

Regional Monitoring Report SDG4-E2030

Education in Latin America and the Caribbean at a crossroads

September 8th, 2022



Launch of the Regional Monitoring Report SDG4-Education 2030

Thursday, September 8, 2022
11.00 a.m. Santiago (Chile)

Background

In 2015, the 2030 Agenda for Sustainable Development was approved by the United Nations General Assembly. There, the importance of an inclusive, equitable and quality vision for education was defined, through the fourth Sustainable Development Goal (SDG4). Seven years after its approval, the UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago), the UNICEF Regional Office for Latin America and the Caribbean (UNICEF LACRO) and the Economic Commission for Latin America Latin America and the Caribbean (ECLAC), present a balance of the implementation of SDG4 - Education 2030 in Latin America and the Caribbean, to analyze its achievements and identify the challenges that may guide decision-making on educational policy in the next decade, and thus promoting compliance with the objectives set for 2030.

The Regional Monitoring Report SDG4-Education 2030 "Education in Latin America and the Caribbean at a crossroads" takes a tour of the educational trends of the period 2015-2021, analyzing the main educational indicators of the region, and systematizing the main policies carried out forward across the countries.

The report starts with a diagnosis of the social and economic context in Latin America and the Caribbean during the study period, and then analyzes key issues for education in Latin America and the Caribbean: access, equity and completion of education in the early childhood and in primary and secondary education; student learning; teachers and principals; higher education; learning and education with young people and adults; and technical and vocational education and training. In each of these chapters, the link between the subject analyzed and the goals of the SDG4-E2030 Agenda is established, the follow-up of the indicators selected for monitoring is presented, and the trends in educational policy are analyzed. It also introduces a specific analysis on the financing and governance of educational systems.

The analysis of the information reveals the levels of exclusion present in the region: nearly 10.5 million children and adolescents in Latin America and the Caribbean were out of primary and secondary school before the pandemic. On the other hand, a significant group of children and adolescents who were attending school did not reach the minimum proficiency level in reading and mathematics. About half of third grade students are in this situation, and a higher percentage in sixth grade: 68.7% in reading and 82.8% in math. Deep inequalities also persist in opportunities to complete upper secondary education: on average, 89% of students from the highest income quintile of the population complete the level, and only 47% from the poorest quintile.

The conclusions of the report reveal the challenges and threats that the region faces for meeting the education goals of the 2030 Agenda. The region is experiencing multiple obstacles and great uncertainty that have deepened in the context of the COVID-19 pandemic. Educational systems face old and new tensions in their objective of guaranteeing the right to education throughout life for all. This global vision of the region proposed by the report is complemented by a comparative view that shows some inspiring paths of systems that have achieved important advances and outstanding educational policies.

Regional challenges

Education in Latin America and the Caribbean is at a decisive crossroads. The road to the SDG4 targets is still too long and has become more uncertain and unpredictable. It is not only imperative to face the historical and recent debts of fulfilling the right to education, but also the new challenges that arise on a local and global scale to train citizens who can make coexistence sustainable on a planet full of problems and the construction of societies with more equity and economic development.

It is a difficult time where improvement and educational change must be combined from the construction of sustainable consensus. This requires strengthening alliances and political dialogues in processes that encourage long-term policies. The coming years require more powerful, better coordinated and clearly oriented actions towards the goals - increasingly distant in data and closer in time - that have been proposed to guarantee the foundations of the right to education in Latin America and the Caribbean in 2030. This implies an urgent call to accelerate progress in the educational goals established in 2015 with more investment, social participation, dialogues, and state capacities to lead the processes of improvement and systemic transformation of education.

In the Buenos Aires Declaration of 2022, prepared within the framework of the III Regional Meeting of Ministers of Education of Latin America and the Caribbean, the educational authorities of the region ratified these challenges and assumed the need to promote a profound transformation that addresses

the structural and systemic factors that have contributed to the debt and educational injustice that drags the region.

The Transformative Education Summit, which will take place on September 19, 2022, in New York, establishes a global space of continuity to take stock of efforts to recover learning losses related to the pandemic, reimagine educational systems for the world of today and tomorrow; and reinvigorate national and global efforts to achieve SDG 4.

Presentation of the Regional Monitoring Report SDG4-Education 2030

In this framework, on Thursday, September 8, 2022, at 11:00 a.m. (Santiago, Chile) a virtual meeting will be held to present the first regional monitoring report SDG4-Education 2030 "Education in Latin America and the Caribbean at a crossroads". This event, lasting 1.5 hours, will present the main findings of the study, and will enable a dialogue between specialists to discuss the challenges facing the region in the coming years to achieve the commitments assumed.

Agenda

Thursday, September 8	
11:00 to 11:20	Introduction and opening remarks <ul style="list-style-type: none"> • Claudia Uribe, Director of Regional Bureau and representative of UNESCO in Chile • Alberto Arenas, Director of Social Development Division, ECLAC • Rada Noeva, Deputy Regional Director o.i.c. of UNICEF for Latin America and the Caribbean
11:20 to 11:50	Presentation of the regional report <ul style="list-style-type: none"> • Daniela Trucco, Senior Social Affairs Officer, ECLAC • Alejandro Vera, Chief of Education Monitoring and Planning Unit, OREALC/UNESCO Santiago • Ítalo Dutra, Education Regional Advisor, UNICEF LACRO
11:50 to 12:20	Specialists panel <ul style="list-style-type: none"> • Mercedes Mateo, Chief of Education Division, Inter-American Development Bank • Laurette Bistol, Programme Manager, Human Resource Development at CARICOM (TBC) • Leonardo Garnier, Special Advisor of the United Nations General Secretary General ofr the Transformative Education Summit
12:20 to 12:30	Closing words <ul style="list-style-type: none"> • Valtencir Mendes, Chief of Education, OREALC/UNESCO Santiago

Format

The Presentation of the Regional Monitoring Report SDG4-Education 2030 will take place in virtual mode

Working languages

There will be simultaneous interpretation in Spanish and English.

Information and contact

To participate in the launch, we invite you to register at the following link:

<https://on.unesco.org/ODS4-LAC-report>

For more information, write to: monitoring2030@unesco.org