearly because they are being analyzed in a different context. Enhanced quantitative indicators have unearthed a qualitative deficit, to the extent that it is reminiscent of the clear and unequivocal claim emanating from PROMEDLAC IV: «This crisis has also revealed the existence of a deeper trend in education: the loss of dynamism and the exhaustion of a conception and style of educational development which have failed to reconcile quantitative growth with satisfactory levels of quality and equity».

Progress in quality of education has been slower than anticipated while most of the educational systems in the region are burdened with critical problems which affect the highly vulnerable student population groups more severely, despite the countries’ growing efforts. In effect, direct indicators such as high repetition rates and low achievement levels observed in some countries - where results were measured against those of developed countries, or determined by comparing rural and urban student populations - point to serious quality problems. Indirect indicators, which measure factors that appear to have an impact on goal achievement, also verify this finding. Thus, relatively low teachers’ salaries, the scant amount of effective class time, the limited time devoted to learning as such, the fact that many students lack textbooks, the poor material condition of schools or the high rate of seasonal drop outs, confirm the existence of quality problems in the region’s primary education.

Awareness of the exhaustion of an educational concept and development style, encouraged participating ministers at PROMEDLAC IV to propose a «new stage of educational development», which heralds a fresh approach on education both in its institutional as well as curricular aspects. PROMEDLAC IV appeal inspires today’s Meeting and marks the beginning of the road that will lead us to fulfilling that ambitious goal of education for excellence. It is quite meaningful that the Main Working Document of this Meeting should be called Towards a New Stage of Educational Development.

Over the last two years, the Bureau of the Committee has met informally in Paris, on occasion of the General Conference of UNESCO, and held a session in Bogota (Colombia) in 1992, where the tentative Agenda, the themes of the Round Tables, and the need to modify the Statutes to adapt them to the Jomtien recommendations were discussed. The Executive Board of the Intergovernmental Committee, responsible for giving historical continuity to each of PROMEDLAC meetings, efficiently assisted by OREALC as Secretariat, upon establishing a new landmark at this Fifth Meeting, must point out its concern relative to the tasks of the new Bureau.

The Intergovernmental Committee of the Major Project, meets again today to review the progress and achievements of this lofty endeavor, consider the main obstacles and, in the face
of the continuous and dynamic change of the reality of Latin America and the Caribbean, ponder on what direction should be given to education in the immediate future.

Based on the main transformation guidelines set out at PROMEDLAC IV, we expect to move towards new stages. The new educational strategies, in view of the exhaustion of the traditional model, fall along four action lines: introduction of the long term dimension so that educational policies become State policies rather than government policies; diversification of actors and resources within the educational process, thus lending it more dynamism; acknowledgment of the enormous diversity of legitimate demands that pose new priorities and, in the pedagogical realm, cater to basic learning needs, as defined at the World Conference on Education for All, held at Jomtien 1990.

Based on these main guidelines, seven strategic objectives will be pursued: (i) develop an education institutionality open to society’s needs; (ii) ensure universal access to modernity codes; (iii) encourage creative access, dissemination and innovation of scientific and technological developments; (iv) promote the responsible management of schools; (v) support the professionalization of educators; (vi) promote the financial commitment between society and education; (vii) develop national and international co-operation.

Other elements that mark important changes in educational practice for the immediate future are, the advance of communication technology now available to educators not with the curricular orientation of past decades, but as peak technology economically and technologically accessible. A case in point is the offer made by Spain the free utilization by Ibero-American countries, of the HISPASAT satellite, and OREALC’s proposed television by satellite and electronic mail combination for tele-seminars on teacher training. On the other hand, the presence of curricular «Interdisciplinary Themes», the result of burgeoning educational needs, as sexual education in general and the AIDS threat in particular, human rights, educating for democracy, the rights of children, the social status of women, the various types of discrimination, environmental education, etc. form a new requirement breaking with the organisation by subjects in the schools, involving all subjects and all teachers in this new challenge. The special training that would be required by our teachers, and the need to provide students with appropriate manuals as the only mechanism to face these challenges, are also part of our debate.

The task before participating ministers at PROMEDLAC V, will be to consider, based on goal-achievements and current historical developments in each country and in the region, how to shape this new conception of education to reconcile economic demands with the individuals’ basic educational needs.

The achievements and goals we have attained during all these years of development of the Major Project in Education in Latin America and the Caribbean, analyzed and discussed in previous Intergovernmental Committee meetings, clearly and concisely outlined in the publication «Educational Situation of Latin America and the Caribbean, 1980-1989», recently distributed by OREALC, reveal the variability that characterizes our educational reality. This requires that, every so often, the Major Project readapts itself to the new demands, conditions, and circumstances of our dynamic reality.
Bearing in mind the rapid changes in educational, and before the PROMEDLAC statutes modifications proposed, mentioned earlier, the Bureau should play a steadier role than that performed until now. From this session henceforward, the functionality of the Bureau should be ensured, anticipating concrete tasks to be undertaken and meetings of the members during the intervals between the meetings of the Regional Intergovernmental Committee. Meetings among Bureau members must be more effective while opportunities for Ministers of Education to meet between now and next PROMEDLAC should be optimized.

In anticipation of this, this Fifth PROMEDLAC Meeting should take the necessary precautions.

I hope that discussions held in this meeting of friends, who are only moved by the desire to propel education towards new heights of efficiency and excellence, is presided by the memory of the Founding Father, Bernardo O’Higgins, and the lights of wisdom, so that by the end of the journey we can proudly say that, once again, we have done our duty. I would like to thank my chilean brothers for the warm hospitality extended to all of us and wish, both the organizers of this meeting and each and every one of you, the happiness and well being you are so deserving of.
Notes of the address of His Excellency, Mr. Burchell Whiteman, Minister of Education of Jamaica, at the closure

Mr. President,
Mr. Vice-President,
Ministers,
Member of Delegations,
Bodies of the United Nations,
Other Intergovernmental Representatives,
Ladies and Gentlemen,

It is indeed a privilege for me to be asked to say a brief word of appreciation and thanks on behalf of the delegates here assembled, and I would like to begin by thanking the Regional and Subregional Directorate and staff of UNESCO for their facilitation of this Conference here in Santiago de Chile.

The quality of their work had made it possible for us to have, what I believe if we all agree has been an excellent conference. I will like to thank them and to say that from my viewpoint it seems to me that their work is a good example of decentralisation in action because I believe that virtually all the work has been done by UNESCO staff here in the region and we congratulate them.

(...) Mr. Chairman, I believe we are very satisfied by the high level of discussion at this conference and by the stimulating ideas that we have shared together in the context of world realities and in the context of regional cooperation which have helped us to focus on the child. The child in its social and cultural setting, which after all is the reason why all of us are gathered here.

(...) We have been challenged to improve our efficiency in facilitating the development of the child and we have been challenged to evaluate and measure what we are doing to ensure that what we are doing makes sense in the context of world realities and to share what we find among ourselves. I believe we can say that this conference has been characterised by a seriousness of purpose from which we have all benefited.

(...) Mr. Chairman, beyond the intellectual stimulation of the last 4 days there has been a tremendous spirit of good will which argues well for the future of this committee and I believe that the spirit of good will, will in fact cause a multiplier effect of all that we have gained within these walls within the past few days. (...) I would like, if I may Mr. Chairman, to pay a special tribute to you, Minister of Public Education for Chile, for your conduct of this meetings and indeed for more than that. Particularly, I would like to thank you for the opening address which you gave. It demonstrated a sincerity and a breath of vision from which I believe we have all benefited and through you Mr. Chairman, I would like to congratulate your Ministry and your government, and indeed the people of Chile, for the priority which you clearly place on education and the development programmes in which you are now covertly engaged. It is an inspiration, and if I may be personally permitted, may on behalf of all the
heads of delegations thank you for the courtesies and kindnesses which you have extended to all of us.

(...) During the meetings we heard various words coming up over and over again: we heard, cooperation, we heard solidarity, and we even heard the word integration. All of these speaks very well for the future of this intergovernmental committee in this region.

(...) On behalf of the countries of the Caribbean I would like to say to our brothers and sisters of Latin America in all view we are all ONE. In the words of our member of the Executive Board of UNESCO in Paris, we share the legacy of the encounter of the two worlds. We regard ourselves as part of the American experience and we regard ourselves very definitely as part of the american challenge. (...) In this region, we will do better what we are seeking to do if we do it together. In that spirit of togetherness may I once again thank all of you and all of us for having shared in Chile this week and may I say that we look forward to strengthen the bonds of cooperation together.

Thank you.
Address by Mr. Ernesto Schiefelbein,  
Director of UNESCO/OREALC,  
Representative of the Director-General of UNESCO,  
at the closure

Mr. Chairman,  
Messrs. Ministers and Heads of Delegations  
Messrs. Representatives of International Governmental and Non-Governmental  
Organisations,  
Ladies and Gentlemen.

At this closing session, it is indeed a great privilege for me to address, on behalf of the Director General of UNESCO, those who are mainly responsible for the educational development of Latin America and the Caribbean. The reports submitted by the various countries, the discussions held and, particularly, the Recommendations emanating from this Meeting, lead us to conclude that there has been considerable progress made both in reflections on educational problems in the region, as well as in the capability to define those aspects on which we must focus our efforts in order to face them efficiently; this fact facilitates our converging views on the priorities of countries and international co-operation.

Reports from the various countries show significant agreement with the diagnoses, problem identification, priority definitions and possible solution alternatives. This agreement is clearly reflected, in the Recommendations emanating from PROMEDLAC V.

Ministers have proposed professionalising education, making optimum use of both research findings and the thorough analysis of successful experiences in terms of pedagogical innovation and central, regional, and local management. The Recommendations strongly emphasize the need to professionalise educational actions bearing in mind: advances in scientific and technical knowledge; the various cultural and ethical contexts and characteristics, and the orientation of national education.

Ministers have focused their recommendations on two axes: pedagogical and institutional management as a basic strategy to achieve improved levels of the equity and quality of educational supply. In the pedagogical axis, they have given priority to professionalising teaching processes to enhance: i) learning and the acquisition of basic skills in the first four grades of schooling; and, ii) in basic education for young people and adults. In the institutional axis, they have also proposed professionalising i) school management and ii) central and regional administration.

Ministers have indicated their desire to promote greater capacity by schools to regulate their own operation and reinforce the technical and administrative functions of educational actors, within a framework of national policy guidelines. Additionally, they propose according priority to reading and writing learning skills. This priority entails generating an ongoing policy towards reading and writing, that would motivate teachers to its adoption.
Although Ministers pointed out the decline in uncertified teachers, they share the view that progress is needed in terms of teacher training and upgrading, and that the teacher status should be given priority at the forthcoming PROMEDLAC Meeting. They identify new training modalities to effectively adapt, in the face of new demands that will be exerted on teachers, teaching techniques suitable for the high heterogeneity characteristic of students—particularly those from families in the lower half of the population’s social and income levels—as the result of cultural factors and their social and cultural context.

Following discussion on the progress, limitations and obstacles encountered in achieving the objectives of the Major Project, PROMEDLAC V participants proposed focusing their attention on rural areas, on strengthening community and family participation, on indigenous populations, and on the incorporation of interdisciplinary themes such as education for peace, human rights, and environmental education into the curricula.

The shortcomings detected in the quality of Basic Education of previous decades has translated into severe limitations in the learning levels of youths and adults. It is hoped that implementation of basic education modalities that link school and family through students’ activities, will bring about a permanent process of education. Ultimately, however, what is required is the formulation of strategies that reconcile the political, economic, and educational components with basic learning needs, that is, ensuring a pertinent and qualified education for young people and adults.

The Ministers have noted their concern for multiplying the potential effects of strategies, and adopting innovations through a fresh approach to school management. They underscored the need to develop a new organizational culture in schools.

Lastly, the decentralisation of educational management was analyzed not only as an instrument of educational modernisation but, as a process that implies a change in behaviour and attitudes to facilitate facing future challenges particularly in terms of the new roles in matters of data gathering and analysis, identification and evaluation of experiences, opportunities for systematic exchange of research findings and innovation stimuli.

As reiterated at this Meeting, convergence and consensus in educational matters are both an effective strategy to ensure the continuity of educational actions and comprehensive solutions to the problems that bedevil the educational system; as well as an efficient mechanism for the participation of governmental and non-governmental organisations.

The Ministers underlined and highlighted efforts undertaken by countries with indigenous populations towards developing intercultural bilingual education in order to value cultural identity, in line with the objectives and scope of the International Year of Indigenous Peoples.

Mr. Chairman,
Messrs. Ministers,

The participation of such a large number of the region’s top level educational authorities at PROMEDLAC V, lends a special meaning to the conclusions reached, following a thorough and realistic debate. This ensures steady progress towards the new level of educational...
development» proposed as goals in Quito in 1991. For their part, increased support collaboration is expected from the countries whose agencies convened the meeting at Jomtien - UNICEF, UNDP, the World Bank, and UNESCO - through modification to the Statutes recommended at this Meeting. Clearly, future experience exchange will benefit from the active participation of all these agencies.

The larger number of countries now attending these meetings have pointed out that, perhaps, the forthcoming PROMEDLAC should be organized somewhat differently. For now, we would like to suggest the discussion of a report prepared jointly by the Secretariat and other agencies that called Jomtien, where a comparative analysis of the reports from each country is submitted. This would facilitate systematizing and focusing debate on a number of common interest themes that emanate from the countries’ experiences.

Additionally, it would seem convenient to widen reflection on fundamental themes, as science, technology and culture, which are closely and clearly linked to educational development processes. We welcome any proposals concerning a different organization of PROMEDLAC VI, you would care to submit.

Mr. Federico Mayor has asked me to express to His Excellency the President of the Republic of Chile, Mr. Patricio Aylwin, his Government and the people of Chile, his sincere gratitude for the generous hospitality offered the delegations and Secretariat of this Meeting. The splendid organisation and warm environment surrounding this meeting have certainly contributed to its successful development, and corroborated the priority the Chilean Government gives to education as a basic element in any development process, as well as Chile’s concern with international co-operation.

We would particularly like to thank you Mr. Chairman, for your intelligent and efficient direction of the Meeting’s debates, gratitude we also wish to extend Messrs. Vice-chairmen and the Rapporteur for her excellent summary of the intensive work accomplished during the past days.

We would also like to acknowledge the collaboration of the chairmen and rapporteurs of the working groups for this Meeting, in the preparation of PROMEDLAC V recommendations and modifications to the Statutes and Rules of Procedure of the Committee. Their work adds a new dimension to national actions and to the co-operation activities of the Major Project in Education in Latin America and the Caribbean while making operational, in this region, the Jomtien agreements and their emphasis on meeting basic learning needs.

In closing, we would like to note, the valuable co-operation toward the successful outcome of this Meeting, given by the member States of other regions, representatives of United Nations agencies, governmental and non governmental organizations, as well as the participation in Round Tables of distinguished specialists. The uncompromising support given to this Meeting by the chilean team and UNESCO’s Secretariat, are also deserving of our deepest appreciation.
Notes of the address of His Excellency, Mr. Jorge Arrate, Minister of Education of Chile, at the closure

Messrs. Ministers
Messrs. Members of the Bureau,
Ladies and Gentlemen,

It is my privilege to close the activities of this Plenary and Fifth PROMEDLAC Meeting. I would first like to express our thanks for your visit, and tell you that we chileans are very pleased that you could come to Santiago. We are a far away country. Getting here is not easy. So, we appreciate your presence.

(…) Second, I would like to express my very special gratitude to UNESCO Regional Office for the commendable effort in organising and bringing to a successful conclusion the activities of this meeting. Our most sincere appreciation to the Director of the Santiago Office, the representatives of other offices of Latin America and the Caribbean present here today very specially to the self-sacrificing staff of the Secretariat and interpreters. On a personal note, I would like to thank the representative of the Director General and very specially the Minister of Education and Culture of Jamaica, for their kind words.

(…) I was just talking to some of the journalists who covered this conference, some of whom are still here, who certainly had many questions to ask. My thanks go to them too. They know about education, people who have seen us on television or heard our statements on the radio, ask themselves what is the purpose of our meeting; if these international meetings accomplish anything, if perhaps there are too many of them, or if maybe those resources could be put to a better use. I believe we can close this proceedings with a clear conscience because undoubtedly this has been a most fruitful meeting both for our countries and our peoples.

(…) It is vitally important, I feel, that we meet every two years, to develop new possibilities for mutual co-operation to exchange experiences which are not equally exchangeable through the mail or books, so we can learn from each other, some of which I am sure have emanated from this meeting. And I believe that it is most important that we meet every two years, to experience personally that sense of being part of that collective whole, alluded to by the Minister of Jamaica, and become acquainted with the multiplicity of experiences and advances taking place in the educational systems of our countries. Four languages and different cultural origins coexist in our region, but we have the most unusual opportunity to give them substance, synthesize them in a conference that exemplifies tolerance and pluralism, so needed in today’s world.

(…) Furthermore, I believe this conference has stressed, reaffirmed, and corroborated once again that we comprise an assemblage of countries, and we are not indifferent to what happens to a neighbour or any country in the region, and that ultimately nothing could benefit us more than the well being of all our countries, their progress, their advancement in terms of material, but particularly, spiritual growth.
(...) This sessions comes to an close, a word I tend to dislike; I would rather call it an ending session. I am reluctant to closing ideas, institutions, countries, except under exceptional circumstances. In this «ending» session then, I would like to offer you a fraternal and warm embrace, on behalf of all chileans, my government, my country, and my people, hoping that the road that lies ahead, however many pitfalls it may conceal, will be travelled together in liberty, solidarity, democracy and peace by all the peoples of Latin America and the Caribbean.

Thank you.
ANNEX III
LIST OF DOCUMENTS

Working documents

1. Provisional agenda ED-93/PROMEDLAC/1
2. Rules of procedure ED-93/PROMEDLAC/2
3. Main working document ED-93/PROMEDLAC/3

Information documents

5. General Information ED-93/PROMEDLAC/INF.1
6. Suggestions concerning the organization of the work of the meeting ED-93/PROMEDLAC/INF.2
7. List of documents ED-93/PROMEDLAC/INF.3
8. Provisional list of participants ED-93/PROMEDLAC/INF.4

Reference documents

9. UNESCO’s co-operation within the framework of the Major Project in the field of education in Latin America and the Caribbean ED-93/PROMEDLAC/REF.1
10. Round Tables ED-93/PROMEDLAC/REF.2
Address delivered by Ms. Marta Mauras Perez
Regional Director of UNICEF for Latin America and the Caribbean

The Regional Office of the United Nations Children’s Fund, UNICEF, and most of the education officials of UNICEF in the region, have been greatly pleased to collaborate in a meeting which constitutes such an exceptional framework to evaluate the progress of the Major Project of Education in Latin American and the Caribbean, and the goals of Education for All set forth at the World Declaration on Education, in the wake of the World Conference held in Thailand in 1990.

For UNICEF it has been a motive of great satisfaction to have collaborated with UNESCO, the World Bank and the UNDP, not only in sponsoring said Conference, but also in co-operating with the various countries in the attainment of the educational priority.

The Thailand Conference is historical for its unwavering support to the concept of Education for All, and for acknowledging that as we approach the 21st Century, each individual must have the capabilities that would permit greater control over his future. Our success will have a profound impact on the future health of boys and girls, birth rates, economic output, and our ability to live harmoniously with our natural environment. Primary education is the heart of Education for All, without which other educational goals would be unattainable; improving the quality of primary education is essential, particularly in Latin America and the Caribbean, to seek the path that will lead us to education for all and for a lifetime.

Signalling an important change in its policies, UNICEF has made a commitment to allocate 25% of its total resources to education by the close of the decade, while greatly increasing its technical capabilities in this area. The objective is to collaborate in the design and implementation of governments’ plans and programmes within the framework of the World Summit on Children, where targets and strategies to improve children’s survival and development, were set out. The educational goals established by the World Declaration in Thailand, were incorporated within this context. Most countries have prepared national action plans for childhood which include health, educational, nutrition and environmental aspects in addition to objectives, strategies and cost estimates, while being implemented from the highest governmental spheres. Helping countries to achieve these goals is the basic support offered by UNICEF towards improving education in the region, based on action among the different sectors, effective use of mass and alternative communication media, and the participation of civil society, inter-relation of initial with primary and non-formal education, and the insertion of educational innovations in large scale national policies and programmes.

Concretely, UNICEF will focus primarily on primary education, as this is considered the epicenter of basic education and bearing in mind the critical problems of quality and equity exhibited by the region. Pursuant to discussions held at this meeting, we propose to direct future efforts towards: a) reducing, in at least one third, the drop-out rate in the first four years of
primary education, b) reducing, to at least half, the repetition rate in the first two grades, and c) ensuring that 80% of primary school graduates, can read comprehensively since this constitutes a pre-requisite for acquiring basic skills and for further learning.

Among the main strategies for achieving the proposed goals, are the following: introducing pedagogical models which focus increasingly on children’s needs (more flexible forms of promoting and evaluating, learning that encourages co-operation, solidarity and participation); more effective learning time; stronger investments in children’s learning materials and textbooks; teacher training aimed at reinforcing the aforementioned quality aspects, giving special priority to pedagogical skills as well as promoting the motivational aspects of teaching; multiple grade strategies and bilingual education, where needed, and other non-conventional approaches.

In terms of initial education, UNICEF has been collaborating in non-formal educational programmes based on the community and family in the poorer areas, such as Daily Care Homes in Venezuela, Community Welfare Homes in Colombia, Community Networks for Children Development in Ecuador, Initial Non-formal Educational Programmes in Mexico, the Dominican Republic, and Chile, among others. The coordination of educational processes has been promoted through activities in the areas of nutrition, preventive health, mother-child care, and family education.

Capitalizing on the progress of these programmes, we propose focusing on expanding the future «educability» potential of the child over the next three years, a) maintaining and enhancing public and private investment in cost-effective actions aimed at child development based on the family and the community, b) increasing the level of knowledge of parents and other family members, on key aspects of the child’s physical, mental, social, and emotional development, through existing communication media, and fostering adult education programmes. In fact, we regard this to be the axis of adult education, thus providing it with an inter-generational perspective.

This means that those programmes that cater directly to the child should be supplemented with family and community educational modalities. Some examples of parental education programmes for child development such as the Parent and Children Programme (PPH) in Chile, the Family Education Programme for Child Development (PEFADI) in Colombia, and the Child Development Teacher’s Programme in Brazil are beginning to emerge in the region. This type of programme becomes more relevant on the occasion of the International Year of the Family in 1994.

Finally, although participation by girls in basic education is equivalent to that of boys, generally speaking, we feel that it is extremely important to consider the gender inequalities that may surface in some countries, or in specific regions within a country. Further qualitative and ethnographic surveys that delve into our cultural diversity should be undertaken, to have a more comprehensive view of this type of discrimination.

Two basic conditions to support improved quality in education are; designing strategies to strengthen teachers’ motivations and their commitment to education as a profession; structuring information, planning and management systems at the local level. Basic education management should be reconsidered in a context of State reform and decentralisation.
Participative and flexible mechanisms of planning, social management, as well as a better utilization of available resources, would also be required. One last requirement concerns the national and local appeal the educational sector must have in order to attract the participation and support of strategic allies in civil society.

I would like to emphasize that the values of peace, solidarity, participation, respect, equity among men and women, the productive and reproductive contribution of each one, appreciation for nature and our contribution to its preservation, must all be part of the efforts to improve the quality of basic education. In order to achieve this goal, the structure and operation of schools and the organization of the learning system must reflect these values themselves.

Clearly, the process undertaken by PROMEDLAC has contributed importantly to the conceptual, political, and technical elucidation of the problem and to the educational priority of the region. The process that started at the third meeting in Guatemala, where the crisis was diagnosed and the need for consensuses for overcoming it was identified; continued through the fourth meeting in Quito, where the exhaustion of an educational stage and the need for a political and strategic shift were acknowledged; culminating here today, at the fifth meeting, where specific contents are being defined for a new educational stage characterised by the professionalisation of educational actions, in terms of what is learned, how it is taught, and the organisational conditions required to bring this about.

Lastly, it will be in the arena of education and knowledge where the struggle against poverty will be waged and greater international competitiveness will be achieved. Spurred by this conviction, I call upon the international community to support the efforts undertaken by these countries towards attaining this stage.
Address delivered by the Delegation of Spain at PROMEDLAC V

Mr. Chairman,
Messrs. Ministers,
Messrs. Delegates,
Ladies and gentlemen,

I would like first of all, to express my country’s gratitude on behalf of the Minister of Education and Science and my Delegation, to the Ministry of Education of Chile, as host country, and to UNESCO, that has convened this Meeting, for their kind invitation to attend it. Doctor Perez Rubalcaba wished to be here today, but due to circumstances you probably know through the mass media, this will not be possible. However, I was asked to convey to you his warmest regards and best wishes for the fruitful outcome of this meeting.

As you know, this meeting is the direct result of the Jomtien World Conference. Two fundamental criteria in the field of education were established on this occasion, which have guided both the activities of International Organizations -as exemplified by the Major Project for Latin America and the Caribbean- and to a large extent the work of the governments of the countries represented here.

On the one hand, the World Conference, stressed the need of education for all; on the other it pointed to the purpose of this education, which consist of meeting learning needs throughout the life of a citizen, keeping in mind that the ultimate goal is preparing him for a free, responsible, and indiscriminately life.

Education for all, means not just facilitating access to all the school age population, but developing the appropriate channels that will ensure permanent and ongoing education beyond the school age and make it available to those adults who did not have access to schooling. In this respect, it is worthy to note the significance of the Basic Adult Education Programme, undertaken by OREALC, focusing on urban marginal youths, in which my country will be cooperating with during 1993-1996. Along these lines, the Guadalupe Declaration decided the development of joint studies and information exchange on professional insertion programmes, directed specially at the young population under social risk or affected by marginality.

But the citizen’s right to access education is matched by the governments’ duty to provide the kind that will meet his basic learning needs and enable him to face and resolve, from a personal and social dimension, whatever situation he may encounter throughout his life. These needs will be different for children, youths, and adults.

In primary education, meeting those basic needs entails acquiring equally basic skills, reading-writing, arithmetic, and problem solving. In this regard, we wish to extend our warmest congratulations to OREALC for organizing a round table on mother tongues, reading and writing skills in a bilingual environment, that is often the case in Latin America and the Caribbean.

This is why, the Government of Spain is co-operating with OREALC Programme on innovative teaching of sciences at the basic level, which is yielding excellent results, as we have noticed.
In this respect, mention should be made of curriculum reforms underway in the region to which Spain has offered the results of a similar process recently, undertaken in my country.

However, these efforts would be fruitless in the absence of professionals in educational administration and development at the state, provincial, and local levels. In this regard the four training workshops organized by OREALC have been a disseminating tool in the region, because they have joined those responsible for educational administration and development to analyze common problems and seek suitable answers to specific situations.

So far, I have only mentioned programmes undertaken by international organisations and those responsible for improving education in schools, however, satisfactory results require trained teachers to implement them, since the education of the future social actors who will be responsible for the economic take off foreseen in the next decade, is in their hands.

Teachers must be trained to fulfill such a common effort at regional level and efforts should be made to take advantage of the huge possibilities technology, in particular TV, has opened up. At the «Ibero-american Summit II» approval was granted to Ibero-american Educational Television, which is already broadcasting; concurrently, production of specific teacher training programmes is being planned by UNESCO and Ministries of Education members of Ibero-american Educational Television Association. As proposed at this meeting, I would like to invite the participants to work jointly in the production of a distance teacher training programme designed for the teaching of science.

Finally, I do wish to conclude, calling upon solidarity and co-operation, without which the latin american and caribbean communities could not occupy its rightful place in the world community. Co-operation among the international organisations working specifically in the region; co-operation and solidarity among the countries of Latin America and the Caribbean benefitting from the successful experiences undertaken by each State; co-operation among the various countries in terms of exchange and dissemination of technological and scientific findings; cooperation to post graduate training in any of the region’s countries, for the purpose of having agent citizens in the political, social, economic and technological spheres that will lead to a genuine community of Latin America and the Caribbean.

In this aspect, I would like to state that my country has expressed its desire for collaborating in the field of education, both at bi-lateral and multi-lateral levels, through co-operation with international organisations, as reflected by the agreement signed by Spain and OREALC 1993-1995, or through ibero-american summit preparatory conferences of Ministries of Education, in which extremely important educational programmes have been approved.

I would like to convey to you the will of the Department I represent for continued cooperation in all the activities of the Major Project for Latin America and the Caribbean, spurred by the conviction that in so doing we will be helping to build a world society more committed to progress with equity.

Thank You.
Address delivered by Mr. Jorge Cavodeassi,
on behalf of the Ibero-American Educational,
Scientific and Cultural Organization (OEI)

Mr. Chairman,
Messrs. Ministers and Heads of Delegation,
Messrs. Delegates
Ladies and Gentlemen

First of all, on behalf of the General Secretariat of OEI I wish to greet the Ministers and Heads of Delegation attending this meeting and express my gratitude to the government of Chile and UNESCO for giving us the opportunity to address you.

At this stage, I shall not give a detailed account of all UNESCO-OEI joint activities within the framework of the Major Project of Education, since that would be abusing your patience and deference. I should like, however, to point out the inter-agency co-operation experience we, in cooperation with UNESCO, are undertaking and how fruitful it has proven to be, particularly in the last two years. Many of the proposals designed at the convergence meeting of Ibero-American co-operation organizations held in Madrid, have been successfully implemented. We have systematised this co-operation in different plans of action, which I will briefly outline, which assume to redeem the specificity of UNESCO as a world organisation and OEI as a co-operation organization among the ministries of education of Spanish and Portuguese speaking countries given its presence and co-operation in both regions, as one more co-operation unit between the European and Latin American countries.

One the co-operation plans we have adopted in connection with the Major project has been the joint conception of the project, implemented through a Council with the participation of Co-operation Agencies, one of them responsible for its co-ordination and funding. This is the case of the Prospective Study Project for the design of policies and strategies in education, science and culture, with UNESCO, ECLAC, and OEI as members of the Council, developed with managed and financed by OEI. The project is intended to provide answers, in terms of medium term alternative scenarios, to the requirements of the Ministries of Education in the definition of these three fields. Next week, an issue of OEI «Revista Iberoamericana de Educacion» will be delivered to Heads of delegation and Ministers of Education, which contains one of the blocks work is being done in regard to State and Education.

Another co-operation plan refers to the joint projects design development, implementation and financing under a shared responsibility. This is one of the more traditional cooperation schemes, and is the case with the regional research project on functional illiteracy both Agencies are currently developing and has been projected in several forms. I will not refer to the project since it is contained in the PROMEDLAC III document where specific references to this project are included.

A further co-operation modality has to do with project convergence from the programming of each institution, retaining the specific operational features of each organization and of each particular undertaking. This is the case of OEI’s project on the Teaching of Science and
Mathematics at the Intermediate Level, and UNESCO’s project on Natural Science Innovation of Basic Education. In this case what we have is the convergence of two projects. On the one hand, the IBERCIMA project being developed by OEI with the technical and financial support of Spain’s Ministry of Education and Science; it first analyzes the overall situation of the teaching of science and mathematics at the intermediate level, basically an analysis of plans and programmes, and then goes on to propose curricular changes. Later 1993, the project will analyze training, further training, and in-service Mining for teachers in special didactics, and we trust that next September, in Lima, we will also have a number of proposals for universities and ministries of education.

However, the UNESCO project, aimed specifically at Basic Education, is based on a series of specific experiences in six countries, which are then projected and examined so that they may be introduced in the curricular structure of the various countries. We will be integrating these two proposal plans for the teaching of mathematics and science as of October, on the occasion of a meeting to be held here in Chile, where we expect to enhance the capacity of both projects.

Still another on-going co-operation deals with projects developed by an institution that enlist the participation of specialists from other Agencies, who give direct support to the actions undertaken. This is the case of the Education and Working World project launched in Havana in 1988, -with several technical support activities in Cuba during 1989- which provided assistance to the Ibero-American countries and was approved the 1992 Summit of Chiefs of State in Madrid. This project will be the central theme of the Conference of Ministers of Education to be held July 7 to 8 in San Salvador, Bahia. The project analyzes reforms to technical and professional education in the transition of young people into the world of work and in the training of trainers in new technologies.

Another example of co-operation is the educational decentralisation project where the action of several organisations converge. UNESCO examines the problem from the perspective of planning and decentralisation at institutional level; CINTERPLAN bases its analysis on planning, and OEI on decentralising administration. This type of co-operation will be applied directly in Mexico next week where we will be working with the federal countries in the definition of joint co-operation plans and technical support. Another form of co-operation involves projects where one of the Agencies provides advisory services to a project’s implementation in various countries. This is the case of the literacy and basic adult education project approved by the Summit of Chiefs of State and Government in Madrid last year. The project supported and directly financed by the Spanish government, counts with OEI management and administration. That project, to be implemented this year in El Salvador and the Dominican Republic, and next year in Paraguay, will benefit from UNESCO’s technical assistance and advisory services. Another modality of co-operation involves the joint support of integration processes through the co-operative actions on the countries’ own initiative. This is the case of the MERCOSUR project in which UNESCO and OEI have collaborated and financed some activities undertaken, transmitting some experiences -e.g. the integration of the European countries- as reference. Other Agencies have also participated in this project, as is the case of Executive Secretariat of the Andres Bello Agreement, that has also shared the experiences of the Andean countries and is projecting its activities to areas such as the teaching of Spanish and Portuguese as a second language.
And, finally, another co-operation plan has involved training projects with own funds and others specially allocated by countries of the region to an Agency to which a second Agency contributes its staff. This is the case of «Administradores de la Educación Training Programme», a first course of which was offered last month in Spain. This project is being implemented by the OEI with the support of the Ministry of Education and Science, the co-operation of OREALC, and the International Institute for Educational Planning of Paris. This project will be also implemented in Buenos Aires, Argentina, partly financed by the argentinean Ministry of Education and Culture, and OEI cooperation.

You may see co-operation modalities are quite broad. And I should like to emphasize that, although they may seem obvious, they had to overcome inertia of the organisations themselves in order to develop a joint action where service to all countries is first and foremost. From our side, these actions require a further step in the process of institutional conversion of co-operation agencies, which in turn presupposes the consolidation of low cost high efficiency structures, based on the horizontal co-operation of the Ministries themselves, the enhancement of the human and technical resources of the Ministries of Education, and a high financial management capacity. We hope to strengthen this convergence in coming years, so that we may offer you, in future meetings of the Major project, a greater return on actions that essentially attempt to reinforce solidarity among our countries.

Thank you.
ANNEX V

LISTA DE DELEGADOS, REPRESENTANTES Y OBSERVADORES/
LISTE DES DELEGUES, REPRESENTANTS ET OBSERVATEURS/
LIST OF DELEGATES, REPRESENTATIVES AND OBSERVERS

Los nombres y títulos que figuran en las listas siguientes se reproducen en la forma en que las delegaciones interesadas los han comunicado a la Secretaría. Los países se mencionan en el orden alfabético español.

Names and titles in the following lists are reproduced as handed in to the Secretariat by the delegations concerned. Countries are shown in the Spanish alphabetical order.

A. DELEGADOS/DELEGUES/DELEGATES

I. Estados Miembros/Etats membres/Member States

Antigua y Barbuda/Antigua et Barbuda/Antigua and Barbuda

The Hon. Bernard Percival
Minister of Education
(Head of Delegation)

Argentina/ Argentine/Argentina

Excmo. Sr. Jorge Rodriguez
Ministro de Cultura y Educación
(Jefe de Delegación)

Lic. Susana Decibe
Secretaría de Estado Programación y Evaluación Educativa

Sra. Ines Aguerroondo
Subsecretaría de Programación y Gestión Educativa

Dr. Luis E. Roldan
Ministro de Educación de la Pcia. de la Pampa

Sra. María Inés de Vollmer
Asesor del Ministro de Educación

Lic. Francisco J. Pinon
Secretario Permanente Comisión Nacional Argentina para la UNESCO
Sra. Ana María Guía de Villada
Ministro de Educación y Cultura de la Provincia Salta

Sr. Roberto Luis Rulli
Presidente del Consejo de Educación de la Provincia de Río Negro

Barbados/Barbade/Barbados

The Hon. Cyril Walker
Minister of Education
(Head of Delegation)

Bolivia/Bolivie/Bolivia

Excma. Sra. Emma Navajas
Ministro de Educación y Cultura
(Jefe de Delegación)

Lic. Vicente Mendoza Bilbao
Asesor Ministro de Educación

Brasil/Brésil/Brazil

Dr. Carlos Alberto Ribeiro de Xavier
Jefe de Gabinete del Ministro de Educación y Deportes
(Jefe de Delegación)
Dr. Celio da Cunha
Director del Departamento de Desenvolvimento Pedagógico

Colombia/Colombie/Colombia

Sr. Antonio José Lizarazo Ocampo
Viceministro de Educación Nacional
(Jefe de Delegación)

Dra. Margarita M. Pena
Directora General de Educación

Dr. Javier Serrano
Asesor Viceministro

Sr. Alberto Botero Londono
Secretario Embajada de Colombia en Chile
Costa Rica

Excmo. Sr. Marvin Herrera
Ministro de Educación Pública
(Jefe de Delegación)

Lic. Celin Arce Gómez
Director, División Jurídica

Cuba

Excmo. Sr. Luis I. Gómez G.
Ministro de Educación
(Jefe de Delegación)

Lic. Juan Fco. Meireles Muriel
Director

Sr. Pastor Rodríguez V.
Consul de Cuba en Chile

Chile/Chili/Chile

Excmo. Sr. Jorge Arrate
Ministro de Educación Pública
(Jefe Delegación)

Sr. Julio Valladares
Subsecretario de Educación
Ministerio de Educación

Sr. Mario Artaza
Embajador, Director de Política Multilateral
Ministerio de Relaciones Exteriores

Sr. Gonzalo Figueroa
Embajador, Delegado Permanente de Chile ante la UNESCO
Ministerio de Relaciones Exteriores

Sra. Josefina Lira
Secretaria Ejecutiva, Comisión Chilena
de Cooperación con la UNESCO

Sr. Pedro Henriquez
Jefe, División de Planificación y Presupuestos
Sr. Alfonso Bravo
Asesor del Ministro de Educación

Sr. Ivan Nuñez
Asesor del Ministro de Educación

Sr. Cristian Cox
Asesor del Ministro de Educación

Sr. Eduardo Castro
Asesor del Ministro de Educación

Sr. Gabriel de Pujadas Director Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP)

Sr. Guillermo Miranda
Asesor Ministro

Sr. Carlos Eugenio Beca
Jefe Gabinete del Ministro

Sr. Fernando Urrutia
Jefe del Departamento de Agencias Especializadas
Ministerio de Relaciones Exteriores

Sr. Oscar Aguero
Comisión Chilena de Cooperación con la UNESCO

**Dominica/Dominique/Dominica**

The Hon. Rupert Sorhaindo
Minister of Education
(Head of Delegation)

**Ecuador/Equateur/Ecuador**

Excmo. Sr. Eduardo Pena Trivino
Ministro de Educación y Cultura
(Jefe de Delegación)

Dr. Fernando Chamorro
Director de Asuntos y Convenios Internacionales

Sra. María de la Paz Donoso
Primer Secretario Embajada del Ecuador en Chile
El Salvador

Excma. Sra. María Cecilia Gallardo de Cano
Asesora Ministro de Educación
(Jefa de Delegación)
Lic. Ana Gladys Aparicio de Cortez
Directora Nacional de Educación

Sr. Francisco Stanley Alwood
Asesor del Ministerio de Educación

Granada/Grenade/Grenada

The Senator Carlyle Glean
Minister of Education
(Head of Delegation)

Jamaica/Jamaique/Jamaica

The Hon. Burchell Whiteman
Minister of Education and Culture
(Head of Delegation)

Mr. Wesley Barrett
Chief Education Officer

Honduras

Excmo. Sr. Jaime Martinez Guzman
Ministro de Educación Publica
(Jefe de Delegación)

Sr. José Alfonso Romero Gómez
Director Ejecutivo Ministerio de Educación

Sra. Lilian Guillen T.
Asistente Técnica Ministro de Educación

Mexico/Mexique/Mexico

Sr. Jose Angel Pescador
Subsecretario de Educación
(Jefe de Delegación)

Sr. Víctor Sologaistoa
Secretario Ejecutivo Comisión Nacional UNESCO
Sr. Luis Maldonado V.
Coordinador de Asesores y del Sector Paraestatal

Sra. Mario Arriola
Agregado Cultural de la Embajada de Mexico en Chile

**Nicaragua**

Excmo. Sr. Humberto Belli
Ministro de Educación
(Jefe de Delegación)
Sr. Víctor Manuel Espinoza
Asesor Legal del Ministerio de Educación

**Panamá/ Panama/Panama**

Excmo. Sr. Bolívar Armuelles
Vice-Ministro de Educación
(Jefe de Delegación)

Sra. Etelvina Hernandez
Especialista de la Comisión Panameña de Cooperación con la UNESCO

**Paraguay**

Lic. Cesar Torres Antunez
Director de Regiones Educativas
(Jefe de Delegación)
Perú / Perou /Peru

Excmo. Sr. Alberto Varillas Montenegro
Ministro de Educación
(Jefe de Delegación)
Sra. Maritza Guabloche
Asesora del Despacho Ministerial

**Santa Lucia/Saint Lucie/Saint Lucia**

Hon. Mr. Michael Louis
Ministry of Education
(Head of Delegation)
Suriname/Suriname/Suriname

Hon. Mr. Gerhard Hiwat  
Minister of Education  
(Head of Delegation)  
Mr. Andre Alwin Kramp  
Head of the Bureau of  
International Relations  
Alternate Head of Delegation

Mr. Adeil Khan Kallan  
Assistant Permanent Secretary of Education

Trinidad y Tobago/Trinité et Tobago/Trinidad and Tobago

The Hon. Augustus Ramrekersingh  
Minister of Education  
(Head of Delegation)

Mrs. Sandra Gift  
Secretary General  
National Commission for UNESCO

Uruguay

Excmo. Sr. Antonio Mercader  
Ministro de Educación y Cultura  
(Jefe de Delegación)

Sra. Maria Teresa Salvo Paysse  
Dirección de Educación

Venezuela/Venezuela/Venezuela

Excmo. Sr. Rigoberto Henriquez Vera  
Embajador de Venezuela en Chile  
(Jefe de Delegación)

Prof. Yajaira Villasana  
Directora de Planificación Educativa  
Ministerio de Educación de Venezuela

Sra. Rocio Maneiro Gonzalez  
Consejera de la Embajada de Venezuela en Chile
B. OBSERVADORES DE OTROS ESTADOS MIEMBROS/ OBSERVATEURS D’AUTRES ETATS MEMBRES/ OBSERVERS FROM OTHER MEMBER STATES

Espana/Espagne/Spain

Sra. Catalina Ramos
Subdirectora General de Cooperación Internacional
(Jefe de Delegación)

Sra. Marfa Dolores Lopez-Aranguren
Consejera Técnica de Relaciones Multilaterales
Ministerio de Educación y Ciencia

Sra. Carmen Samaniego
Asesora del Gabinete del Ministro de Educación y Ciencia

C. OBSERVADORES DE ESTADOS NO MIEMBROS
OBSERVATEURS D’ETATS NON MEMBRES
OBSERVERS FROM NON-MEMBER STATES

Santa Sede/Saint-Siège/Holy See

S.E. Monsenor Piero Biggio
Nuncio Apostólico en Chile
Jefe de la Delegación

Prof. Juan de Dios Vial Correa
Rector de la Pontificia
Universidad Católica de Chile

D. REPRESENTANTES Y OBSERVADORES DE OTRAS ORGANIZACIONES
DEL SISTEMA DE LAS NACIONES UNIDAS/
REPRESENTANTS ET OBSERVATEURS D’AUTRES ORGANISATIONS
DU SYSTÈME DES NATIONS UNIES/
REPRESENTATIVES AND OBSERVERS FROM OTHER ORGANIZATIONS
OF THE UNITED NATIONS SYSTEM

Fondo de las Naciones Unidas para la Infancia (UNICEF)/

Sra. Marta Mauras
Directora Regional de UNICEF para América Latina y el Caribe
Apartado Aéreo 7555
Santa Fe de Bogotá, D.C., Colombia
Sra. Vicky Colbert
Consejera Regional de Educación
para América Latina y el Caribe
Colombia

Sra. Carmen E. Perez
Colombia

Sr. Nelson Ortiz
Colombia

Sr. Emilio Tenti
Argentina

Sr. Joseph Mahase
Barbados

Srta. Ana Lucfa D’Emilio
Bolivia

Sr. Felipe Risopatron
Chile

Sr. Jorge Rivera P.
Ecuador

Sr. Garren Lumpkin
Guatemala

Sr. Demetrio Cotji
Guatemala

Sra. Daniele Brady
Haiti

Sr. Mabiala Ma-Umba
Haiti

Sra. Mireya Carvajal
Honduras

Sr. Francisco Luis Rojas
Mexico

Sr. Craig R. Loftin
Nicaragua
Instituto Latinoamericano y del Caribe de Planificación Económica y Social (ILPES)

Sr. Jorge Israel Russo
Asesor Especial

Programa de las Naciones Unidas para el Desarrollo (PNUD)/
Programme des Nations Unies pour le Développement/
United Nations Development Programme (UNDP)

Sr. Carlos Felipe Martinez
Representante Residente a.i., Chile

Sr. Percy Rodriguez-Noboa
Asesor en Asignación especial

Sra. Sabah Zrari
Oficial de Programa
PNUD Guatemala

Organización Internacional de Trabajo (OIT)/
Organisation Internationale du Travail/
International Labour Organisation (ILO)

Sr. Ricardo Infante
Experto Regional en Planificación del Empleo y Políticas de Ajuste
PREALC-OIT

Fondo de las Naciones Unidas para Actividades en materia de Población (FNUAP)/
Fonds des Nations Unies en matière de population (FNUAP)/
United Nations Fund for Population Activities (UNFPA)

Sr. Joop Alberts
Jefe de Equipo de Apoyo

Sr. Pedro Garzón Castañeda
Asesor Regional de Educación en Población

Sr. Rodrigo Vera
Asesor en Estrategias de Información, Educación y Comunicación en Población

Organización de las Naciones Unidas para la Agricultura y la Alimentación (FAO)/
Organisation des Nations Unies pour l’Alimentation et l’Agriculture/
Food and Agriculture Organization of the United Nations

Sr. Polan Lacki
Oficial Regional
Alto Comisionado de las Naciones Unidas para los Refugiados (ACNUR)

Sra. Helena Reutersward
Oficial de Programa Adjunta

Organización Internacional para las Migraciones (OIM)/Organisation Internationale pour le Migration (OIM)/International Organization for Migration (IOM)

Sr. Juan Veglia
Relacionador Público de la Misión

Centro Interamericano de Enseñanza de Estadística (CIENES)

Sr. Reynaldo Franco Cosquillo
Director

E.

OBSERVADORES DE OTRAS ORGANIZACIONES INTERGUBERNAMENTALES/
OBSERVATEURS D’AUTRES ORGANISATIONS INTERGOUVERNEMENTALES/
OBSERVERS FROM OTHER INTERGOVERNMENTAL ORGANIZATIONS

Banco Interamericano de Desarrollo (BID)/Banque Interaméricaine pour le Développement/Interamerican Development Bank (IDB)

Sr. Ramón Figueroa
Especialista Sectorial de la Representación del BID en Chile

Parlamento Andino

Sr. Juan José Castello
Representante

Consejo Latinoamericano de Ciencias Sociales (CLACSO)

Sra. Adriana Delpiano
Representante

Organización Internacional de Asociaciones de Consumidores para América Latina y el Caribe (IOCU)

Sr. José Vargas Niello
Director Regional para América Latina y el Caribe
Sr. Juan Antonio Trimboli
Encargado del Programa de Educación y Capacitación del Consumidor
Caribbean Community Secretariat (CARICOM)

Mr. Faith Wiltshire
Director
Functional Cooperation
Instituto Latinoamericano de la Comunicación Educativa (ILCE)

Sr. Pedro José Olvera Luna
Secretario Ejecutivo para la Cooperación Regional

Secretaría Ejecutiva del Convenio «Andres Bello» (SECAB) Colombia

Sr. Víctor Guedez
Secretario Ejecutivo

Sr. Ricardo Hevia
Coordinador de Educación

Organización de Estados Americanos (OEA)/
Organisation des Etats Américains (OEA)/
Organization of American States (OAS)

Sr. Pedro A. Turina
Especialista Principal
Departamento de Asuntos Educativos

Organizacióndes Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)

Sr. Jorge Cavodeassi
Director General de Programación

Sr. Eugenio Rodriguez
Representante en Chile

Centro Interamericano de Estudios e Investigaciones para la Planificación (CIN-TERPLAN)

Sr. Emil Alvarado
Director

Unión Latina

Sr. Leopoldo Castedo
Delegado General en Chile
F.
OBSERVADORES DE ORGANIZACIONES INTERNACIONALES
NO GUBERNAMENTALES/
OBSERVATEURS D’ORGANISATIONS INTERNATIONALES
NON GOUVERNEMENTALES/
OBSERVERS FROM INTERNATIONAL NON-GOVERNMENTAL
ORGANIZATIONS

Categoría A/ Catégorie A/Category A

International Federation of Free Teachers’ Unions (IFFTU)

Mr. Osvaldo Verdugo
Pdte. del Colegio de Profesores de Chile

Categoría C/Catégorie C/Category C

Asociación Panamericana de Crédito Educativo y Becas (APICE)

Dr. Victor Rocher
Vice-Rector de Finanzas
Instituto Profesional de Santiago

Centro de Investigación y Desarrollo de la Educación (CIDE)

Sr. Patricio Cariola S.J.
Director

World University Service

Sra. Ximena Erazo
Coordinadora Regional para América Latina y el Caribe

G.
OBSERVADORES DE INSTITUCIONES Y FUNDACIONES/
OBSERVATEURS D’ INSTITUTIONS ET FONDATIONS/
OBSERVERS FROM INSTITUTIONS AND FOUNDATIONS

Asociación Televisión Educativa Iberoamericana

Sr. Norberto Gallego Parajua
Secretario General
Consejo Nacional de Televisión

Sr. Mario Mauricio Morales
Secretario General del Consejo

Sr. José Weinstein
Jefe Sub-Departamento de Estudios y Fomento

Fe y Alegría
Sr. Antonio Bachs
Coordinador Internacional

Fundação Getulio Vargas

Sr. Simon Schwartzman
Profesor

Fundación Konrad Adenauer
Sra. Ulrike Gminder
Representante

FOPROD (GTZ-SENCE)

Sr. Martín Contreras
Contraparte chilena

PIIE

Sra. Carmen Sotomayor
Investigadora
Sra. Flavia Fiabane
Investigadora Educacional
Sra. Ana María Cerda
Coordinadora Área Escuela

Fundação Carlos Chagas

Sr. Rubens Murillo Marques
Presidente
Programa de Acción y Educación en Salud Materno Infantil (PAESM1)

Sra. Suzanne Aurelius
Directora
Comisión Fulbright

Sr. Jorge Jiménez
Director Ejecutivo

Centro de Estudios de Población (Argentina)
Sra. María Antonia Gallart Coordinadora de la Red Latinoamericana de Educación y Trabajo

Centro Andino de Educación y Promoción «José María Arguedas» (CADEP)
Sr. Edilberto Portugal Speedie
Coordinador del Programa de Educación Bilingüe

Plan Internacional South America Regional Office
Sr. Luis Alfredo Cevallos
Coordinador Técnico Regional

Asociación Sueca de Desarrollo Internacional (ASDI)
Sr. Robert McMeekin
Representante

Instituto Internacional de Integración (III) Bolivia
Dra. Ana María Seleme
Secretaria Nacional del Convenio Andres Bello, La Paz, Bolivia

Universidad Católica de Córdoba - Argentina
Sr. Miguel Petti
Director REDUC-UCC

Universidad Católica del Uruguay
Sr. Luis del Castillo
Presidente del Departamento Episcopal de la Conferencia Episcopal

Universidad Metropolitana de Ciencias de la Educación
Sr. Alejandro Ormeno O.
Rector
Sra. Nolfa Ibanez S.
Directora Liceo Experimental Manuel de Salas

Sr. Eugenio Ormeno
Coordinador Educación Técnico Profesional

Sr. Rolando Pinto
Director Programa de Postgrados

Universidad de Antofagasta- Chile

Sr. Jorge Alberto Navarro G.

Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP)

Sr. Gabriel Castillo Inzulza
Sra. Marfa Eugenia Nordenflycht

Periodistas invitados

Sr. Esteban Sánchez Barcia
Madrid

Sr. Horacio Finoli
Buenos Aires

Sr. Raúl Vargas
Lima

H.
INVITADOS ESPECIALES

Mrs. Vanilda Paiva, UIE/UNESCO

Sra. Marfa Maluenda, Diputado, Chile

Sr. Domingo Rivarola, Paraguay

Sr. German Rama, Uruguay
Sra. Guiomar Namo de Melo, Brasil
Sr. Bernardo Kliksberg, Venezuela
Sr. Luis Enrique Lopez, Peru
Sra. Viviana Galdames, Chile
Sra. Josette Jolibert, Francia
Sra. America Gonzalez, Cuba
Sr. German Bernacer
Sr. Simon Romero
Sr. José De Simone
Sr. Eduardo Miranda
Sr. Alberto Sireau
Sra. Isabel Infante, Chile
Srta. Katherine Kerxton, USA
Sr. Emilio Rojas, Chile
Sra. Alejandra Medina, Chile
Sr. Carlos Clavel, Chile
SECRETARIA DE LA REUNION/SECRETARIAT DE LA REUNION/
SECRETARIAT OF THE MEETING

Director General
Sr. Federico Mayor Zaragoza

Secretaria
Sra. Daura Pacheco

Asistido por
Sr. Galo Ponce
Sr. Ernesto Schiefelbein
Sr. Raul Urzua

Plenaria
Sr. Federico Mayor Zaragoza
Director General

Sr. Ernesto Schiefelbein
Director OREALC

Secretariado de la Reunión
Sr. Ernesto Schiefelbein
Director OREALC

Asistido por
Sr. Juan Chong
Sr. Pedro Galindo
Sr. Enrique Martin del Campo

Informe final
Sr. Jose Rivero

Asistido por
Sr. Hubert Charles
Sr. Arvelio Garcia
Sra. Maria Luisa Jauregui
Sr. Mario Leyton
Sra. Graciela Messina
Sra. Martha Moyano

Grupo de Trabajo No. 1
Sr. Juan Casassus

Asistido por
Sr. Simon Clarke
Sr. David Silva

Grupo de Trabajo No. 2
Sr. Miguel Nunez

Asistido por
Sr. John Donaldson

Mesas Redondas
Sr. David Silva
Sr. Arturo Matute

Asistidos por
Sr. Jose Martinez
Srta. Annelies Merkx

Secretarias
Sra. Marta Arteaga
Sra. Maria del Carmen Bas
Srta. Sylvia Flores
Srta. Estrella Jabalquinto
Sra. Marie Nemeh
Sra. Patricia O’Ryan
Sra. Daura Pacheco
Sra. Sylvia Palma

Oficina de Información Publica
Sr. Carlos Ortega
Asistido por

Sra. Odette Magnet
Sr. Juan Ibanez

Enlace con la Oficina de Apoyo
Sr. Vicente Vidal

Asistido por

Srta. Olga Bustamante
Sr. Guillermo Carmona
Sr. Tomas Mora
Sr. Enrique Munoz
Sr. Julio Silva
Sr. Gaston Valdivieso
Sr. Benjamin Zuniga

Administración de la Reunión

Sr. Pedro Daniel Weinberg

Asistido por

Sra. Christine Holboll
Sr. David LeMay
Sr. Miguel Nunez
Sr. Raul Pina
Sr. Alfredo Taborga
Sr. Vicente Vidal

Control de documentos

Sra. Carmen Garcia
Sra. Edda Stagnaro

Asistido por

Sr. Luis Astete

Apoyo Técnico de UNICEF

Sra. Vicky Colbert
Asistida por
Sr. Francisco Basili
Srta. Ana Lucia D’Emilio
Sra. Carmen Emilia Perez
Sr. Felipe Risopatron
Sr. Jorge Rivera
Sr. Francisco Luis Rojas
Sr. Emilio Tenti

Interpretes
Sra. Estela Lorca

Sra. Cecilia Martinez
Sra. Maria de la Luz Riveros
Sr. Marcelo Montecino
Sr. Enrique Robert
Sra. Maria Teresa Escobar
Sra. Agnes Watt
Sra. Gloria Morrison

Traducción
Sra. Lillian Le May

Sra. Ailsa Shaw
Sra. M. Elena Foucher
Sra. Marlene Hyslop
Sr. Ernesto Leigh
ANNEX VI

DRAFT RECOMMENDATION CONCERNING THE MODIFICATION OF THE
STATUTES AND RULES OF PROCEDURE OF THE COMMITTEE OF THE
MAJOR PROJECT OF EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

THE COMMITTEE,


Also recalling 13 C/Resolution 5, 18 C/Resolution 46.1, 19 C/Resolution 37.1, 20 C/Resolution 37 and 21 C/Resolution 39.2 adopted by the General Conference in connection with the above-mentioned major programme area in general and the Major Project in the Field of Education in Latin America and the Caribbean in particular,

Bearing in mind the need to adapt the basic postulates of the Major Project and its operating mechanisms to the new educational situation in Latin America and the Caribbean, looking beyond the horizon of the year 2000,

Taking into account recommendations 3, 7, 13 and 23 adopted by the sixth Regional Conference of Ministers of Education and those Responsible for Economic Planning of Member States in Latin America and the Caribbean, held in Bogota, Colombia, from 30 March to 4 April 1987,

Taking into account the «Quito Declaration» drawn up by the Ministers of Education of Latin America and the Caribbean at PROMEDLAC IV (Quito, Ecuador, 22-25 April 1991), which states that «education is the responsibility of everyone, and not just that of one sector or group. It is therefore necessary to devise and develop mechanisms and strategies for consultation among the various government sectors and between the latter and non-governmental organizations, private companies, the media, church bodies, trade unions and community organizations and families themselves»,

Bearing in mind the Declaration adopted and the Framework for Action approved by the World Conference on Education for All and the Plan of Action to Eradicate Illiteracy by the Year 2000,

Considering that the Major Project in the Field of Education in Latin America and the Caribbean inspired much of the content of the Jomtien Declaration and Framework for Action and that, in turn, the Declaration and Framework for Action calls for a renewed effort under the Major Project itself,

Reaffirming the validity and relevance of the proposals put forward by the Economic Commission for Latin America and the Caribbean (ECLAC), approved by the Conference of Economics and Finance Ministers at its 24th session (8-15 April 1992) through the Santiago Declaration, which stresses the dual role to be played by education in the 1990s as a key component of social
policy, promoting a more equitable form of development and training human resources capable of active integration into the world of work,

Convinced of the signal importance of the strategy proposed by ECLAC and UNESCO, which treats education and knowledge as key elements in the process of changing production patterns with social equity,

Also considering the need to rationalise the periodicity of the sessions of the Committee in order to make better use of the financial resources available,

Convinced of the need to strengthen the activities of the Major Project in the Field of Education in Latin America and the Caribbean by involving other actors;

Recommends to the General Conference of UNESCO to adopt at its twenty-seventh session the revised Statutes proposed to it by the Committee.
Draft

Revised Statutes of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean

Article I

An Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean (hereinafter referred to as «the Committee») is hereby established within the United Nations Educational, Scientific and Cultural Organization.

Article II

The Committee shall be responsible, within the framework of the decisions of the General Conference concerning the Major Project, for:

1. Making recommendations for the attainment of the Major Project goals bearing in mind, inter alia, the World Declaration on Education for All adopted at the Conference held in Jomtien, Thailand, from 5 to 9 March 1990;

2. Drawing up the «regional plan of action» of the Major Project, and within it defining the regional and subregional activities needed to support the national activities designed and carried out to meet the objectives of the said Project;

3. Following up the execution of the «regional plan of action» and making suggestions designed to help in achieving the objectives of the Major Project at national, subregional and regional levels;

4. Taking note of «national plans of action» and of other documents forming part of the Project, and promoting the publication of the results obtained at each stage of their implementation;

5. In the context of the Major Project, facilitating horizontal technical co-operation between countries and between groups of countries in the region, the United Nations Institutions and Organizations, specialised intergovernmental and non-governmental organisations, countries that do not belong to the region but nevertheless wish to offer practical assistance in pursuing the aims of the Major Project, either individually or through the communities of which they form part, foundations or other bodies engaged in providing technical or financial assistance, universities, enterprises, professional associations of teachers, and social groupings and organizations that so wish and that meet the conditions laid down in the Rules of Procedure of the Committee;

6. Eliciting technical and financial help from Member States of UNESCO and from subregional, regional and international institutions, bodies and sources of finance, both public and private for regional, subregional and national activities corresponding to the objectives of the Major Project;
7. Advising the Director-General of UNESCO about steps the Organization could take to help in the implementation of the Project;

8. Submitting reports on its activities to the General Conference of the United Nations Educational, Scientific and Cultural Organization at each of its ordinary sessions;

9. Promoting or carrying out other activities designed to the attainment of the objectives of the Major Project.

Article III

1. The Committee shall consist of all the Member States of the United Nations Educational, Scientific and Cultural Organization that make up the Latin America and the Caribbean region, as defined in accordance with 13 C/Resolution 5.91, 18 C/Resolution 46.1, 19 C/Resolution 37.1, 20 C/Resolution 37.1 and 21 C/Resolution 39.2 and such other relevant resolutions as may be adopted from time to time by the General Conference, the Associate Member of UNESCO and the territory that participated with the right to vote in the meeting of the Interim Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean (12-17 July 1982).

2. The Committee shall also have as members any other States which assist, or wish to assist, the Committee in implementing the Major Project technically and financially, and which are members of one or more organisations of the United Nations system. The Committee can decide to accept such States as members if they so request.

3. The Committee shall have as associate members, in an advisory capacity the agencies and Programmes of the United Nations system that signed the World Declaration on Education for All (Jomtien, 5-9 March 1990), that is to say the United Nations Children’s Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Bank. The United Nations Educational, Scientific and Cultural Organization (UNESCO), shall ensure the Secretariat of the Committee. The Director-General of UNESCO or his representative shall participate in the works of the Committee in an advisory capacity.

4. The following may also be associated to the works of the Committee, as associate members of the Committee in an advisory capacity: the intergovernmental organisations, the international non-governmental organizations and the foundations that have official relations with UNESCO, which assist, or wish to assist, technically and financially in implementing the Major Project.

5. The members of the Committee shall choose their representatives taking due account of the terms of reference of the Committee as defined by the present Statutes.

Article IV
1. The Committee shall meet in ordinary session once every three years. The Director General of UNESCO, in consultation with the Bureau, may convene extraordinary sessions of the Committee, either on his own initiative or at the request of a majority of the members, and subject to appropriate resources being available.

2. At both ordinary and extraordinary sessions, each member of the Committee shall have the right to one vote, but may send to the sessions as many experts or advisers as it considers necessary.

3. The Committee shall adopt its Rules of Procedure.

4. Within the framework of its Rules of Procedure, the Committee may set up whatever subsidiary organs it deems necessary, subject to the availability of the necessary financial provision.

5. The Committee shall adopt the Provisional Agenda at each of its meetings.

Article V

1. At each of its ordinary sessions, the Committee shall elect a Chairperson, five Vice-Chairpersons and a Rapporteur, who shall constitute the Bureau of the Committee.

2. The Bureau shall carry out the functions assigned to it by the Committee.

3. The Bureau may be convened between the ordinary sessions of the Committee by the Director-General of UNESCO, either on its own initiative or at the request of the Chairperson of the Committee or of a majority of the members of the Bureau. In any case, the Bureau may be convened only in agreement with the Director-General.

Article VI

1. Member States and Associate Members of UNESCO that are not members of the Committee may participate as observers in all meetings of the Committee, except those of the Bureau.

2. Representatives of the United Nations and of other organisations of the United Nations system with which UNESCO has concluded mutual representation agreements, may participate as observers, in all meetings of the Committee, except those of the Bureau.

3. The Committee may specify the conditions under which observers of States that are not members of UNESCO but are members of one or more organisations of the United Nations system, representatives of organisations of the United Nations system with which UNESCO has not concluded mutual representation agreements and representatives of other international governmental or non-governmental organisations, foundations, religious or social institutions and teachers’ associations, may be invited. The Committee shall also specify the conditions
under which certain particularly well qualified persons may be invited and consulted on matters within their competence.

**Article VII**

1. The secretariat of the Committee shall be provided by the Director-General of UNESCO, who shall make available to the Committee the staff and resources needed for its operation.

2. The secretariat of the Committee shall collect and submit to the Committee any suggestions and comments from members and associate members of the Committee, Member States and Associate Members of UNESCO, and international organisations interested in the Major Project. Whenever necessary it shall, on the basis of such suggestions, draw up concrete projects and submit them for consideration by the Committee.

**Article VIII**

1. Member and associate members of the Committee as well as other participants shall be responsible for the expenses occasioned by their representatives’ participation in sessions of the Committee and of its subsidiary bodies. The current expenditure of the Committee and of its subsidiary bodies shall be financed from funds made available for that purpose by the General Conference of the United Nations Educational, Scientific and Cultural Organization.

2. Voluntary contributions may be accepted to constitute trust funds in accordance with the Financial Regulations of the United Nations Educational, Scientific and Cultural Organization. Such trust funds shall be administered by the Director-General of UNESCO. The Committee shall make recommendations to the Director-General concerning the allocation of these contributions to subregional or regional projects coming under the Major Project.

**Article IX**

The Committee shall submit a report on its activities at each ordinary session of the General Conference of UNESCO.