



Regional Policy Positions: Latin American Governments Post-2015 Positions on Education

Regions Refocus, an initiative housed at the Dag Hammarskjöld Foundation, has compiled below the proposals of Latin American governments, articulated in the Open Working Group (OWG) on Sustainable Development Goals (SDGs) and the 35th Session of ECLAC, related to the main themes of the Eighth CLADE Assembly, to be held 26-29 October in Lima, Peru. The agreed language listed comes from the outcome document of the OWG and the final report of the Intergovernmental Committee of Experts on Sustainable Development Financing (ICESDF), published in July and August 2014, respectively.

Try the “Traffic Light” exercise: Mark the positions and agreed language below with a green, yellow, or red light according to how progressive the proposal:

- ⊕ for progressive recommendations
- ⊖ for recommendations that could be amended for greater clarity or specificity
- ⊗ for recommendations that are regressive i.e. favor corporate influence or disregard human rights and environmental agreements

Below is our assessment, as a contribution to stimulate debate.

Issue	Proposals (and Proponents)	Agreed Language
Access to Quality Education	<ul style="list-style-type: none"> ⊕ Ensure equitable access to universal free primary and secondary education for girls and boys at all levels with a focus on the most marginalized, including indigenous peoples, persons living in rural areas (Guatemala/Colombia) ⊖ Ensure every child, regardless of circumstance, completes primary education able to read, write and count well enough to meet minimum learning standards and has access to lower secondary education. Increase the proportion of adolescents who achieve recognised and measurable learning outcomes to x% (Guatemala/Colombia); Promote relevant and measurable learning outcomes (G77/China) ⊕ Ensure equal access to primary and secondary education by the year 2025 and towards all levels of education by 2030 (Mexico/Peru) ⊕ Ensure that not only a greater amount of children are educated, but also that their education is of high quality and delivered by adequately qualified teachers –in the most rural areas as well as areas affected by conflict and disasters (G77/China) ⊕ Improve the quality of educational services and ensure equal access for children and adolescents (Mexico/Peru) ⊕ An agenda for equality in education should aim primarily to expand coverage of preschool and lengthen the school day in public education, increase secondary school completion among lower socioeconomic sectors 	<ul style="list-style-type: none"> ⊕ By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (OWG) ⊕ By 2030 ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations (OWG)

	and reduce achievement gaps.... Decisive commitments should also be included with regard to closing the rural-urban gaps in access and quality, and educational segregation. (ECLAC HLPF Input)	
Pre-Primary Education	<ul style="list-style-type: none"> ⊕ Increase by x% the proportion of children able to access and complete pre-primary education (Guatemala/Colombia); Increase the ratio of children with opportunities to access and complete their pre-school education (%) (Mexico/Peru) ⊖ In terms of equality, increase the levels of physical, cognitive, motor ability, emotional and social development of children between 0 and 5 years. (Mexico/Peru) 	<ul style="list-style-type: none"> ⊖ By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education (OWG)
Gender Equality in Education	<ul style="list-style-type: none"> ⊕ Full access of women and girls to education, basic services, economic opportunities and health services (Argentina/Bolivia/Ecuador) ⊕ By 2030 ensure equal access to education including a commitment to universal, quality and free education for all women and girls at all levels, life-long learning and comprehensive sexuality education (Argentina/Bolivia /Ecuador) ⊖ Ensure women's access to education, development of technical and technological capacities, skills and abilities (Argentina/Bolivia/Ecuador, Paraguay) ⊕ Eliminate gender disparity in primary and secondary education at all levels by 2015 (Guatemala/Colombia) ⊕ Achieving 100% enrollment and completion by girls of gender equal primary and secondary education of good quality by 2030 (Guatemala/Colombia) ⊕ Ensure women's and girls' right to education on the basis of equal opportunity and non-discrimination throughout their lifecycle and ensuring equal and inclusive access to quality education at all levels (Brazil/Nicaragua) 	<ul style="list-style-type: none"> ⊖ By 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university (OWG) ⊖ By 2030, eliminate gender disparities in education (OWG)
Education for Non-Discrimination	<ul style="list-style-type: none"> ⊖ Formal and non-formal education for both boys and girls must strive to eliminate gender based stereotypes and provide teacher training for non-discriminatory education (G77/China) ⊖ Implement educational processes aimed at promoting peace, solidarity, community, complementarity, and respect (Argentina/Bolivia/Ecuador) ⊖ Implement by 20xx curriculum and educational practices that promote inclusive education towards people with disabilities, indigenous people and all other historically excluded groups, and that eliminate gender stereotypes, sexism and homophobia in order to eliminate all forms of discrimination and racism (Argentina/Bolivia/Ecuador) 	<ul style="list-style-type: none"> ⊕ Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all (OWG)

<p>Comprehensive Sexuality Education</p>	<ul style="list-style-type: none"> ⊖ Establish programs to prevent and reduce early pregnancy by X% by 2030, through comprehensive education on human sexuality (<u>Costa Rica</u>) ⊕ By 2030 ensure equal access to education, including a commitment to life-long learning and comprehensive sexuality education for all women and girls at all levels (<u>Argentina/Bolivia /Ecuador</u>) ⊗ Specifically pertaining to targets 3.7 and 5.6, concepts such as sexual health, reproductive health, sexual rights, reproductive rights, and family planning, do not include or contemplate abortion or termination of pregnancy, nor do we accept them as a way of controlling fertility or regulating population. (<u>Honduras</u>) 	<ul style="list-style-type: none"> ⊖ By 2030 ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes (<u>OWG, target 3.7</u>)
<p>Literacy</p>	<ul style="list-style-type: none"> ⊖ Eliminate women's illiteracy before 2030 (<u>G77/China</u>) 	<ul style="list-style-type: none"> ⊖ By 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy (<u>OWG</u>)
<p>Resources for Education</p>	<ul style="list-style-type: none"> ⊖ Recognize and promote conditional cash transfer schemes that combine income support with education responsibilities and health commitments (<u>Brazil/Nicaragua</u>) ⊖ Increase international cooperation and transfer of technologies focused on the promotion of human talent from developing countries (<u>Argentina/Bolivia/Ecuador</u>) ⊕ Minimize international constraints for developing countries to carry out expenditure in education and for public employees (<u>G77/China</u>) 	<ul style="list-style-type: none"> ⊖ By 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries (<u>OWG</u>) ⊖ By 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS (<u>OWG</u>) ⊖ Policymakers and IFIs should explore innovative approaches to incentivize investment of remittances in productive activities, including through issuance of diaspora bonds. (<u>ICESDF</u>)
<p>Sustainability Education</p>	<ul style="list-style-type: none"> ⊕ Integrate sustainable consumption and production in education curricula (<u>Brazil/Nicaragua</u>) ⊕ Promote education for sustainable water consumption and recycling (<u>Costa Rica</u>) ⊕ Promote information and education on a culture of non-violence (<u>Brazil/Nicaragua</u>) ⊕ Ensure the transmission of cultural heritage for future generations (<u>Mexico/Peru</u>) ⊕ By 2020 provide information and education on a culture of peace and non-violence and promote recognition of cultural diversity and intellectual dialogue (<u>Mexico/Peru</u>) 	<ul style="list-style-type: none"> ⊕ By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development (<u>OWG</u>)

Skills

- Increase capabilities (personal, educational and work skills) for children and adolescents according to their respective ages (Mexico/Peru)
 - Increase the number of young and adult women and men with the skills, including technical and vocational, needed for work by x% (Guatemala/ Colombia)
 - + Access to education at all levels, with opportunities and appropriate capacity building, knowledge, skills, technical and management technologies to generate innovative processes and construction of science and knowledge oriented to live well (Argentina/Bolivia/Ecuador)
- By 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship (OWG)