SDG-Education 2030 Steering Committee

Results and road map for the implementation of SDG4 in Latin America and the Caribbean

Paris, 11 – 3 – 19
**Member states:** Countries from the SDG-E 2030 Global Steering Committee (4), from South America (2), from Central America and Mexico (2), and from the Caribbean (3), elected by the Member States of each region.

**Co-convening Agencies:** UNESCO and UNICEF with permanent seats, and a third rotating seat for one of the other co-convenors of the E2030 Agenda from the UN system

**Intergovernmental organizations:** CARICOM, CECC-SICA, OAS, OEI.

**Civil society organizations:** CLADE, Education International
Objective:

This session provides an analysis of the road to consensus in the Latin America and Caribbean region in the implementation of SDG4. It shares a brief overview of the state of development of SDG Goals 4 Agenda 2030 in Latin America and the Caribbean.
Starting Line:

Brief overview of the current status of some SDG4 targets - 2030 Agenda in Latin America and the Caribbean
**Thematic axe:** Equity and inclusion from a Lifelong learning perspective  
**Challenge:** “Leave no one out”  
**SDG 4’s Target involved:** 4.1 (primary and secondary education), 4.2 (early childhood development and pre-primary education), 4.3 (tertiary, TVET and ALE).

- **Pre-primary:** The more developed regions have an access rate of 94.6%, but gaps remain among countries (15/34 have rates under 90%), including gender disparities.
- **Primary:** 4.7% is out-of school (2.8M, especially boys), also there is a reduction of repetition rates and school lag, but they remain especially high for boys.
- **Secondary:** out-of school rate is critical: 7.1% in lower secondary (2.6M) and 22.8% in upper secondary (7.2M), significant inequality per areas of residence and income level, educational lag especially adolescent males.
- **Post secondary:** Under 15% of youth participate in TVET programmes, and persist significant gender patterns (disadvantage for woman).
- **Tertiary:** significant growth (50.6% of participation) benefiting specially woman, but with gaps in access based on family spending. Reduced access in ALE, segmentation by sex, lack of attention to migrants, refugees and the elderly and a youthification of the demand.

*Source: Leave no one out, leave no one behind, OREALC/UNESCOUIS (not published yet)*
On EQUITY AND INCLUSION and the challenge of LEAVING NO ONE OUT the recommendation is:

**pre-primary:** continue firmly towards universal coverage. Focalization and concrete actions.

**primary:** strengthen our progress through active search, not stepping back to guarantee universal coverage.

**lower and upper secondary:** strengthen educational trajectories to ensure access, permanence, continuity and completion with a view to universal coverage.

**TVET, ALE and Tertiary education:** focusing relevant actions for the potential demand at the professional technical training and education for young people and adults (formal and non-formal).

*Source: Leave no one out, leave no one behind, OREALC/UNESCO-UIS (not published yet)*
Thematic axe: Quality
Challenge: “Leave no one behind”
SDG 4’s Target involved: 4.1 (primary and secondary education), 4.2 (early childhood development and pre-primary education), 4.4 (skills for decent work), 4.6 (literacy and numeracy), and 4.7 (GCE and ESD).

• Improvement at **proficiency levels at reading and math**: in 2nd/3rd grade 74.1% have it in reading, and 63.7% in math. At the end of primary 81.9% got it in reading, and 85.5% in math. In secondary only 54.1% got it in reading, and 36.9% in math.

• **Job skills for decent work**: only 28.6% know how to move a file, 18% how to make a presentation and 17.4% how to install a device; deep cross-country variability determined by income level.

• **Literacy rates** have improved, specially for youth (15-24 years 98.3% Literacy rate, 15+ years 93.2%) but is pending to address the intergenerational gap. In LA country the gap between the literacy rate and levels of sufficiency is almost 50 points.

• Based on interviews to children and youths in the region, just 43% say that the principles of **GCE and ESD** are reflected in educational policy and framework of action.

Source: Leave no one out, leave no one behind, OREALC/UNESCO-UIS (not published yet)
On QUALITY and the challenge of LEAVING NO ONE BEHIND the recommendation is:

Continue to strengthen meaningful educational experiences.

Ensure levels of proficiency in - at least - reading and math, with special attention to gender disparities, ethnic groups and migrants.

Multiply the necessary actions to develop competencies required for decent work since primary education.

Do not reduce efforts in the permanent literacy of young people and adults.

Drive initiatives aiming towards facilitating the teaching and learning of the theoretical and practical knowledge for the world of today and the planet of tomorrow.

Source: Leave no one out, leave no one behind, OREALC/UNESCO-UIS (not published yet)
Thematic axe: Teachers and teaching and learning conditions
Challenge: “Conditions to make change possible”
SDG 4’s Target involved: 4.c (qualified teachers), 4.a (build and upgrade education facilities).

- In pre-primary around 65% of teachers are certified, 85% in primary, and around 70% in lower secondary.
- Adequate spaces: in primary only 56% of schools have access to internet, 81% in high school. In primary school 68% of schools have computer availability, 85% in high school.
- There is differentiated access determined by family socioeconomic level, disparity determined by geographical area (urban-rural) and in urban area disparity determined by type of school (public/private).

Source: Leave no one out, leave no one behind, OREALC/UNESCO-UIS (not published yet)
On TEACHERS and TEACHING and LEARNING CONDITIONS and the challenge of CONDITIONS TO MAKE CHANGE POSSIBLE the recommendation is:

Increase and focus systematic efforts related to the initial training of teachers at all levels.

Provide adequate working conditions and opportunities for the permanent learning of the teachers.

Ensure access to basic services as well as technological devices for pedagogical purposes, ensuring their equitable distribution within the countries.

On-site training that directly influences pedagogical practice and research scenarios for teachers in coordination with other sectors related to science and technology.

Source: Leave no one out, leave no one behind, OREALC/UNESCO-UIS (not published yet)
Roadmap to achieve the SDG ´4 targets in the region
Regional agreements for the working groups

- Regional secretariat is relevant to assure articulation of the region to optimize efforts and strategies

- Optimize resources by interconnecting sectors within and outside government

- Raise awareness of the SDGs

- Develop monitoring systems and strategies to ensure advance and share knowledge

- Family and teachers enrollment is a key element to achieve SDG4
The SDG-Education 2030 Steering Committee is the global multi-stakeholder consultation and coordination mechanism for education in the 2030 Sustainable Development Agenda. Its primary objective is to harmonize and strengthen support to countries and their partners for the realization of the global education goal and targets. The Steering Committee is composed of members representing a majority from countries, the World Education Forum 2015 convening agencies (UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, ILO, the World Bank), the Global Partnership for Education, the OECD, regional organizations, teacher organizations, civil society networks, the private sector, foundations and youth organizations.

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