



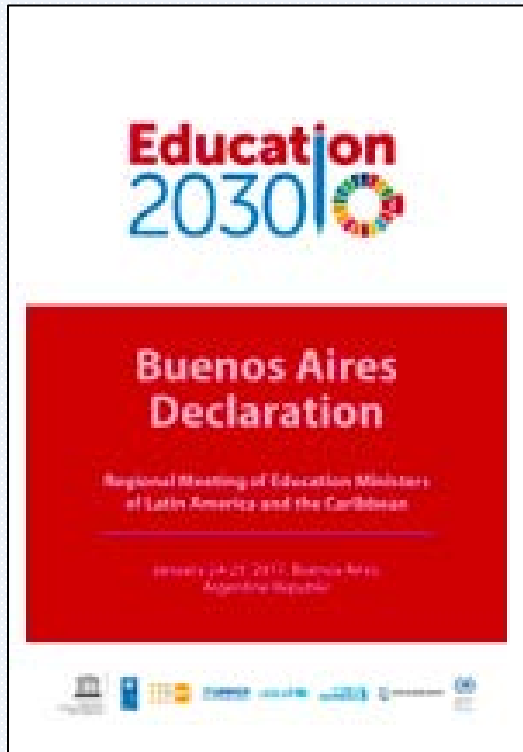
United Nations
Educational, Scientific and
Cultural Organization

Monitoring SDG4-Education 2030 in Latin America and the Caribbean

VII TCG Meeting, October 2020



Education 2030 in Latin America and the Caribbean



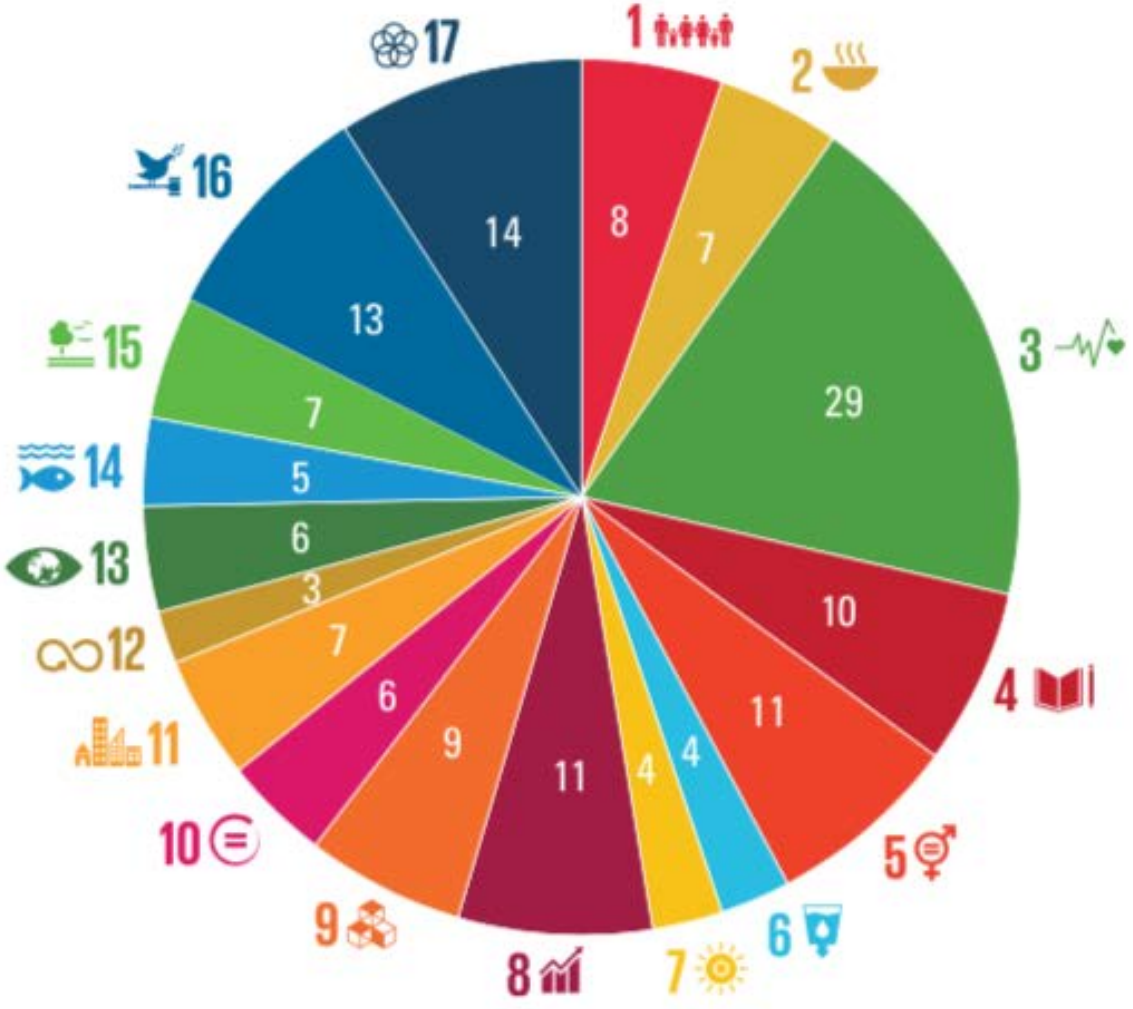
Regional Meeting of Ministers of Education:

- 2016: Buenos Aires, Argentina
- 2018: Cochabamba, Bolivia
- Next in 2021



Regional Steering Committee for SDG4-Education 2030

The regional monitoring framework for SDG (ECLAC)



Fuente: Comisión Económica para América Latina y el Caribe (CEPAL), División de Estadísticas.

Subregional monitoring

Sub-regional organization	Education Agenda/Framework
	<p>Caribbean Community - CARICOM</p> <p>Strategy for the Development of Human Resources 2030</p>
	<p>Educational and Cultural Coordination of Central America –CECC / SICA</p> <p>Central American Education Policy</p>
	<p>Organization of American States -OEA</p> <p>Inter-American Education Agenda</p>
	<p>Organization of Ibero-American States - OEI</p> <p>Goals 2021</p>



The SICA Region in monitoring the SDG4 goals

Executive Secretariat of the Central American Educational and Cultural Coordination (CECC / SICA)



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Governance

- The Council of Ministers as a political decision-making authority.
- The Executive Secretariat as the technical executing arm.



Relationship PEC – SDG 4

- Harmonization of the Goals of the PEC and SDG4.
- Each goal of the PEC is correlated with each goal of SDG4.



Monitoring instrument

- The Regional Serie of Educational Indicators.
- 26 agreed indicators.



Tracking goals

- Ministerial Technical Units (UTM) in each Ministry.
- Interim reports to 2021 (national and regional).

Agreed Indicators



N°	Indicator	Concept	Monitoring Frameworks SDG 4		
			Global	Thematic	Regional
Monitoring of the PEC Goals PEC 2017-2030 2.2 y 3.1 y ODS 4.2					
1	Proportion of children under 5 whose development is well channeled in terms of health, learning and psychosocial well-being, disaggregated by sex	Preparation to learn	4.2.1	4.2.1	4.2.1
2	Rate of participation in organized education (one year before the official entry age in primary education), disaggregated by sex	Participation	4.2.2	4.2.3	4.2.2
3	Net Coverage Rate of Early Childhood Educational Development Programs (ISCED 01)	Participation			
4	Net Coverage Rate of Pre-Primary Education Programs (ISCED 02)	Participation			
5	Number of years of pre-school education (a) free, (b) mandatory guaranteed in legal frameworks	Offer		4.2.5	
Monitoring of the PEC Goals 2017-2030 2.2 y 3.1 and SDG 4.1					
6	Proportion of children and adolescents in grades 2/3; have reached at least a minimum level of competence in i) reading and ii) Mathematics, disaggregated by sex	Learning	4.1.1(a)	4.1.1(a)	4.1.1(a)
7	Proportion of children and adolescents in the grades at the end of primary education; have reached at least a minimum level of competence in i) reading and ii) mathematics, disaggregated by sex	Learning	4.1.1(b)	4.1.1(b)	4.1.1(b)
8	Net rate of entry to primary, lower secondary and high secondary	Participation			
9	Gross entry rate to the last grade (primary and lower secondary education)	Conclusion			
10	Completion rate (primary, lower secondary education and upper secondary education)	Conclusion		4.1.4	
11	Rate of children and adolescents without schooling (primary, lower secondary education and upper secondary education)	Participation		4.1.5	
12	Percentage of children and adolescents who surpass the age for the grade (primary and lower secondary education)	Progression		4.1.6	
13	Rate of boys, girls and adolescents who drop out of the school grade / 1st to 6th grade / 7th to 12th grade.	Progression			
14	Rate of children and adolescents who repeat the grade level (1st to 6th grade)	Progression			
15	Number of years of primary and secondary education (a) free, (b) mandatory guaranteed in legal frameworks	Offer		4.1.7	

N°	Indicator	Concept	Monitoring Frameworks SDG 4		
			Global	Thematic	Regional
Monitoring the PEC Goals 2017-2030 3.2 and SDG 4.3					
16	Rate of participation of young people and adults in formal and non-formal education and training in the last 12 months, disaggregated by sex	Participation	4.3.1	4.3.1	
17	Gross enrollment ratio in tertiary education, disaggregated by sex	Participation		4.3.2	C-4.3
18	Net rate of enrollment in tertiary education, disaggregated by sex.	Participation		4.3.2	C4.3
Monitoring the PEC Goals 2017-2030 3.3 and SDG 4.6					
19	Literacy rate of young people and adults	Competences		4.6.2	C.4.6a
Monitoring the PEC Goals 2017-2030 3.4 and SDG 4.4					
20	Rate of educational achievements of young people and adults by age group and educational level	Competences		4.4.3	
Monitoring the PEC Goals 2017-2030 4.1 and SDG 4.5					
21	Parity indexes (women / men, rural / urban areas, upper / lower income quintile, and other characteristics, such as the disability situation, indigenous peoples and the effects of conflicts, as data becomes available) for all the indicators in this list that can be broken down.	Cross-cutting equity goals	4.5.1	4.5.1	4.5.1
22	Expenditure on education per student by educational level and source of funding	Policy		4.5.4	
Monitoring the PEC Goals 2017-2030 5.1 and SDG 4.5 y 4.c					
23	Proportion of teachers certified in education: a) preschool; b) primary; c) lower secondary and d) upper secondary, broken down by sex.	Teachers	4.c.1	4.c.1	4.c.1
24	Teacher salary (witness position) in relation to the value of the line of poverty.	Teachers		4.c.5	
Monitoring the PEC Goals 2017-2030 6.1 and SDG 4.7					
25	Degree to which i) world civic education and ii) education for sustainable development, including gender equality and human rights, are incorporated at all levels in: a) national education policies, b) plans of study, c) teacher training and d) student assessment	Offer	4.7.1	4.7.1	
Indicators of Monitoring of the Goals SDG 4.a					
26	Proportion of schools with access to: a) electricity; b) Internet for pedagogical purposes; c) computers for pedagogical purposes; d) infrastructure and materials adapted to students with disabilities; e) basic supply of drinking water; f) basic sanitation facilities segregated by sex; and g) basic facilities for handwashing (as defined by the WASH indicators)	Resources	4.a.1	4.a.1	4.a.1

About Intermediate Indicators (Benchmarks)



A proposal is prepared before the Meeting of the Council of Ministers of Education

The SE-CECC sends to the Pro Tempore Presidency for approval on the agenda.

The SE-CECC sends the proposal to the Ministers for their analysis

The Council of Ministers discusses the proposal at the Ordinary Meeting.

The Council of Ministers agrees on the proposal.
The SE-CECC follows up on the agreement.

