

**2022 DECLARATION OF BUENOS AIRES****THIRD REGIONAL MEETING OF MINISTERS OF EDUCATION OF LATIN AMERICA  
AND THE CARIBBEAN****"The right to education in context: recovery and transformation"****26 - 27 May 2022,  
Buenos Aires, Republic of Argentina****PREAMBLE**

1. We, the Ministers of Education of Latin America and the Caribbean and government representatives, together with the representatives of the Regional Steering Committee of SDG 4 – Education 2030, meeting in Buenos Aires, Argentina, on 26-27 May 2022, express our appreciation to UNESCO and the Ministry of Education of the Republic of Argentina for convening this meeting, a milestone in regional education cooperation.
2. We acknowledge and renew our commitment to the agreements reached at the *First Regional Meeting of Ministers of Education of Latin America and the Caribbean* (Buenos Aires 2017), which established the regional vision of education towards the year 2030 and reaffirmed our commitment to SDG 4. Specifically, we reiterate our commitment to the reduction of social and educational inequality, considering that education is a universal human right and a social public good for all. We are committed to ensuring the quality and pertinence of education throughout life, from early childhood levels to higher and adult education, to expanding coverage at all educational levels. We pledge to enrich educational content and the practices of education systems for the development of knowledge, values and skills that are necessary to face the challenges of our changing world, with a view to a rights-based approach to and sustainable development and a culture of peace.
3. We acknowledge and reaffirm the agreements established at the *II Regional Meeting of Ministers of Education of Latin America and the Caribbean* (Cochabamba 2018), where we prioritized four themes for the region: the quality of education, equity and inclusion, teachers and teaching staff, and lifelong learning.
4. We recognize that the *Regional Roadmap for the implementation of SDG 4 – Education 2030* (2018-2021), which established regional coordination mechanisms comprised of the Regional Steering Committee (RSC), working

groups to support its implementation, and Executive Secretariat managed by OREALC/UNESCO Santiago in ensuring progress on these commitments.

5. We acknowledge that we are living an educational emergency resulting from the serious impact of the pandemic on our educational systems. We value the collaborative joint work developed during this period to promote regional advocacy, political dialogue and the exchange of experiences and good practice to ensure the continuity of education during school closures. The statement of the Regional Steering Committee delivered during the World Education Meeting (GEM 2020) "Prioritizing the right to education will save the present and future of Latin America and the Caribbean" reflected regional perspectives on COVID-19 challenges and other commitments made in the framework of the Global Education Meeting (GEM 2020).
6. We value UNESCO, UNICEF and ECLAC's response to the Regional Steering Committee's guidance in their production of the *Regional Monitoring Report of SDG 4 – Education 2030*, a rigorous technical undertaking that provides us with evidence on the current educational situation in the region.
7. We highlight the importance of joint initiatives such as our regional learning evaluation program coordinated by UNESCO's Latin American Laboratory for Assessment of the Quality Educational Quality (LLECE). These initiatives also include achievements in the field of educational services, stronger information systems and regulatory frameworks to address the challenges of growing human mobility in the region. This productive regional cooperation has resulted in harmonious and fruitful work among the representatives and technical teams of our countries and other relevant actors.
8. We recognize education as a fundamental human right that places students and communities at the center of the teaching and learning process. Education is a tool to fight inequality and build just, equitable and peaceful societies. Schools and communities have essential roles in educational transformation, violence prevention and social cohesion. We emphasize that educational institutions play a fundamental role in the promotion of rights and in the integral development of human beings. The well-being, nutrition and physical and socio-emotional health of students are essential conditions for the development, learning and growth necessary for them to join society as active members.
9. We advocate for a comprehensive concept of quality of education. This must be related to the inclusion and the state of wellbeing of teachers and students. Indicators that measure quality should consider the state of democratization of our education systems.
10. We acknowledge the invitation of the report "*Reimagining our futures together: a new social contract for education*" to consider the current context as an opportunity to reinvent ourselves. We can take advantage of this historic moment in which many of the roles and relations in the educational context have

changed to re-imagine and implement a more relevant education that calls for co-responsibility of all the actors of society, inspired by the trust in our students, whilst working pragmatically to improve educational systems and the capacities of all professionals and processes that comprise them.

11. We express our appreciation for the leadership and work of the Ministries of Education of the Republic of Argentina and the Republic of Colombia, together with the Organization of Ibero-American States for Education, Science and Culture – OEI, to represent the Latin American and Caribbean region in the *High-Level Steering Committee of SDG4-Education 2030* (HLSC), through internal consultations prior to each meeting.
12. We thank the members of the Regional Steering Committee who have served in the period 2018 – 2022, and its Executive Secretariat led by OREALC/UNESCO Santiago for their development of a participatory and consistent process to update, reform and strengthen the Regional Cooperation Mechanism with a view of a more relevant and effective educational cooperation amongst our countries. We invite the continuing development of participatory processes that ensure inclusion and representativeness.

## **AGREEMENTS**

13. We agree to take urgent action to recover and transform our education systems in ways that restore hope to an entire generation of children and young people whose future could be compromised if we do not act decisively and quickly.
14. We recognize that recovery cannot mean a return to life as it once was. The deceleration - in some cases stagnation and/or reversal – of progress towards SDG 4 targets prior to the pandemic, as documented in the *Regional Monitoring Report of SDG 4 – Education 2030*, highlights the need to promote deep transformation that addresses structural and systemic factors contributing to debt and educational injustice, burdens that the region has long carried.
15. We affirm our commitment to consolidate a voice of the region that recognizes the need to prioritize education in the public agenda as an ethical imperative, guaranteeing adequate government financing for education to achieve the proposed objectives, without external conditions that limit the closing of gaps and the achievement of educational justice, prioritizing the effective use of resources and political will to achieve educational recovery and transformation. We call on the entire educational community to strengthen its commitment to educational recovery and transformation in Latin America and the Caribbean.
16. We commit ourselves to strengthen educational services and their coordination with other social sectors to guarantee well-being and access to education for all children and young people in our countries, and to instill in students the knowledge, values and skills that allow them to confront the global threats to the

sustainability of our life on the planet that we face as humanity. We encourage regional actions to exchange experiences, develop models and pedagogical proposals around sustainable development, to promote harmonious coexistence and the culture of peace that can provide inputs to national development plans.

17. We support all cooperation and strategic actions in the immediate term that enable the complete return to face-to-face educational settings and the academic activities of children, adolescents, and young people. We also support our Ministries of Education in their programs and projects aimed at the recovery of interrupted learning, with a particular emphasis on foundational learning; the reintegration of children and young people who interrupted and/or left school due to the pandemic; and the establishment of early warning systems to identify and assist students at risk of dropping out of school; strengthening of conditions for the overall socio-emotional well-being of the entire educational community; and programmes that value, support and train teachers. We will promote literacy and post-literacy policies to serve people with unfinished schooling unable to exercise their right to education in the context of the pandemic.
18. We affirm our commitment to stronger comprehensive school feeding programs, better water and sanitation, and programmes focused on mental and physical health, with an emphasis on children and young people, seriously damaged by the pandemic. We understand that for the educational process, socioemotional development and support are inseparable from the learning process in all subject areas.
19. We reaffirm our commitment to guarantee the right to education of mobile populations. We will continue our national efforts and maintain the solidarity that has characterized countries' educational responses to the intraregional movements of the past decade. We are committed to advancing collective and intergovernmental actions such as the Education and Human Mobility Working Group for the coordination and exchange of experiences, and the Regional Monitoring Framework on students in a situation of mobility.
20. Within the framework of the International Decade of Indigenous Languages (2022-2032), we commit to strengthen intraculturality, interculturality in educational systems, enhancing knowledges and languages of indigenous peoples, promoting interrelation and coexistence with equal opportunities for all, valuing and respecting cultures.
21. We welcome the guidelines for the digital transformation of education set out in the framework of the "Rewired Global Declaration on Connectivity for Education". We commit ourselves to the efforts needed to secure the digital inclusion of our students and to the promotion of digital technologies that can accelerate learning recovery and serve as strategic allies in the educational process.

22. We recognize education workers, their organizations, students and the organized educational community as key agents to lead the recovery and educational transformation. We recognize the importance of ensuring their effective participation.
23. We support and promote the continuity of efforts of cooperation agencies to undertake comprehensive monitoring of the SDG 4-Education 2030 targets, and we call for its periodic implementation. We commit ourselves to the projects that strengthen and diversify national and regional evaluation and monitoring mechanisms for the Education 2030 Agenda, and the national and regional production of data and information. We will work for the necessary disaggregation of the information generated, which is necessary to visualize the educational situation of the entire population and that of groups whose right to education has been threatened, and responds to the reality of each of our countries, with the aim of ensuring reliable and timely information to guide our actions.
24. We commit ourselves to continue regional initiatives developed jointly, and to new ones where collaboration among countries can provide solutions to the urgent challenges we face.
25. We renew our commitment to cooperation in education through the adoption of the new *Regional Roadmap for the implementation of SDG 4 2022-2025*. To ensure that this roadmap is operational, we entrust OREALC/UNESCO Santiago with the proposal of Statutes of the Regional Cooperation Mechanism and the installation of the new Regional Steering Committee for the 2022-2025 period, ensuring participatory and inclusive processes for the representation of all Member States in the region.
26. We agree to present the conclusions of this meeting of ministers as a message from the region to the Transforming Education Pre-Summit to be held in Paris from 28-30 June, in preparation for the Transforming Education Summit, convened by the Secretary General of the United Nations for September 2022.