Presentation of results:

Technical study on the state of the art of quality education in Latin America and the Caribbean

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**Methodology**

**Structure of the Study**

I. Quality education: conceptual and normative framework

II. Regional trends in quality education
   a) Public policy changes in Latin America and the Caribbean
   b) Quality education norms and national institutions

III. Quality education regional challenges and recommendations
I. Quality education (i)

Quality is not a neutral category, it refers to a quality of the educational process.

- Its origin derives from the field of business, not educational theory.

The contentious nature of quality is reflected by the vast variety of approaches that the study highlights.

- Humanist, conductivist, cognitive and constructionist

The debate has revolved around the relationship between “school performance”, “skills development” and “human capital”

- They are limited visions since they focus on knowledge as instrumental and on the economic functions of education

The emerging debate requires a more complex and integral approach to education.

- An education of life, during life and for life; product of empowerment.
I. Education quality (ii)

CONCEPT:

The fulfillment of the ends and purposes of education that involves the development of cognitive and socio-emotional skills, the guarantee and exercise of equality, the recognition of diversity and participation in all dimensions of learning processes throughout life, as well as up keeping by the State with its legal obligations and political commitments that educational governance generates at the local, national, regional and international levels.”
II. Trends in public policies (i)

Mesoamerica

- Efforts to revamp national policies and plans in education.
- Significant relevance to learning outcomes when participating in international assessments.
- Focus on goals related to access and enrolment (MDGs), together with goals on quality education, for a global citizenship and sustainable development (SDGs).
II. Trends in public policies (ii)

The Caribbean

- Financial support focused on improving the learning environment, and to a lesser extent in the development of policies and programs through technical assistance.
- Pending: review of national, regional and global assessments to make decisions, and analysis of incomplete educational trajectories.
- It is notable that the agenda of access and availability remains a major challenge, which is associated with quality, excellence and learning achievements.
II. Trends in public polices (iii)

Southern America

For some countries, learning achievements continue to be the main orientation, which is articulated with academic accreditation processes, including higher education.

More rupture approaches are also found, expressed in quality proposals that respond to various facets of human knowledge. It is linked to political, social, economic and cultural projects from the community to the national level, in a horizontal dialogue such as the regional and comparative sphere.
III. Trends in norms and institutions

Not many changes in national laws associated with education. The creation of specialized institutions for the evaluation of educational quality is gradually emerging.

Mexico and Paraguay have undertaken the most recent legal reforms.

When norms establish “quality” factors they are usually linked to learning outcomes.

For many countries, quality is conceived as a human right, and as the need to explore various aspects of human knowledge that go beyond the instrumental rational logic.
IV. Recommendations linked to SDG 4 (i)

Instrumental sphere

- Fulfill the education financing commitments. UNESCO recommends between 4 to 6% of GCP, or 15 to 20% of public expenditure.
- Establish criteria on “gratuity” that take into consideration indirect and unforeseen education costs.
- Establish evaluation systems for school infrastructure and its maintenance, guaranteeing safety and health conditions.
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Sustantive sphere

- Establish regional consensus around quality education and its indicators that go beyond the reductionist vision of learning outcomes.
- Develop consultative processes on the pertinence and relevance of curriculum in consonance to national development projects.
- Ensure the pertinence of academic programmes.
IV. Recommendations linked to SDG 4 (ii)

Transversal sphere

- Ensure the participation of the educational community in education related decisions. This includes children and youth in relation to their human rights.
- Ensure the participation of the educational community in monitoring and accountability of services and budgets of educational centres.

Governance

- Assess the extent in which legal norms and political commitments related to the right to education are met, defining realistic agendas in what concerns aligning human rights legislation.