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LATINOAMÉRICA Y EL CARIBE UNIDOS POR UNA EDUCACIÓN PARA LA VIDA

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EVENT REPORT



CELAC Opening Dialogue on the Right to Education for Closing Gaps and Promoting Social Justice in Latin America and the Caribbean

Bogotá, Colombia
June 13, 2025

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1. Executive Summary

This document contains the proceedings of the CELAC Dialogue on Education for Life held in Bogota on June 13, 2024, with the participation of ministerial delegations from Latin America and the Caribbean. The event focused on formulating a regional educational agenda aimed at closing gaps and promoting social justice and cultural integration, in line with the CELAC 2025 Work Plan and the Ministerial Declaration of Tegucigalpa.

The presentations reiterated the governments' commitment to education as a human right, a common good and a driving force for social transformation. The discussion was structured around five topical axes in the roadmap by the pro tempore presidency of Colombia. They respond to common challenges in the region and create the possibility of generating joint actions, shared learning and cooperation agreements, recognizing the diversity of contexts, historical trajectories and institutional capacities of CELAC member countries. These five topical axes are education as a fundamental human right, academic mobility, recognizing education with a focus on multilingualism and interculturalism, teacher training, using and appropriating technological tools and artificial intelligence and literacy, comprehensive education for peace and addressing the climate crisis. A consensus was reached on recommendations aimed at strengthening regional cooperation based on these discussions, guaranteeing equity and promoting a relevant, sovereign and emancipatory educational agenda.

2. Introduction



Within the framework of Colombia's pro tempore presidency of the Community of Latin American and Caribbean States (CELAC), the Colombian Ministry of Education brought together ministers, delegates and experts from the region to exchange views on the future of education as a tool for social justice and regional cohesion. The purpose of the event was to identify common challenges, strengthen partnerships and build a shared roadmap for the 2025-2026 period.

The reports presented here summarize the main contributions of the CELAC member countries, as well as those of international organizations, such as the Organization of Ibero-American States (OEI, for the Spanish original), and seek to serve as input for designing educational policies that respond to the structural and emerging challenges of the region, such as inequality, the impact of technologies, the climate crisis and the need to move towards Latin American pedagogical sovereignty.

1. Context of the Event

The event was held at a critical time for regional education, marked by the cumulative effects of the pandemic, global economic tensions, the advance of artificial intelligence and widening social gaps. Under the slogan "Education for Life," the meeting recognized that education cannot be limited to the transmission of knowledge, but must become a coordinating axis of justice, peace, equity and regional integration.

The CELAC Opening Dialogue continued the agreements reached at the IV Meeting of CELAC Ministers of Education held in Tegucigalpa in June 2024, reaffirming the acquired commitments and projecting new multilateral initiatives. The presentations of each representative of the Ministries of Education of the member countries demonstrated a shared vision of the strategic role of education in the social and productive transformation of the region.

Daniel Rojas Medellín

Ministry of National Education of Colombia



Daniel Rojas Medellín emphasized that the Colombian government, within the framework of its pro tempore presidency of CELAC, reaffirmed the vision of education for life, which is considered a coordinating axis of social transformation and regional justice. Latin America and the Caribbean are at a turning point, marked by deep-seated structural inequalities and the challenges posed by an ever-changing world.
The climate crisis, advancements in artificial intelligence and technological acceleration demand joint, supportive and contextualized responses.

Against this backdrop, education is consolidating its position as the enabling right that can close historical gaps and anticipate emerging challenges. The regional dialogue held at this meeting specifically seeks to build a common roadmap: ambitious, but realistic and possible, leading to a shared action plan with a vocation for concrete transformation and regional sustainability.

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Mariano Jabonero

Secretary General of the OEI



Mariano Jabonero recognized this dialogue space as a historic moment to reaffirm, with conviction, that education is a universal human right, a common good and an essential driver of social justice in Latin America and the Caribbean.

The Organization of Ibero-American States (OEI) reiterated its commitment to regional integration and issued a warning of the persistent challenges in terms of equity, inclusion, cultural belonging and educational sustainability. Although significant progress has been made in terms of access and coverage, the joint OEI-UNESCO GEM Report, recently presented in Bogotá, revealed an ongoing agenda: close to 10 million children are not in the education system, enrollment of indigenous students is 32% below the average, and gender gaps of up to 8% persist in secondary education.

In addition, there are structural weaknesses in connectivity, school infrastructure, teacher training and the availability of pedagogical resources. In this regard, a strong call was made for the States to urgently increase public investment in education, recognizing it not only as a budgetary priority, but also as a strategic commitment for the future of the region.

Daniel Sponda

Minister of Education of Honduras



The minister proudly shared the progress made in literacy, announcing that the country has reached the necessary figures to be declared free of illiteracy, partly thanks to technical support from Cuba and the use of the “Yes I Can” (Yo Sí Puedo) method. Nearly 500,000 people have been taught to read and write, and an official declaration is being prepared in the coming days.

The delegation stressed that digital literacy must now become a key tool for strengthening the quality, inclusion and proximity of education systems, especially for children and vulnerable people who have been historically excluded from access to knowledge. A call was made for the lessons learned during the pandemic - particularly the innovative use of technology and multiple formats - to be institutionalized as part of a new regional pedagogy.

It was also stressed that financing education cannot depend on permanent disputes between ministries, and that legal frameworks must guarantee sustainable resources for the sector. Finally, the Government of Honduras, on behalf of President Xiomara Castro, expressed its full willingness to collaborate with CELAC countries, share best practices and contribute to strengthening a regional education system that is supportive, inclusive and committed to collective well-being.

Ancell Scheker

Vice-Minister of Technical and Pedagogical Affairs of the Ministry of Education of the Dominican Republic



Ancell Scheker reiterated her commitment to education as a constitutionally enshrined right and a national priority. The Ministry of Education emphasized that guaranteeing this right does not only imply free service, but also the provision of material conditions that allow real and sustained access, such as the school meals program and the student transportation system, which was implemented a year ago.

However, the delegation insisted that access must be accompanied by quality, inclusive education with meaningful results. One of the main efforts was the expansion of coverage of early childhood education within the framework of the comprehensive early childhood care program (0 to 6 years of age), achieving over 60% coverage for children between 3 and 5 years of age. They also highlighted the commitment to ensure fundamental education in reading, writing and mathematics during the first grades of primary school as a basis for successful schooling.

The national education policy also includes environmental education and climate change programs, as well as training initiatives in the culture of peace and citizenship. These are aimed at preventing violence and turning schools into safe and welcoming spaces. Finally, the delegation valued the importance of dialogue as a tool for collective construction, both on internal and regional levels, emphasizing that these spaces allow for sharing challenges, and, above all, joint solutions for strengthening education systems.

Alejandro López

Vice-Minister of Education of Venezuela



Venezuela presented its educational model based on the principle of the teaching State and the constitutional guarantee of the right to education. Within this framework, public education in the country is free and universally accessible, coexisting with private institutions under a regulated logic.

The delegation identified three fundamental factors in the recent development of the education system: the prolonged impact of the pandemic, which has transformed pedagogical strategies inside and outside the classroom; strengthening the transition between secondary and higher education; and consolidating a policy of massification of university admission. The country currently has more than 330,000 high school graduates about to enter the university system, which offers 644,000 study options distributed throughout 175 institutions throughout the country.

This strategy seeks to guarantee territorial equity and effective access to higher education in each state and municipality. They also reaffirmed the commitment to an education that promotes the independence and sovereignty of knowledge, built from and for the people. Finally, the delegation recalled Venezuela's founding role in creating CELAC in 2011 as a platform for integration based on peace, harmony and Latin American solidarity.

Evânio Antônio de Araújo

Secretary of Information Management, Innovation and Evaluation of Educational Policies of Brazil



Evânio Antônio de Araújo highlighted that education should not be considered an expense but should be a strategic investment for the sustainable and inclusive development of Latin America and the Caribbean. In this sense, several countries have shared reflections on the urgency of catalyzing access, continuity and educational quality, making sure the latter is built on the basis of equity. In light of historical structural inequalities, the advancement of digital technologies and artificial intelligence poses even greater challenges: to prevent innovation from reproducing exclusion.

In this context, Brazil presented the Pé-de-Meia initiative, a student savings program designed for vulnerable young people, which seeks to reduce school dropout rates through financial incentives and decent future prospects. This concrete experience reflects the commitment to an education that transforms lives and offers real social justice conditions. He also emphasized the need to collectively build a Latin American educational identity based on diversity, cooperation and common learning, understanding that shared challenges require shared solutions.

Viktor Ulises Águila Ramírez

Undersecretary for Educational Innovation and Good Living, Ecuador



Viktor Ulises Águila expressed a strong commitment to developing a regional educational agenda to consolidate real integration among the countries of Latin America and the Caribbean. He proposed making advancements in the mutual recognition of certifications, strengthening academic exchanges, and performing joint work on curricular matters, based on the accumulated experience of the active cooperating education systems.

The Ecuadorian model of intercultural bilingual education was highlighted, which has a curriculum in 14 Quechua languages for rural areas, as well as the existence of a digital education platform adapted to community contexts. He also emphasized the value of sharing innovative initiatives, such as the tele-education programs implemented in Brazil, which allow rural schools without on-site teachers to access key content, such as English or other complementary subjects.

In this regard, the possibility of establishing a common digital agenda for the region, aimed at territorial equity and closing gaps in connectivity and access to content, was presented. Finally, he expressed his thanks for the coordination promoted by the OEI and reiterated the Ministry of Education of Ecuador's willingness to actively promote this transformative regional agenda with an emphasis on quality, inclusion and cultural relevance.

Silvia María Navarro Quintero

National Director of the Central Institute of Pedagogical Sciences of Cuba



Silvia Navarro reaffirmed her commitment to transformative, supportive and emancipatory education, presenting the “Yes I Can” (Yo Sí Puedo) program, an effective tool for the literacy and post-literacy of children, young people and adults. These methodologies, developed based on scientific evidence and aimed at social inclusion, have been successfully applied in several countries in the region as part of the effort to eradicate illiteracy and guarantee the right to a dignified and culturally meaningful life.

In this context, it was emphasized that ongoing teacher training must remain a top priority, without losing sight of the social function education plays in transforming the realities of peoples. "If education saves, let us save ourselves with the participation of all those who are committed." Finally, she underscored the strategic value of South-South cooperation as a way to strengthen regional capacities, share contextualized solutions and consolidate an educational agenda based on equity, social justice and solidarity among peoples.

Axel Cabrera

Head of the International Relations Office of the Chilean Ministry of Education



Axel Cabrera focused his speech on the urgent need to address the global teacher crisis, stressing that the current teacher shortage, estimated at more than 40 million worldwide, is one of the main challenges to guaranteeing the right to education. In this context, it was announced that the World Teachers' Summit will be held in August in Santiago de Chile, organized by the Ministry of Education in conjunction with UNESCO.

This event will bring together ministers of education from all regions and countries, as well as representatives of teachers' unions, in order to generate concrete and collective responses to the crisis. For the Chilean government, recognizing, appreciating and empowering teachers are essential conditions for transforming education systems.

It was emphasized that teachers' direct participation in the summit will be key, since it will allow their voices and proposals to reach authorities directly, thereby strengthening a genuine dialogue between those who design policies and those who implement them on a daily basis in classrooms. This call was also an invitation for CELAC to actively participate and consolidate a common regional position in defense of the teaching profession.

Guillermo Jensen

National Director of International Educational Cooperationof the National Secretary of Education, Ministry of Human Capital, Argentina



Guillermo Jensen focused his presentation on literacy as an essential task and a shared responsibility on a regional level. He pointed out that ensuring formal access to reading and writing is not enough. Instead, it is necessary to train people who are capable of understanding, expressing and acting with critical thinking and autonomy.

From this perspective, Argentina is implementing a strategy that links literacy with the concept of distributed leadership, recognizing the irreplaceable role of schools, teachers and families as active agents of an educating society. It was suggested that educational transformation cannot depend solely on the central apparatus of the State but must arise from a deep institutional co-responsibility.

The delegation stated that there is no academic mobility without responsibility, no digital transformation without free pedagogical decisions, and no education for peace without rescuing the formative mission of the school as a transmitter of the order of thought, word and action. Finally, they proposed moving towards a new regional educational pact based on the principles of freedom, truth, and shared duty as a basis for building a more conscious, democratic and transformative education.

Verónica Guerrero

General Directorate for Educational Policy, Best Practices and Cooperation of the Mexican Ministry of Public Education



Verónica Guerrero reiterated her commitment to education as a fundamental means for social transformation. Following the guidelines established by its Presidency and the Ministry of Public Education, the country is promoting the strengthening of the New Mexican School, a pedagogical proposal that puts children and young people, as well as teachers, at the center of the educational process.

This vision prioritizes the comprehensive well-being of students and reevaluating teachers as strategic actors in national development. The Mexican delegation expressed its support for the five topical axes Colombia proposed in the framework of this meeting, reaffirming its willingness to work in coordination with the region's countries to build a more equitable, inclusive and relevant education system to meet the challenges of the 21st century. With this approach, Mexico reaffirmed that education is transformation, and that this transformation must be collective, regional and with social justice.

Claudia Morales

General Director of Educational Quality Management of the Ministry of Education of Guatemala



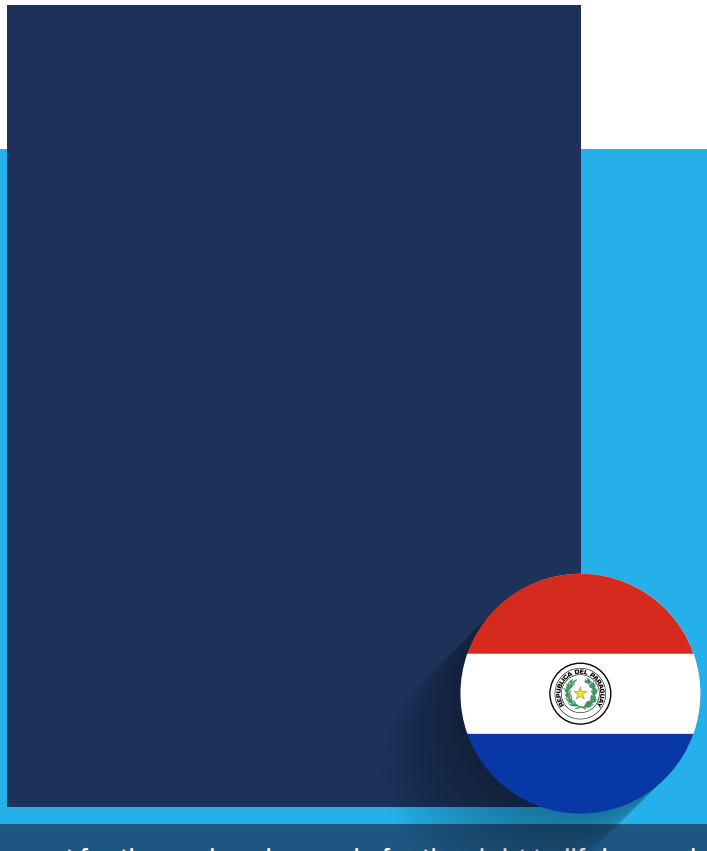
The Guatemalan Ministry of Education is promoting a profound transformation focused on closing the historical and structural gaps that have especially affected children in rural, excluded and culturally diverse territories. They highlighted the way the sector's institutional steering role was strengthened under a vision that embraces multiculturalism and human dignity as guiding principles.

The country reaffirmed its commitment to an education that does not discriminate on the basis of origin, language, gender or social status, and that guarantees equal opportunities for all. As part of this process, Guatemala has recently launched a national digital transformation policy and is making progress in key areas, such as intercultural bilingual education, special education and strengthening the educational community.

In addition, they announced the reformulation of eight policies of the National Education Council that seek to turn them into true State policies that are capable of sustaining the necessary transformations over time. The delegation concluded with a call for changes that are not only circumstantial, but structural, sustainable and based on social justice.

Ana Mielo

General Director of the Third Cycle of Elementary and Secondary Education of Paraguay



Ana Mielo expressed her full support for the regional agenda for the right to lifelong education, noting that this objective is aligned with the principles guiding its 2023-2028 Educational Plan. This plan prioritizes education with inclusion, equity, diversity and recognition of ancestral knowledge, as well as strengthening academic mobility and digital transformation. The delegation particularly highlighted the promotion of Guarani-Spanish bilingual education as a national public policy, pointing out that strengthening the Guarani language - ñamón barete tecomboé - is key to consolidating meaningful learning in language, mathematics and science.

They also shared their progress with the classroom libraries program, which has already implemented more than 12,000 reading spaces of the national goal of 24,000. This effort seeks to consolidate reading communities, both within and outside the education system, through inter-institutional coordination. In the area of digital innovation, Paraguay presented the Connected Youth (Jóvenes Conectados) program, developed in partnership with companies and the Coursera platform, which allows high school students to access courses and certifications in professional skills.

The delegation concluded by reiterating its commitment to the continuous improvement of the coverage, quality, innovation and financing of education as indispensable pillars for the country and region's comprehensive development.

Giselle Mira

Technical Advisor to the National Directorate of Education at the Ministry of Education and Culture of Uruguay.



Giselle Mira expressed her commitment to developing inclusive, equitable and quality educational policies, betting on a strategic use of technologies and strengthening the teaching profession as a pillar of educational transformation processes.

Since the new administration took office, the country has undertaken the implementation of a system to monitor school trajectories in order to face one of the challenges shared in the region: school dropout, both in elementary and secondary education. This system provides scholarships and economic support to families as a strategy to improve the attendance and retention of children and adolescents in the education system.

The delegation stressed that the change processes must be based on recognizing the role of teachers and coordinating intersectoral policies that are sensitive to territorial realities.
Finally, Uruguay underscored the value of these multilateral meetings as opportunities to exchange best practices, mutual learning and build a shared regional educational agenda, reaffirming its willingness to continue actively contributing to this collective purpose.

4. Topical Development

AXIS 1 Education as a fundamental human right:

This axis proposes broadening the regional dialogue on the strategies needed to guarantee equitable and quality educational coverage at all levels. In this sense, it seeks to identify and exchange good practices in access, permanence and promotion policies, recognizing the particularities of each national context, but with the common purpose of making the right to education effective for all people.

The urgent need to guarantee sustained financing was reiterated during the dialogue as an indispensable condition for the fulfillment of this right. Colombia's Ministry of Education warned that access to education is no longer a guaranteed right without sufficient investment, becoming an unfair choice for millions of families.

Spending on education in the region is currently below international standards: while OECD countries spend an average of 5.1% of their GDP on education, many Latin American countries fail to reach 4%. The IEO stressed this concern by recalling that, after the pandemic, there was a significant reduction in the levels of educational investment, compromising the quality, equity and sustainability of the systems.

In this context, the need to link educational financing to a progressive fiscal policy was emphasized, as well as the need to strengthen regional cooperation mechanisms to share resources, knowledge and capabilities, based on a collective commitment to a transformative education that is accessible to all.

AXIS 2 Academic mobility

This axis is strategic for strengthening regional integration, facilitating the circulation of knowledge, people and experiences, and promoting a shared vision of higher education in Latin America and the Caribbean.

The dialogue underscored that this axis goes beyond student exchanges: it is a tool for regional development with the potential to link knowledge with the countries' social and productive transformation processes. In this regard, it was proposed that progress be made in creating mechanisms for the mutual recognition of diplomas and educational trajectories, as well as in strengthening regional scholarship programs.

The CELAC-China program was mentioned among the highlighted initiatives, which provides for allocating 3,500 scholarships for students from Latin America and the Caribbean, aiming to link academic training to local and endogenous development processes.

It was also emphasized that academic mobility should be aligned with the region's social and productive priorities, helping reverse the structurally unfavorable position that Latin America has occupied in the international division of labor. This promotes higher education with greater relevance that is capable of strengthening productive linkages, scientific-technological development and equitable access to new technologies.

AXIS 3 Recognizing education with a focus on multilingualism and interculturalism

Latin America and the Caribbean possess an extraordinary cultural and linguistic wealth that must be recognized, protected and promoted as the axis of a truly transformative education. This axis proposes developing cooperation strategies aimed at creating academic and pedagogical networks with an intercultural approach, which promote regional agreements for exchanging teachers and students, as well as the visibility and strengthening of ancestral knowledge, native languages and their own pedagogies.

The delegates agreed that it is not a matter of segmenting populations, but of recognizing, valuing and articulating ancestral knowledge as part of a common Latin American educational project that affirms cultural identity, the autonomy of peoples and pedagogical sovereignty.

The need to strengthen the education systems of the indigenous peoples, Afro-descendants and Raizal communities was emphasized, recognizing their right to develop pertinent educational proposals based on their own epistemologies.

During the dialogue, Ecuador shared its experience in intercultural bilingual education, highlighting a curriculum developed in 14 Quechua languages as an example of institutionalization and commitment to linguistic diversity.

AXIS 4 Teacher training; using and appropriating technological tools and artificial intelligence

The use of artificial intelligence (AI) in education was another key focus. Its potential to improve teaching-learning processes was recognized, especially in rural contexts or those with limited access. However, the risks of the monopolization of data and knowledge by foreign corporations were noted.

A critical and ethical appropriation of AI, aligned with the principles of technological sovereignty, data protection and responsible use of information, was defended. Brazil shared its Pé-de-Meia program, a student savings mechanism that seeks to reduce dropout rates in secondary education by incorporating technologies to monitor and follow up on educational trajectories.

AXIS 5 Literacy, comprehensive education for peace and addressing the climate crisis

This axis prioritizes exchanging successful experiences in literacy and integral education programs that promote a culture of peace, critical thinking and environmental citizenship.

During the dialogue, it was reiterated that education cannot be limited to training in technical skills: it must also promote values, empathy, coexistence and respect for life. Education for peace and environmental justice was assumed as an unavoidable commitment of education systems, recognizing their role in building a more just and sustainable future.

It was suggested that schools should actively contribute to building a regional culture of peace, strengthening critical citizenship and addressing the climate crisis from a comprehensive educational perspective.

As an outstanding example, Cuba presented the Yes I Can (Yo Sí Puedo) program, highlighting its value as a literacy tool based on principles of equity and social justice. On its part, the OEI highlighted its role in preparing for COP30, to be held in the Amazon, and called for the integration of environmental education as a cross-cutting topic in school curricula.

5. Findings

There is a regional consensus on the strategic nature of education as an enabling right, key to reducing structural inequalities and building fairer and more inclusive societies.

1. It is essential to make progress in an education that prioritizes inclusion and closing gaps, with special attention to rural populations, indigenous peoples, Afro-descendant communities and people living in poverty or with disabilities, guaranteeing their full access to quality educational opportunities.

2. The region has valuable experiences in intercultural education, curricular innovation, academic mobility and inclusion policies that can be scaled up through horizontal technical cooperation.

3. Artificial intelligence and emerging technologies represent an opportunity to improve the quality of education, as long as they are applied with ethics, equity and pedagogical sense.

4. The political commitment expressed in this dialogue must be translated into an institutional architecture that makes it possible to monitor progress, articulate efforts and consolidate a common educational agenda.

6. Recommendations

To establish a regional educational cooperation fund for solidarity financing of initiatives prioritized in the CELAC agenda.

1. To coordinate regional networks of schools, universities, technical training centers and educational communities to exchange knowledge, best practices and open educational resources.

2. To harmonize the quality assurance systems to recognize degrees, certifications and apprenticeships and facilitate academic mobility and coordination.

3. To promote legal frameworks that guarantee the protection of educational data and regulate the use of artificial intelligence in pedagogical contexts.

4. To strengthen national teacher training systems, including content on digital ethics, interculturality and environmental education.

Discussion:
Voices for transformative education



The Voices for a transformative education (Voces para una educación transformadora) discussion, led by the Organization of Ibero-American States for Education, Science and Culture (OEI), within the framework of CELAC, brought together high-level authorities and experts to exchange views on the main challenges and opportunities the region is facing in the field of education.

The panel was moderated by Donatella Montaldo, Director of the OEI office in Colombia, who led the dialogue with key questions that helped identify common priorities, emerging strategies and proposals for regional coordination.

The following panelists participated:

1. Ricardo Moreno, Vice Minister of Higher Education, Ministry of National Education of Colombia.

2. Evânio Antônio de Araújo, Secretary of Management and Information, Innovation and Evaluation of Educational Policies of the Ministry of Education of Brazil.

3. Víctor Ávila, Undersecretary of Educational Innovation and Good Living of the Ministry of Education of Ecuador.

4. Silvia Navarro Quintero, National Director of the Central Institute of Pedagogical Sciences of Cuba.

5. Ilich Valladares, ministry advisor and head of the Undersecretary of Technical and Pedagogical Affairs of the Ministry of Education of Honduras.

The purpose of this dialogue was to foster a frank and collaborative conversation about the right to education as a foundation for social justice. In the midst of a regional context marked by persistent inequalities, participants reflected on how to move towards a shared roadmap that responds to contemporary challenges: digital transformation, cultural diversity, climate change, rural education, peace and sustainability.





The environmental dimension and the role of education in building cultures of peace and sustainability was an important part of the collective reflection. The Colombian Vice Minister, Ricardo Moreno, stressed that the region is facing a civilizational threat marked by the climate crisis, armed conflicts and structural inequalities. In this regard, he stressed that education must contribute to educating citizens with an ecosystemic conscience that is capable of protecting strategic territories, such as the Amazon, the páramos and the Caribbean.

Several panelists agreed that indigenous, Afro-descendant and rural communities have already developed their own educational models for centuries, with a harmonious relationship with nature. Reclaiming and strengthening these models is key to transformative education, particularly when it comes to addressing environmental collapse and preserving biodiversity. The Colombian example of the indigenous education system (SEIP, for the Spanish original) was presented as a concrete advancement towards pedagogical sovereignty with a territorial approach.

A call was made from Brazil to link the use of technology with environmental awareness. They recalled that technological developments - such as artificial intelligence - also have significant ecological impacts in terms of energy consumption and water use. Therefore, integrating sustainability into educational and technological planning must be prioritized. Brazil will host COP30, which represents an opportunity to position environmental education as a cross-cutting axis.

In Ecuador, Undersecretary Víctor Ávila shared experiences such as the CREA Laboratory program, which awards student and teacher projects focused on sustainability. He also mentioned local initiatives in Galapagos, such as collecting plastic to transform it into school supplies and rural education programs that promote caring for water and biodiversity. One of its emphases was to generate more opportunities for the country's own children to learn about strategic ecosystems, such as the Galapagos Islands, which are often more available for international tourism than for national education.

From Honduras, Illich Valladares presented a concrete experience based on a network of rural agricultural schools, which not only strengthen food sovereignty, but also educate people in sustainable practices such as the controlled use of agrochemicals and local food production. These initiatives are linked to a system of community technical training and educational orchards. It was noted that this model could be integrated into a regional strategy to eradicate hunger and reduce the carbon footprint.



Participants recognized that while the region faces enormous gaps, it also possesses common strengths: cultural diversity, key ecological reserves and a deep tradition of transformative pedagogy. This combination represents a unique opportunity for Latin America and the Caribbean to lead an educational vision anchored in social justice, sustainable development and the dialogue of knowledge.

General Reflections on the Discussion

The discussion made it possible to identify common lines of action among the region's countries based on a shared understanding of the current challenges. The main consensus are highlighted below:

1. **Education as a human right and a pillar of social justice:** All panelists agreed that ensuring universal, equitable and quality access to education is key to closing gaps and promoting fairer societies.

2. **Pedagogical sovereignty with global openness:** The need to design curricular models that respond to local realities, while remaining in dialogue with the advances and challenges of the globalized world, was also highlighted.

3. **Technology with human and pedagogical meaning:** Artificial intelligence and digital tools must be at the service of educational processes, respecting the role of teachers and promoting equity.

4. **Structural investment and financial sustainability:** It was underscored that no educational transformation will be possible without a sustained and growing budgetary commitment in all countries, especially for teacher training, connectivity and inclusion.

5. **Digital literacy and rural inclusion:** The rural digital divide was identified as one of the main regional challenges. Countries are developing their own models but require technical and financial cooperation.

6. **Environmental and cultural education for the future:** In light of the climate crisis and social conflicts, integrating sustainability as a cross-cutting axis of the curriculum was proposed, recognizing ancestral knowledge and territories as educational actors.

7. **Promoting the regional roadmap:** It was proposed to continue the joint work on the educational roadmap for Latin America and the Caribbean presented by the Pro Tempore Presidency of Colombia. The importance of establishing a technical follow-up mechanism that would allow progress to be made in a coordinated manner was emphasized, with a flexible approach that recognizes and values the diversity of the region's national and territorial contexts.

8. Conclusions of the Panel

The CELAC Dialogue on Education for Life was a moment of political and technical maturity in the region to move towards a transformative educational model. It was recognized that education systems must respond to the challenges of the 21st century with territorial relevance, intersectional equity and cultural sovereignty. The will of the Member States, expressed in speeches and concrete proposals, opens a window of opportunity to strengthen educational integration mechanisms.

It also became clear that education must cease to be subordinated to the logic of the market or the reproduction of inequalities and become the core of a new regional social contract. South-South cooperation, solidarity-based financing and the recognition of our own knowledge will be fundamental to advance towards education for life, with social justice and planetary sustainability.

Presentation of the regional roadmap for the education sector within the framework of the pro tempore presidency of CELAC



The regional roadmap for the education sector was presented within the framework of the pro tempore presidency of the Community of Latin American and Caribbean States (CELAC), assumed by Colombia on April 9, 2025 - after the formal handover by Honduras.

María Camila Barrera, head of the Office of Cooperation and International Affairs of the Colombian Ministry of Education, opened this space by highlighting the political and technical background that underlies the current mandate, which includes:

-The Buenos Aires Declaration (2023), which reaffirms that education at all levels is a fundamental human right and is the basis for effectively exercising other rights.

-The Kingston Declaration (2024), which highlights the importance of all CELAC countries having robust national tools for developing educational data and indicators to strengthen public policies aimed at digitalization, literacy and academic mobility.

- The Fourth Meeting of Ministers of Education of CELAC, held in Tegucigalpa in June 2024, which deepened the recognition of education as an essential public good for human development, improvement of living conditions, coexistence and peace.

Based on these regional consensuses, Colombia's pro tempore presidency in the education sector aims to strengthen regional cooperation in education, promoting the implementation of agreements that guarantee the right to education as a pillar for equality, closing gaps and social justice in Latin America and the Caribbean.

The five strategic lines that structure the regional roadmap were shared during the presentation:

1.Education as a fundamental human right: it seeks to broaden regional dialogue on strategies to guarantee equitable and quality educational coverage at all levels, recognizing the particularities of each context.

2. Academic mobility: it promotes the circulation of knowledge, people and experiences, strengthening a shared vision of higher education in Latin America and the Caribbean as a driver for regional integration and development.

3.Education with a focus on multilingualism and interculturalism: it proposes the development of cooperation strategies for creating intercultural academic and pedagogical networks that strengthen teacher and student exchanges and make ancestral knowledge, native languages and pedagogies more visible, recognizing the cultural and linguistic wealth of the region.

4.Teacher training, digital technologies and artificial intelligence: it promotes collective reflection and technical cooperation on the challenges and opportunities of using digital technologies and artificial intelligence in education, focusing on their pedagogical, ethical and equitable integration.

5. Literacy, education for peace and the climate crisis: it prioritizes exchanging successful experiences in literacy and comprehensive training programs that promote a culture of peace, critical thinking and environmental citizenship. This line also seeks to foster cooperative partnerships to address global challenges, such as inequality, violence and the climate crisis in a coordinated manner, promoting education committed to social transformation and collective well-being.

Methodology and Collaborative Participation

An invitation was extended to member countries to co-lead the work groups according to their strengths, interests and backgrounds, in order to enrich the dialogue and jointly make progress in building regional cooperation initiatives. Colombia's pro tempore presidency proposed a number of leadership roles, recognizing previous experiences and installed capacities. However, it was made clear that this proposal is open and flexible: if any country does not wish to assume the co-leadership role, or if there are other countries interested in doing so, their contribution will be welcome. The objective is to consolidate a collaborative and respectful process that reflects the region's diversity and enhances its shared capabilities.

Work table 1: Education as a fundamental right
Guaranteeing equitable access to, continuity, and completion of education, especially for rural and ethnic populations and people with disabilities.
- **Table co-leaders and topic:**
- **Colombia - Minister Daniel Rojas**
- **Honduras - Minister Daniel Sponda (under consideration)**

Work table 2: Academic mobility and regional integration
Promoting the circulation of students, teachers and knowledge through common regulatory frameworks and joint training programs.
- Table co-leader and topic: Mexico - Secretary Mario Delgado (under consideration)

Work table 3: Multilingualism and interculturalism

Recognizing and strengthening native languages and ancestral knowledge as the basis for an intercultural and decolonizing education. Recognizing and strengthening native languages, ancestral knowledge and Afro-Caribbean linguistic expressions in order to move towards a truly intercultural, critical and decolonizing education. This work table proposes reflecting on how education systems can promote linguistic plurality that affirms the epistemic diversity of our peoples, protects cultural heritage and enhances regional integration.

-Table co-leader and topic: Ecuador - Minister Alegría de Lourdes Crespo (under consideration)

-Table co-leader and topic: Jamaica – Minister Dana Morris Dixon (under consideration)

Work table 4: Digital transformation and artificial intelligence

Promoting fair access and the ethical use of educational technologies, with an emphasis on artificial intelligence and territorial digital justice.

-Table co-leader and topic Artificial Intelligence: Chile - Minister Nicolás Cataldo (under consideration)

Work table 5: Literacy, a culture of peace and the climate crisis

Coordinating educational actions to address the backlog in literacy, promote a culture of peace and raise environmental awareness in schools.

-Table co-leader and topic Environmental Policy: Brazil, Minister Camilo Sobreira De Santana (under consideration)

-Table co-leader and topic Literacy: Cuba, Minister Naima Ariatne Trujillo (under consideration)

Schedule of Activities for 2025

The schedule of activities proposed within the framework of the roadmap for the education sector, under the leadership of the pro tempore presidency, was presented.

June 2025

CELAC Opening Dialogue on the right to education for closing gaps and promoting social justice in Latin America and the Caribbean.
June 13

July 2025

III CELAC-European Union Academic and Knowledge Summit in Mexico City.

July 10 and 11

August 2025

- An event on the Internationalization of higher education as a framework for CELAC cooperation. (to be confirmed)
- Cycle of technical roundtables and conversations for exchanging experiences in prioritized lines of work:
  1. Education as a human right.
  2. Academic mobility.
  3. Digitization and artificial intelligence.
  4. Multilingualism and interculturalism.
  5. Comprehensive education for peace and addressing the climate crisis (to be confirmed).

October 2025

- VI LAC-EU Academic Summit organized by Universidad Externado de Colombia, Bogotá. **October 9 and 10**
- CELAC-EU Ministerial Meeting on Higher Education in Cartagena, Colombia. **October 16 and 17**
- II Cycle of technical roundtables for exchanging experiences in prioritized lines of work. (to be confirmed)

November 2025

IV CELAC-EU Summit of Heads of State and Government, Santa Marta, Colombia. **November 9 and 10**

December 2025

2nd International Meeting on "Ancestral knowledge and multilingualism in Higher Education" (to be confirmed)

February 2026

High-level event that brings together ministers of education, academics and key stakeholders to present the progress achieved during Colombia's presidency and define recommendations for the next presidency. (to be confirmed)
(por confirmar)

ICETEX contributions: Regional Academic Mobility

Héctor Hurtado, ICETEX representative, presented Colombia's strategies for promoting academic mobility in the region, highlighting three approaches:

a. Reciprocity and the recognition of knowledge
The aim is to position Latin America as an academic destination, valuing local knowledge and promoting horizontal exchange.
b. Strategic partnerships
An important milestone was announced: 3,500 scholarships offered by the government of China, coordinated with CELAC, to strengthen the internationalization of higher education.
c. Exchanges in strategic areas
Priority is given to areas such as climate change, rural development, sustainability and the energy transition, promoting joint projects and best practices.



Technical and Strategic Conclusions - OEI

Andrés Delich, Deputy Secretary General of the OEI, presented the general conclusions of the day, highlighting the following points:



a. Regional unity and shared vision: there is a clear convergence in the educational challenges and objectives of the region's countries, which makes it possible to build a common regional program.

b. Educational financing: the need for greater resources to guarantee quality education was underscored. The OEI will propose a swap of foreign debt for educational investment as an innovative financing mechanism at the next development summit in Seville.

c.Educational inclusion: although the region has made progress in coverage, there are still millions of young people outside the system. Programs such as Brazil's program to reincorporate students in secondary school were highlighted.

d.Improvement of learning: it was emphasized that the right to education must include the right to knowledge. Being in school is not enough; all students must have access to meaningful learning, regardless of ethnicity, gender or socioeconomic status.

e. Digital challenge: the challenge of closing the digital divide was recognized, guaranteeing connectivity, teacher training and the pedagogical use of technology. Honduras' efforts to eradicate illiteracy by combining traditional literacy with digital inclusion were praised.

f. Intraregional mobility: low mobility between Latin American countries was identified as a challenge, in contrast to mobility to central countries. A proposal was made to make progress in the mutual recognition of degrees and subjects to facilitate academic circulation.



Final Commitments and Next Steps

The invitation was reiterated to all interested countries and stakeholders to actively join the initiatives, co-lead topical work tables and contribute their experiences.

The Colombian Ministry of Education committed to:

1. Maintain constant communication with the delegations to coordinate upcoming meetings.
2. Consolidate the products and agreements reached at the technical roundtables.
3. Prepare for the handover of the pro tempore presidency in February 2026, with an evaluation of achievements and progress.

The delegations commit to:

1. Send the contact information of the CELAC liaisons for the organization and coordination of activities and upcoming meetings.
2. Actively participate in activities and upcoming meetings.

#EducacionParaLaVidaCELAC

Closing of the Event

The day concluded with a call for collective action to build education for life in Latin America and the Caribbean. The delegations were thanked for their participation in person and virtually, and a final photo was taken as a symbol of their joint commitment.

9. Annexes

1. Official event schedule
2. List of participating delegations
3. Graphic and audiovisual report (shared link)



Official event schedule

Bogotá, Colombia
June 13, 2025

Educación

DIÁLOGO DE APERTURA CELAC SOBRE EL DERECHO A LA EDUCACION PARA EL CIERRE DE BRECHAS Y LA JUSTICIA SOCIAL EN AMERICA LATINA Y EL CARIBE
Bogotá, Colombia
12 y 13 de junio de 2025

AGENDA Y METODOLOGÍA

1. AGENDA

DÍA	HORA	ACTIVIDAD	PONENTES
12 junio 2025	**7:00 pm**	Cena de bienvenida	Ministerio de Educación Nacional – Gobierno de Colombia
13 junio 2025	**8:00 – 9:00 am**	Registro de delegaciones[1]	Secretaría Técnica
	9:00 – 9:20 am	Palabras de apertura a cargo del Ministro de Educación Nacional de Colombia:	Ministro de Educación de Colombia, Daniel Rojas Medellín
	9:20 – 9:30 am	Palabras de bienvenida a cargo del Secretario General de OEI	Mariano Jabonero- Secretario General OEI
	9:30 – 10:20 am	Palabras delegaciones (3 minutos) 1. Prácticas, recursos e ideas que pueden proponer a disposición 2. Puntos focales Foto CELAC	Delegados de países miembro
	10:20 – 11:30	Panel de diálogo con las delegaciones países miembro CELAC: *Políticas de educación en diálogo: prioridades comunes y desafíos compartidos*	**Brasil,** Evânio Antônio de Araújo Junior, Secretario de Gestión de la Información, Innovación y Evaluación de Políticas Educativas. **Cuba**, Silvia María Navarro Quintero, Directora Nacional del Instituto Central de Ciencias Pedagógicas. **Ecuador,** Viktor Águila, Subsecretario para la Innovación Educativa y el Buen Vivir. **Honduras**. Ilich Valladares, Asesor Ministerial y Encargado de la Subsecretaría de Asuntos Técnicos Pedagógicos. **Colombia,** Daniel Rojas Medellín. Ministro de Educación de Colombia. **Modera: Donatella Montaldo - OEI**
	11:30 – 11:50	Presentación de cronograma PPT 2025	María Camila Barrera – Jefe Oficina de Cooperación y Asuntos Internacionales, Ministerio de Educación Nacional de Colombia
	11:50 – 12:30	Conclusiones	Andrés Delich. Secretario General Adjunto
	12:30 – 2:00 pm	Almuerzo	

[1] Para las delegaciones que se conectan virtualmente. Se recomienda conectarse a partir de las 7:00 am (hora Colombia) para poder hacer pruebas de sonido y video.

2. METODOLOGÍA PARA LA REALIZACIÓN DE ESPACIOS

El Diálogo se desarrollará a través de un conjunto de espacios diseñados para favorecer el diálogo político, el intercambio de experiencias y la construcción colectiva de acuerdos. Cada momento de la agenda responde a una metodología específica, orientada a garantizar participación, deliberación sustantiva y generación de insumos para la hoja de ruta regional.

2.1. Cena de bienvenida

Formato: Interacción informal en un ambiente social.
Tiempo: 2 horas (7:00 a 9:00 p.m.).
Personas:
Día: 12 junio 2025
Descripción:
Espacio diseñado para fomentar relaciones. La cena incluirá breves intervenciones para destacar el propósito del encuentro.

Resultados esperados:

- Establecimiento de lazos iniciales entre los participantes.
- Ambiente propicio para la colaboración durante la siguiente jornada

2.2. Palabras de apertura a cargo del Ministro de Educación Nacional de Colombia: *El derecho a la educación en América Latina y el Caribe: respuestas colectivas frente a los desafíos globales para la justicia social*

Tiempo: 20 minutos (9:00 am – 9:20 am).
Día: 13 junio 2025
Ponente: Ministro de Educación Nacional de Colombia, Daniel Rojas Medellín

Objetivo:
Abrir el diálogo con un posicionamiento político y ético que reafirme el derecho a la educación como eje articulador de justicia social, soberanía pedagógica e integración latinoamericana y caribeña, en diálogo con los desafíos globales que enfrentan nuestras sociedades, como el cambio climático y el avance de las tecnologías emergentes. Convocar a los países a construir una hoja de ruta común basada en los principios de dignidad, equidad, diversidad cultural y cooperación entre pueblos.

Resultado esperado
Instalar colectivamente una visión regional de la educación como derecho humano fundamental, capaz de responder a los grandes desafíos de nuestro tiempo, anclada en nuestras realidades y que sirva de horizonte político para el diálogo ministerial, las mesas temáticas y la hoja de ruta de cooperación educativa CELAC 2025–2026.

2.3. Palabras delegaciones

Tiempo: 50 minutos (9:30 am – 10:20 am).
Día: 13 junio 2025

Ponentes: Delegaciones presentes en formato virtual. **Solo puede participar 1 representante por Delegación** (3 minutos por delegación)
Moderador: Jefe Oficina Asesora Cooperación y Asuntos Internacionales del Ministerio de Educación, María Camila Barrera

Objetivo:
Generar un espacio de intercambio entre las delegaciones participantes —tanto presenciales como virtuales— para que, en intervenciones de hasta tres minutos, puedan compartir prácticas, recursos e ideas que estén dispuestas a poner a disposición de la región en relación con los cinco temas prioritarios de la PPT Colombia 2025.
Líneas de trabajo propuestas por la Presidencia Pro Témpore de Colombia:

La educación como derecho fundamental.
Movilidad académica.
Reconocimiento de la educación con enfoque de plurilingüismo e interculturalidad.
Transformación digital e inteligencia artificial.
Alfabetización, educación para la paz y abordaje de la crisis climática.

Resultado esperado:

Contar con una visión regional enriquecida a partir de las experiencias y propuestas de los países participantes, que contribuya a la identificación de oportunidades de colaboración, fortalecimiento de capacidades y construcción colectiva de estrategias orientadas al cierre de brechas y la promoción de la justicia social en el ámbito educativo en América Latina y el Caribe.
Contar con puntos focales para por cada uno de los temas para facilitar la coordinación y el desarrollo de los diálogos siguientes.

2.4. Panel de diálogo con las delegaciones países miembro CELAC: *Políticas de educación en diálogo: prioridades comunes y desafíos compartidos*

Tiempo: 1 hora 10 minutos (10:20 am – 11:30 am).
Día: 13 junio 2025
Ponentes: Brasil, Colombia, Cuba, Ecuador y Honduras
Moderador: OEI

Objetivo:
Crear un espacio abierto y respetuoso donde las altas autoridades educativas de los países de CELAC puedan compartir sus ideas, preocupaciones y compromisos sobre cómo garantizar el derecho a la educación como base para la justicia social y cerrar las brechas que aún existen en nuestra región. Este diálogo busca encontrar puntos en común para avanzar juntos en una agenda compartida que enfrente los retos globales y locales —como la diversidad cultural, la tecnología, el cambio climático y la educación para la paz— y que nos permita construir una hoja de ruta que impulse la cooperación y solidaridad entre nuestros pueblos.

Resultado esperado:
Que las autoridades participantes logren identificar juntos las prioridades y áreas clave donde podemos colaborar para fortalecer la educación en América Latina y el Caribe, respetando la

diversidad de nuestros contextos y necesidades. Que este diálogo abra el camino para construir una hoja de ruta regional, basada en la cooperación y el compromiso común, que impulse una educación más justa, inclusiva y solidaria para todas y todos.

Cómo se realizará:
Panel moderado con participación de 4 a 5 ministros/as (6 minutos por intervención), seguido de una ronda breve de reacciones por parte de representantes de organismos regionales. Se recogerán ideas clave para alimentar las mesas.

Preguntas orientadoras:

1) ¿Cuáles son los principales desafíos educativos que enfrentan nuestros países en la actualidad, y qué aprendizajes y soluciones desde América Latina y el Caribe pueden aportar a estas problemáticas?
2) ¿Cómo podemos construir una hoja de ruta regional que integre la diversidad cultural, la equidad y la justicia social, y que a la vez sea flexible para responder a las diferentes realidades locales?
3) ¿De qué manera la educación puede convertirse en una herramienta para promover la soberanía pedagógica y fortalecer la identidad cultural, sin perder la apertura al diálogo global?
4) ¿Qué estrategias concretas pueden adoptar los países para fomentar la movilidad académica, el plurilingüismo y la interculturalidad, y cómo estas contribuyen a cerrar brechas educativas?
5) En el contexto de la transformación digital y la inteligencia artificial, ¿cómo podemos garantizar que la educación sea inclusiva y prepare a niñas, niños y jóvenes para los desafíos y oportunidades del futuro?
6) Frente a la crisis climática y los conflictos sociales, ¿qué rol debe jugar la educación para construir culturas de paz y sostenibilidad en nuestra región?
7) ¿Qué mecanismos de cooperación y solidaridad regional pueden fortalecerse para asegurar que ningún país ni comunidad quede rezagada en el acceso y la calidad educativa?

2.5. Presentación Cronograma PPT Colombia Sector Educación 2025

Tiempo: 20 minutos (11:30am – 11:50m).
Día: 13 junio 2025
Ponentes: María Camila Barrera – Jefe Oficina de Cooperación y Asuntos Internacionales, Ministerio de Educación Nacional de Colombia

Objetivo:
Socializar el cronograma de actividades que se desarrollarán en el marco de la Presidencia Pro Témpore de Colombia en el sector educación de la CELAC, con el fin de dar a conocer los espacios de trabajo y generar interés en la participación activa de las delegaciones.

Resultado esperado:
Contar con información clara sobre los espacios propuestos, para que las delegaciones puedan sumarse a las actividades planteadas y, a su vez, lleven esta agenda al interior de sus países para dinamizar los temas, fortalecer los procesos nacionales y enriquecer el diálogo regional con una

mirada diversa, colaborativa y comprometida con el derecho a la educación en América Latina y el Caribe.

2.6. Conclusiones

Tiempo: 40 minutos (11:50am – 12:30m).
Día: 13 junio 2025
Ponentes: OEI

Objetivo:
Consolidar una visión compartida entre las delegaciones participantes que reafirme la educación como un derecho humano fundamental para América Latina y el Caribe, capaz de enfrentar los grandes desafíos globales y regionales, y que sirva de marco político y ético para guiar el diálogo ministerial, las mesas temáticas y la construcción de la hoja de ruta de cooperación educativa CELAC 2025-2026. Además, fomentar el compromiso conjunto para identificar prioridades y áreas estratégicas de colaboración, respetando la diversidad de contextos y necesidades, con el fin de fortalecer una educación justa, inclusiva y solidaria en la región.

Resultado esperado:

Reafirmación colectiva del derecho a la educación como fundamento central para la justicia social, la integración regional y la transformación educativa en América Latina y el Caribe.
Identificación conjunta de prioridades y áreas clave de colaboración entre los países participantes, que reflejen la diversidad y los desafíos compartidos de la región.
Generación de un compromiso renovado para avanzar en la construcción de una hoja de ruta regional basada en la cooperación, la solidaridad y el compromiso mutuo, orientada a cerrar brechas y promover una educación más equitativa y sostenible.
Convocatoria clara a continuar el diálogo y la cooperación como pilares fundamentales para el éxito de la agenda educativa CELAC 2025-2026.

Declaration of the IV Meeting of Ministers of Education of the Community of Latin American and Caribbean States (CELAC)

Tegucigalpa, Honduras
June 14, 2024

DECLARACIÓN DEL IV ENCUENTRO DE MINISTROS Y MINISTRAS DE EDUCACIÓN DE LA COMUNIDAD DE ESTADOS LATINOAMERICANOS Y CARIBEÑOS (CELAC)

Tegucigalpa, Honduras
14 de junio de 2024

Las Ministras y los Ministros de Educación y autoridades representantes de los países de la Comunidad de Estados Latinoamericanos y Caribeños (CELAC) nos reunimos en Tegucigalpa, Honduras, el 14 de junio de 2024, para compartir los esfuerzos y asegurar el derecho a una educación de calidad, inclusiva y con equidad, para nuestros pueblos, especialmente las poblaciones más vulnerables, así como reflexionar sobre los avances y desafíos que permitan consensuar líneas estratégicas que impulsen las transformaciones educativas y el fortalecimiento de los sistemas educativos.

Reconocemos que la educación es un bien público esencial para mejorar las condiciones de vida de las personas, el desarrollo humano, la búsqueda y el mantenimiento de la convivencia y la paz; que fortalece el desarrollo sostenible y el crecimiento socioeconómico con justicia social.

Considerando los acuerdos alcanzados sobre educación en la última Cumbre de los Jefes de Estado y de Gobierno de la CELAC de Kingstown, San Vicente y las Granadinas de marzo en 2024, las discusiones sostenidas en las reuniones de Ministros y Ministras de Educación realizadas en La Habana (2013), San José de Costa Rica, (2016) y Buenos Aires, Argentina (2022); reivindicamos el rol fundamental que tienen los Estados en la garantía del derecho a la educación de calidad, la responsabilidad y el compromiso de desarrollar propuestas innovadoras que transformen la educación en América Latina y el Caribe, con el fin de no dejar a nadie atrás.

Estas propuestas también se relacionan con otros procesos de diálogo político globales, regionales y subregionales, en los que participamos, como en la reciente reunión de Ministros y Ministras de Educación de América Latina y el Caribe sostenida en Santiago de Chile en enero de 2024. Es urgente articular los intercambios y resultados de estos espacios en una agenda unificada de la región que priorice acciones de cooperación y solidaridad generando espacios para compartir prácticas y experiencias en la construcción de conocimientos colectivos.

El debate sobre la finalidad de la educación en nuestras sociedades gira en torno a los modelos de desarrollo, el ejercicio de una ciudadanía activa y participativa y a la distribución con equidad de la riqueza. Por ello, procuramos dar sentido a la educación en el marco de un proyecto regional que persiga una mayor justicia y desarrollo social, reduzca la pobreza y pobreza extrema, el empleo informal y que dé impulso al bienestar de la población en todas las edades, a través del desarrollo, la democratización del conocimiento, el acceso a la educación la cultura, arte, deporte y el acceso a la ciencia y tecnología.

Proponemos una agenda de política educativa sostenida en presupuestos acordes a los desafíos de las realidades educativas de los países basados en el compromiso de los Estados, las instituciones intermedias, profesionales y del mercado; la decidida articulación entre los gobiernos nacionales, subnacionales y locales; la participación ciudadana, de la sociedad civil y de

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los niños, niñas, adolescentes, jóvenes y adultos estudiantes en los procesos de toma de decisiones y de reflexión sobre la escuela que imaginan; y el acompañamiento permanente de los organismos multilaterales, bilaterales especializados y organizaciones gubernamentales y no gubernamentales.

Por eso, acordamos:

1. Garantizar y aumentar los esfuerzos para alcanzar la universalización del acceso de niñas, niños, adolescentes, jóvenes y adultos al sistema educativo, promoviendo su permanencia, promoción y egreso en todos los niveles y modalidades educativas.

2. Consolidar sistemas educativos comprometidos con el desarrollo sostenible, la democracia y los derechos humanos, la participación ciudadana y el compromiso por la construcción de un mundo más inclusivo y equitativo, reforzando los procesos de soberanía nacional e integración regional.

3. Reafirmar nuestro compromiso con la erradicación del analfabetismo a través de programas formales y no-formales, desde la perspectiva del aprendizaje a lo largo de la vida.

4. Priorizar en los sistemas educativos de la región, la construcción de rutas de recuperación y transformación del ejercicio ciudadano, el pensamiento crítico, los aprendizajes en lectura y escritura, comprensión lectora, lógica matemática, habilidades socioemocionales y la investigación científica.

5. Fortalecer las rutas de aprendizaje en los países de la región, identificando las innovaciones y buenas prácticas que se han adoptado para la revinculación educativa y el aseguramiento de las trayectorias educativas completas de los niños, niñas, adolescentes, jóvenes y adultos que por diversos motivos han quedado desplazados o fuera de los sistemas educativos tanto en la Educación Formal como en la No Formal y en la Educación y Formación Técnica y Profesional (EFTP).

6. Potenciar una política curricular flexible y sin sobrecargas que garantice el desarrollo y la evaluación de las competencias y los aprendizajes fundamentales, la convivencia, la salud mental y el bienestar emocional. Esta política debe incluir métodos de enseñanza y aprendizaje que reconozcan los conocimientos locales, se adapten a diversos contextos y fomenten la reconciliación, la cultura de paz, la tolerancia, el rechazo a la discriminación, el racismo, los discursos de odio y a la incitación a la violencia, así como promover el pensamiento crítico, creativo y la innovación, las artes y el deporte.

7. Promover iniciativas basadas en las normativas y políticas locales que permitan garantizar el acceso al derecho a la educación de la población migrante, desplazada, víctima de violencia o de fenómenos naturales, mediante la coordinación de los actores sociales involucrados para dar respuesta integral, inclusiva y oportuna.

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8. Fomentar y fortalecer la investigación educativa y la evaluación de los planes y programas de estudio e intervenciones que permitan contar con evidencia para la formulación de políticas públicas en el ámbito educativo.

9. Posibilitar que las y los docentes reciban una formación integral y con técnicas investigativas que les permitan desarrollar e innovar con una visión y una práctica crítica, analítica y humanista. Asimismo, es necesario adaptar la metodología, la didáctica y la evaluación a las diversas necesidades de formación y aprendizaje de los estudiantes, de su entorno y de sus culturas locales.

10. Establecer un diálogo permanente entre los ministerios de educación, organizaciones gremiales y docentes a fin de fortalecer y motivar el ingreso y permanencia a la carrera docente en miras de la mejora contínua de la educación.

11. Conformar un grupo de trabajo dentro de la CELAC sobre educación rural que defina líneas estratégicas de cooperación entre los países, para abordar los principales desafíos y promover el desarrollo de normativas que las institucionalicen.

12. Aunar esfuerzos para generar un diálogo regional entre Ministerios de Educación y Cultura a favor de ampliar el acceso a una educación artística y cultural de calidad, sobre todo para las poblaciones vulnerables.

13. Articular las prioridades de la agenda educativa de la CELAC con la agenda regional en materia científica, tecnológica y de innovación en aras de: a) alcanzar mayor inclusión social, bajo los principios de la ciencia abierta y la interculturalidad; b) generar programas regionales de investigación en el marco de redes que sostengan la producción de conocimiento en áreas críticas para el bienestar presente y futuro de nuestras sociedades; c) fortalecer el desarrollo sostenible dentro de las temáticas educativas para reducir el cambio climático.

14. Consolidar políticas públicas educativas de calidad y pertinencia para los primeros años de vida, estableciendo un marco conceptual y legal que asegure que las niñas y los niños accedan y concluyan de manera oportuna la educación inicial, garantizando docentes cualificados que lleven adelante prácticas pedagógicas que permitan una experiencia educativa adecuada a la etapa del desarrollo que transitan y que establezcan las condiciones para su transición hacia la educación primaria y para el éxito en su trayectoria educativa.

15. Establecer alianzas estratégicas que permitan avanzar hacia la alfabetización digital de las comunidades educativas garantizando su relevancia, pertinencia y condiciones de inclusión y ética con el fin de reducir la brecha digital: a) facilitar la conectividad, el acceso y uso de los estudiantes y docentes a las nuevas tecnologías; b) desarrollar y potenciar competencias en las y los docentes y c) fortalecer la infraestructura tecnológica, equipamiento y conectividad en centros educativos.

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16. Revisar y fortalecer las políticas e iniciativas de educación digital hacia una mayor soberanía y autonomía de los países en la producción, uso y monitoreo de plataformas digitales, materiales educativos y herramientas de inteligencia artificial.

17. Continuar realizando esfuerzos a favor de una ampliación de la alfabetización mediática e informacional con énfasis en la provisión de herramientas para el desarrollo de una ciudadanía digital y la prevención de discursos de odio, racismo, xenofobia en línea y el combate a la desinformación. Generar un banco/repositorio de prácticas para fomentar el aprendizaje mutuo entre los países.

18. Reafirmar y potenciar la importancia de la Educación para el Desarrollo Sostenible, el cuidado y protección de los recursos naturales y el medio ambiente como eje principal para lograr la sostenibilidad y prevenir y mitigar el impacto del cambio climático en las presentes y futuras generaciones.

19. Fortalecer los procesos de profesionalización y formación permanente de los docentes, a fin de adecuarlos a las realidades de los países, buscando la innovación y vinculación de las TIC en los procesos, asegurando la pertinencia y eficiencia de los formadores en todos los niveles y modalidades educativas.

20. Asegurar el uso de las lenguas maternas en los procesos de enseñanza para fortalecer y desarrollar habilidades cognitivas, lingüísticas y comunicativas, así como la identidad y la conservación de la diversidad cultural de los países miembros.

21. Impulsar y fortalecer herramientas nacionales y regionales que evalúen el impacto de los factores asociados a los aprendizajes, reconociendo que la alimentación, la infraestructura, el agua y el saneamiento, las políticas compensatorias, la formación docente, entre otras dimensiones, facilitan u obstruyen los resultados alcanzados en las mediciones sobre los aprendizajes.

22. Avanzar en el diseño, concertación y ejecución de acciones concretas de cooperación educativa regional que impulsen y favorezcan: a) la participación activa de las y los estudiantes en la construcción de una educación que visibilice y fomente sus intereses y necesidades de formación; b) la gestión democrática de las instituciones escolares; c) el ejercicio pleno de una ciudadanía latinoamericana y caribeña; y d) el fomento de la solidaridad y las alianzas estratégicas en la educación para el desarrollo sostenible.

23. Conformar un espacio regional de educación superior como instancia de integración académica y cooperación solidaria que facilite el diálogo y las sinergias con socios extrarregionales -con especial énfasis en la cooperación Sur-Sur en estrecha colaboración con el Espacio Latinoamericano y Caribeño de Educación Superior (ENLACES), para avanzar con los acuerdos propuestos en el marco de las Conferencias Regionales de Educación Superior de América Latina y el Caribe, en particular en relación con la movilidad regional, el reconocimiento de títulos y trayectorias académicas.

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24. Impulsar un proceso de potenciación y crecimiento de la educación superior como derecho humano universal, bien social público y responsabilidad del Estado para reforzar el ejercicio pleno de los derechos de las y los estudiantes y para formar técnicas y técnicos, profesionales, docentes y científicas/os que la región necesita para la resolución de problemas locales, regionales y globales y para el desarrollo sostenible de América Latina y el Caribe.

25. Promover el debate e intercambio de experiencias entre los países acerca de la generación efectiva de oportunidades de acceso a la educación superior por parte de poblaciones en situación de vulnerabilidad.

26. Reconocer la relevancia de la igualdad en la educación, con énfasis en la mujer. Promover políticas educativas y de alfabetización que fomenten la equidad y la inclusión en todos los ámbitos educativos.

27. Revisar, fortalecer y aumentar la coordinación entre mecanismos de diálogo político y cooperación técnica para impulsar el logro y el monitoreo de las metas asociadas con la educación en el marco de la agenda 2030 para el Desarrollo Sostenible de las Naciones Unidas, especialmente el objetivo 4, que establece garantizar una educación inclusiva, equitativa y de calidad para todas y todos.

28. Reconocemos el liderazgo del Comité Directivo Regional del ODS 4 y de Chile y Brasil en el Comité Directivo de Alto Nivel del ODS 4, como representantes de América Latina y el Caribe.

29. Salvaguardar y promover marcos jurídicos que garanticen el financiamiento educativo con un diálogo permanente con las autoridades competentes y otros actores nacionales y subnacionales involucrados a través de: a) la priorización y protección de los presupuestos educativos; b) el aumento de la cooperación regional e internacional en educación, haciendo énfasis en mejorar y expandir la calidad de la formación docente, la cobertura escolar, la infraestructura y mantenimiento, la tecnología, la investigación científica e innovación y la eficiencia de la gestión administrativa, formación integral, educación intercultural; c) la mejora de la distribución de los recursos educativos con criterios de equidad y priorizando acciones que ayuden a superar las brechas y rezagos profundizados por la pandemia; d) evitando que el endeudamiento externo límite, obstaculice o reduzca la inversión en educación.

Los Ministerios de Educación de la CELAC nos comprometemos a informar a las Coordinaciones Nacionales sobre el seguimiento a los mandatos establecidos en la presente Declaración para conciliar planes de educación con perspectiva regional y acciones integrales que sean implementadas con una mirada sostenible a largo plazo.

Continuaremos fomentando el desarrollo de una agenda educativa regional en la CELAC durante las próximas presidencias pro tempore, promoviendo el intercambio de experiencias nacionales y la consolidación de políticas regionales para una educación inclusiva, equitativa y de calidad que

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impacte positivamente la vida de las personas, las comunidades y las naciones. Una región en paz, soberana y solidaria, sólo será posible si seguimos poniendo a la educación en el centro de nuestro desarrollo, para y por nuestros pueblos.

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