



**unesco**

Institute for Statistics

LAC Regional Report  
October 2021

4 QUALITY  
EDUCATION



## Continental Overview

# Bridging Latin America and the Caribbean Monitoring Frameworks and SDG 4

ECLAC / OEI / CARICOM / SICA

Continental Overview:

# **Bridging Latin America and the Caribbean Monitoring Frameworks and SDG 4**

ECLAC / OEI / CARICOM / SICA



**unesco**

Institute for Statistics

## UNESCO

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The Organization currently has 195 Member States and 11 Associate Members.

The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and the human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

To fulfil its mandate, UNESCO performs five principal functions: 1) prospective studies on education, science, culture and communication for tomorrow's world; 2) the advancement, transfer and sharing of knowledge through research, training and teaching activities; 3) standard-setting actions for the preparation and adoption of internal instruments and statutory recommendations; 4) expertise through technical cooperation to Member States for their development policies and projects; and 5) the exchange of specialized information.

### UNESCO Institute for Statistics

The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science, technology and innovation, culture and communication. The UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

Published in 2021 by:

UNESCO Institute for Statistics  
P.O. Box 6128, Succursale Centre-Ville  
Montreal, Quebec H3C 3J7  
Canada  
Tel: +1 514-343-6880  
Email: [uis.publications@unesco.org](mailto:uis.publications@unesco.org)  
<http://www.uis.unesco.org>

Ref: UIS/2021/LO/RR/03  
ISBN: 978-92-9189-266-2  
© UNESCO-UIS 2021



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

© Cover Photo Credit: Carlos Magno (unsplash.com)

# Continental Overview: Bridging Latin America and the Caribbean Monitoring Frameworks and SDG 4

---

## Executive Summary

This report highlights how subregional bodies in Latin America and the Caribbean (LAC) have incorporated SDG 4 goals and targets into their education strategies to promote an understanding of the relationship between regional and global education objectives. In 2019, the Technical Cooperation Group on the Indicators for SDG 4 (TCG) agreed to specifically monitor seven SDG 4 indicators and to set intermediate objectives – benchmarks – with the aim of keeping countries on track to achieve global education targets.

*Continental Overview: Bridging Latin America and the Caribbean Monitoring Frameworks and SDG 4* examines regional progress toward SDG 4 using these benchmark indicators. The report focuses on the three subregional education monitoring frameworks in LAC. It offers a comparison of each subregional policy objective with the relevant SDG 4 indicator. An analysis of data availability and progress toward each SDG 4 indicator is intended to provide the reader with insight on specific issues and challenges in LAC subregions. The following are some key takeaways:

- **More learning data** is needed to give policymakers a full view of progress toward meeting basic proficiency levels, especially for primary-aged children. Currently, in LAC, only Cuba has primary education learning data for reading and math. At the lower secondary level (where more data are available) there is a large disparity in performance across the LAC subregions though a clear trend across the LAC subregions though children perform consistently lower in math assessments than they do in reading.
- School level completion rates in LAC are stable (above 85%) and fairly homogenous at the primary level but moving up **to the secondary level, completion rates fall and vary more between countries**. Countries in Central America have the lowest completion rates in the region.
- **At the last grade of primary school, gross enrolment declined between 2015 and 2019 across all LAC subregions**. Children in Central America are least likely to be enrolled in school, but there is a large variation of this measure in the Caribbean.
- There are few data points available on student access to professional training, however, existing data show that **overall participation in non-formal and formal training like TVET and tertiary education falls below 10%** in most countries in LAC. Basic ICT skills are also low across the region.
- The adjusted gender parity index (GPIA) shows that most countries across LAC have **achieved gender parity in ECE and pre-primary** school enrolment. At the tertiary level, boys are slightly

behind girls. The adjusted location parity index (LPIA) reveals ongoing discrepancies in favour of urban children, especially at higher levels of education.

- All three **LAC subregions have education policies related to SDG Target 4.6** on literacy and numeracy. However, there is currently very little data available for this indicator in the region.
- There is little to no data in LAC for **education on global citizenship and sustainable development** though similar objectives are included in subregional education frameworks.
- Most school in the region **have electricity and basic sanitation facilities and lagging countries made improvements between 2015 and 2019**. However, access to potable water remains a concern. Further, just over half of all students have access to a computer, and even fewer to the internet.
- Regarding education finance, there has been **variable success across LAC subregions in meeting SDG Target 1.a.2** on education spending as a proportion of total government expenditure. Spending on education as a percentage of GDP, however, was on target in all subregions as of 2019.

### Challenges in monitoring Education 2030 in LAC include:

- **Lack of regional and national benchmarks** in LAC presents the region with a challenge for monitoring progress toward SDG 4. Further alignment of subregional goals with global objectives is needed to meet Education 2030 commitments.
- **More data points for key SDG 4 indicators** for learning, equity and professional education are needed to enable subregions and countries to better understand where they stand in regards to SDG 4 commitments.
- **Irregular learning assessment implementation** means that policymakers cannot identify systemic inefficiencies that can lead to grade repetition and early school leaving. COVID-19 has made even more evident the need to reduce the time between measurements.

### Stronger regional monitoring requires:

- Establishing **regional and national benchmarks would help regional bodies and partners develop appropriate strategies** at regional and subregional levels to support countries' SDG 4 objectives and to monitor progress at the regional level.
- Countries need to improve data production systems in line with common standards and classification systems to increase data coverage across subsectors. **While most countries in the region have an EMIS, the systems should transition to collect data at the individual level to help track students and teachers in real time.** Individual level EMIS also incorporate data on learning outcomes, generating more policy-relevant, timely data, including the risk of dropping out.

- **Multisectoral coordination mechanisms at the national level** should bring all subsectors and departments together to discuss data and monitoring challenges and develop appropriate strategies for generating high quality data for SDG 4.
- **Regular national data audits** should be conducted to assess the policy environment of data collection and management, the adequacy of technical, human, and financial resources for data production in all the subsectors, and the methodological soundness of the statistical production process.
- **Improved national capacity for data collection** in the region is important at all levels of the monitoring process, including ensuring that policymakers recognize the importance and value of data.



# Table of contents

---

<b>Figures and Tables</b>	<b>9</b>
<b>Abbreviations and Acronyms</b>	<b>11</b>
<b>Foreword</b>	<b>13</b>
<b>Introduction</b>	<b>15</b>
<b>Regional Monitoring Frameworks</b>	<b>17</b>
<b>Bridging Latin America and the Caribbean monitoring frameworks and SDG 4</b>	<b>21</b>
<b>SDG Target 4.1 – Primary and Secondary Education</b>	<b>35</b>
<b>SDG Target 4.2 – Early Childhood Education</b>	<b>47</b>
<b>SDG Target 4.3 – TVET and Higher Education</b>	<b>53</b>
<b>SDG Target 4.4 – Skills for Work</b>	<b>59</b>
<b>SDG Target 4.5 – Equity</b>	<b>61</b>
<b>SDG Target 4.6 – Literacy and Numeracy</b>	<b>67</b>
<b>SDG Target 4.7 – Sustainable Development and Global Citizenship</b>	<b>73</b>
<b>SDG Target 4.a – School Environment</b>	<b>75</b>
<b>SDG Target 4.b – Scholarships</b>	<b>81</b>
<b>SDG Target 4.c – Teachers</b>	<b>85</b>
<b>SDG 4 – Finance</b>	<b>89</b>
<b>Key Challenges and Solutions for Monitoring Education 2030</b>	<b>93</b>



<b>References and Bibliography</b>	<b>95</b>
<b>Annex 1 – Indicators List</b>	<b>97</b>
<b>Synthesis Table</b>	<b>99</b>

# Figures and Tables

---

<b>Figure 1:</b> Colour-coded map of OEI, SICA and CARICOM member countries, by subregion . . . . .	21
<b>Figure 2:</b> Data availability for SDG Global Indicator 4.1.1, by country and subregion . . . . .	36
<b>Figure 3:</b> Proportion of children and young people achieving at least a minimum proficiency level in reading and mathematics, by country, latest year available . . . . .	37
<b>Figure 4:</b> Proportion of students in lower secondary achieving at least a minimum proficiency level in reading, by country . . . . .	39
<b>Figure 5:</b> Data availability for SDG Global Indicator 4.1.2, by country . . . . .	40
<b>Figure 6:</b> Average completion rates by level of education, both sexes, 2015–2018 . . . . .	41
<b>Figure 7:</b> Completion rates by level of education, both sexes, 2015–2018 . . . . .	42
<b>Figure 8:</b> Gross intake ratio, both sexes (%), 2015–2019 . . . . .	43
<b>Figure 9:</b> Out-of-school rate for children of primary and secondary school age, both sexes (%), 2015–2019 . . . . .	44
<b>Figure 10:</b> Data availability for SDG Global Indicators 4.2.1 and 4.2.2, by country . . . . .	48
<b>Figure 11:</b> Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%), 2015–2019 . . . . .	48
<b>Figure 12:</b> Adjusted net attendance rate, one year before the official primary entry age, both sexes (%), 2015–2020 . . . . .	49
<b>Figure 13:</b> Gross enrolment ratio, early childhood education and pre-primary, by framework, both sexes (%), 2015–2019 . . . . .	50
<b>Figure 14:</b> Global and thematic indicators for vocational and tertiary education, latest year available . . . . .	54
<b>Figure 15:</b> Gross enrolment ratio for tertiary education (%) . . . . .	55
<b>Figure 16:</b> ICT skills, both sexes, last available value (%), latest year available . . . . .	60
<b>Figure 17:</b> Data availability for the gross enrolment ratio, adjusted gender parity index (GPIA) . . . . .	62
<b>Figure 18:</b> Gross enrolment ratio, adjusted gender parity index (GPIA), 2015–2019 . . . . .	62
<b>Figure 19:</b> Completion rate, primary and secondary education, adjusted location parity index (LPIA), latest year available . . . . .	64
<b>Figure 20:</b> Data availability for youth and adult literacy rates, latest year available . . . . .	68
<b>Figure 21:</b> Youth, adult and elderly literacy rates, both sexes (%), 2015–2018 . . . . .	68
<b>Figure 22:</b> Proportion of schools offering basic services, by type of service, latest data available. . . . .	76
<b>Figure 23:</b> Data Availability for ODA flows, 2015–2020 . . . . .	81
<b>Figure 24:</b> Volume of ODA flows for scholarships, by framework and sub-region (constant US\$), 2015–2019 . . . . .	82
<b>Figure 25:</b> Data availability on the proportion of teachers with the minimum required qualifications . . . . .	85
<b>Figure 26:</b> Data availability for the proportion of teachers with the minimum required qualifications, 2015–2019 . . . . .	86

<b>Figure 27:</b> Expenditure on education as a percentage of total government expenditure, 2015–2020 . . . . .	90
<b>Figure 28:</b> Expenditure on education as a percentage of GDP, 2015–2020 . . . . .	91
<b>Box 1:</b> UIS Data Resources . . . . .	33
<b>Table 1:</b> SDG Indicator 4.1.2 Completion rate, primary education by sex (%) . . . . .	45
<b>Table 2:</b> SDG Indicator 4.2.2 Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%) . . . . .	51
<b>Table 3:</b> SDG Indicator 4.3.2 Gross attendance ratio for tertiary education, both sexes (%) . . . . .	56
<b>Table 4:</b> SDG Indicator 4.5.2 Gross enrolment ratio for tertiary education, adjusted gender parity index (GPIA) . . . . .	65
<b>Table 5:</b> SDG Indicator 4.6.2 Youth literacy rate, population 15 to 24 years old, both sexes (%) . . . . .	70
<b>Table 6:</b> SDG Indicator 4.a.1 Proportion of primary schools with access to the internet for pedagogical purposes (%) . . . . .	79
<b>Table 7:</b> SDG Indicator 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study, constant US\$ . . . . .	83
<b>Table 8:</b> SDG Indicator 4.c.2 Pupil-trained teacher ratio in primary education (headcount basis) . . . . .	87

# Abbreviations and Acronyms

---

<b>AU</b>	African Union
<b>BE</b>	Basic education
<b>CARICOM</b>	Caribbean Community
<b>CARICOM 2030 HRD Strategy</b>	CARICOM 2030 Human Resources Development Strategy
<b>CESA 16-25</b>	Continental Education Strategy for Africa 2016-2025
<b>CECC</b>	<i>Coordinación Educativa y Cultural Centroamericana</i> (Central American Educational and Cultural Coordination)
<b>CLADE</b>	Latin American Campaign for the Right to Education
<b>CONFEMEN</b>	<i>Conférence des Ministres de l'Éducation des États et Gouvernements de la Francophonie</i> (Conference of Ministers of Education of French-Speaking Countries)
<b>ECCE</b>	Early Childhood Care and Education
<b>ECE</b>	Early Childhood Education
<b>ECLAC</b>	Economic Commission for Latin America and the Caribbean
<b>EMIS</b>	Education Management Information System
<b>ERCE</b>	Regional Comparative and Explanatory Study
<b>EQAP</b>	Educational Quality and Assessment Programme
<b>GIRLIG</b>	Gross Intake Ratio to the Last Grade
<b>GPIA</b>	Gender Parity Index Adjusted
<b>ICT</b>	Information and Communications Technology
<b>LPIA</b>	Location Parity Index Adjusted
<b>OAS</b>	Organization of American States
<b>OEI</b>	<i>Organización de los Estados Iberoamericanos</i> (Organization of Ibero-American States)
<b>ODA</b>	Overseas Development Assistance
<b>OOSC</b>	Out-of-school children
<b>LL</b>	Lifelong learning
<b>OREALC/UNESCO</b>	<i>Oficina Regional de Educación para América Latina y el Caribe</i> (UNESCO Regional Bureau for Education in Latin America and the Caribbean)

<b>PacREF</b>	Pacific Regional Education Framework
<b>PEC</b>	<i>Política Educativa Centroamericana</i> (Central American Education Policy)
<b>PISA</b>	Programme for International Student Assessment
<b>SAARC</b>	South Asian Association for Regional Cooperation
<b>SEAMO</b>	Southeast Asia Ministers of Education Organization
<b>SDG</b>	Sustainable Development Goals
<b>SDG 4</b>	Sustainable Development Goal 4 for education
<b>SDG4-E2030</b>	SDG 4 Education 2030 Agenda
<b>SICA</b>	<i>Sistema de la Integración Centroamericana</i> (Central American Integration System)
<b>SPC</b>	Pacific Community (formerly South Pacific Commission)
<b>TCG</b>	Technical Cooperation Group on the indicators for SDG 4
<b>TE</b>	Tertiary education
<b>TVET</b>	Technical and Vocational Education and Training
<b>UIS</b>	UNESCO Institute for Statistics
<b>UNESCO</b>	United Nations Education Science and Culture Organization

# Foreword

---

*Continental Overview: Bridging Education Monitoring Frameworks in Latin America and the Caribbean and SDG 4*, is part of a series of regional analyses of education monitoring frameworks intended to bring a regional focus to SDG 4 monitoring. The series, which includes reports on Africa and the Asia-Pacific, compares SDG 4 targets with regional education policy frameworks and is intended to help policymakers identify both overlaps between global and regional policies and gaps in data coverage. Altogether, this can help policy makers align regional and global objectives while reducing duplication of effort to promote faster progress toward the ultimate goal of ensuring that all children are completing school and learning.

The UNESCO Institute for Statistics (UIS) is leading global efforts to establish regional and national benchmarks, or intermediate objectives, to create accountability while helping countries and regions focus on realistic and achievable targets toward SDG 4. In 2019, the Technical Cooperation Group on the Indicators for SDG 4 (TCG) agreed to specifically monitor seven SDG 4 indicators for this purpose.

This report looks at progress made so far in LAC, providing a detailed comparison of subregional monitoring frameworks with key SDG 4 indicators and highlighting similarities. The report goes on to consider challenges to collecting high quality data that are comparable across countries. The recommended solutions are intended to strengthen education monitoring systems so countries and subregional bodies in LAC can align regional objectives with SDG 4.

Regional benchmarks have an important role to play in achieving the Education 2030 Agenda and regional organizations are in a unique position of being able to facilitate peer dialogue and national benchmark setting. Indicators from regional monitoring frameworks can also be included in benchmarks toward SDG 4 if they are aligned to the same goal.

In addition to this report series, many data resources can be found on the UIS Technical Cooperation Group website including a [Data Book](#) highlighting how each region performs across SDG 4 indicators as well as a section devoted to [benchmarking](#) with regional and country [dashboards](#) for each of the seven SDG 4 indicators identified for benchmarking.

Finally, this report is the result of a collective effort by a team under my supervision. Tiago Vier has helped to consolidate and assemble the report which includes inputs from the Foresight and Innovation team (Kim Deslandes, Adolfo Imhof and Lina Ktaili) and takes advantage of the benchmark process that is globally led by the UIS and the Global Education Monitoring Report. This publication has benefited from the comments and insights of Alejandro Vera Mohorade (OREAL Santiago) and Martin Scasso (consultant to the CECC).

We offer our gratitude for the close partnership offered by all the regional bodies: Organization of Ibero-American States, Central America Integration System, and the Caribbean Community.



Silvia Montoya  
Director, UNESCO Institute for Statistics



# Introduction

---

In this publication, the UNESCO Institute for Statistics (UIS) provides an overview of the current progress in Latin American and Caribbean (LAC) towards Sustainable Development Goal 4 for education (SDG 4) and compares this with education strategies in the region. This is part of a broader UIS initiative to connect and combine efforts at the national, regional and global levels to monitor the 2030 Agenda. Reports for [Africa](#) and the Asia-Pacific consider the priorities in those regions in the context of SDG 4 global targets.

Since the adoption of the Education 2030 Agenda in 2015, some countries in LAC have adjusted SDG 4 goals and targets to meet local conditions. Most, however, have not yet translated the global targets in a way that would enable them to serve as reference points for reporting national progress on education.

To fill this gap and to enable countries to track progress toward the agreed global targets, in 2019 the Technical Cooperation Group on the indicators for SDG 4 (TCG) endorsed seven indicators for benchmarking at the global level<sup>1</sup>. These indicators are discussed in the regional benchmarking process, and take into consideration disparities within and between regions, subregions and countries.

LAC is divided into three subregions: Central America, South America and the Caribbean. As in other regions, socioeconomic conditions and challenges vary across the subregions, necessitating different policy priorities and responses. While there is no common regional body or framework covering all countries, subregional bodies provide a platform for countries to discuss, prioritize and develop common plans to achieve development goals, including for education.

## Regional monitoring

Regional monitoring of progress toward SDG 4 in LAC is comprised of three distinct but related mechanisms: a Roadmap for implementing the SDG 4 Education 2030 Agenda (SDG4-E2030) led by OREALC/UNESCO, education strategies of the three subregional bodies, and a statistical working group headed by the Statistical Coordination Group for the 2030 Agenda in LAC, part of the Economic Commission for Latin American and the Caribbean (ECLAC).

LAC ministers of education and education partners adopted the [Cochabamba Agreements: Regional solidarity to reach SDG4-E2030 in Latin America and the Caribbean](#) at the II Regional Meeting of Ministers of Education of Latin America and the Caribbean held on 25–26 July 2018, in Cochabamba, Bolivia. These agreements approved the Roadmap which had been drafted in two technical meetings in April 2017 and February 2018, following the Regional Ministerial Meeting of Buenos Aires. To implement the Roadmap, UNESCO Member States agreed to establish a regional joint collaboration mechanism composed of the following bodies:

- **SDG4-E2030 Regional Steering Committee (SC):** the SC ensures coherence and coordination within LAC at both the regional and global levels so that countries and education

---

1 6<sup>th</sup> meeting of the TCG in 2019. Agreed targets: <http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/TCG6-Benchmarks-Decisions.pdf>



partners in the region can advance together to achieve the Education 2030 Agenda. The SC includes country representatives, co-convening agencies from the UN system, the main intergovernmental organizations in the region: the Caribbean Community (CARICOM), *Coordinación Educativa y Cultural Centroamericana - Sistema de la Integración Centroamericana* (CECC-SICA), the Organization of American States (OAS) and the Organization of Ibero-American States (OEI). It also has members from civil society organizations CLADE and Education International.

- **Executive Secretariat:** Led by OREALC/UNESCO Santiago to support the implementation of the Roadmap.
- **Working Groups:** The SC comprises four working groups to carry out specific activities for advancing the implementation of the Roadmap in each of the following areas: (i) review, monitoring and reporting; (ii) policies and strategies; (iii) advocacy and communication; and (iv) financing and governance. The working groups may, as needed, include technical experts to provide support.

In addition, the three intergovernmental, subregional organizations have developed their own education strategies reflecting the particular needs of their members, while adapting the global SDG 4 goals and targets.

1. CECC-SICA: *Política Educativa Centroamericana*, covering Central American countries
2. CARICOM: Human Resource Development (HRD) 2030 Strategy
3. OEI: Educational goals 2021, covering all Ibero-American countries

In parallel, Economic Commission for Latin American and the Caribbean (ECLAC) Member States implemented a workplan to coordinate SDG regional statistical activities to generate synergies within the regional statistical community. The Quito *Mitad del Mundo* Declaration of the eighth meeting of the Statistical Conference of the Americas in November 2015, laid the foundation for this agreement. At its fifteenth meeting, held in June 2016, the Executive Committee of the Statistical Conference of the Americas approved the creation of the Statistical Coordination Group for the 2030 Agenda in Latin America and the Caribbean<sup>2</sup> as a joint working mechanism for establishing a regional plan to address the data requirements for implementing the 2030 Agenda.

---

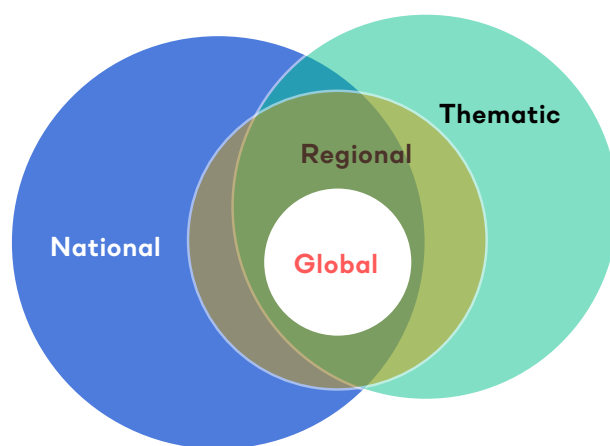
2 <https://www.cepal.org/en/subsidiary-bodies/statistical-conference-americas/statistical-coordination-group-2030-agenda-latin-america-and-caribbean>

# Regional Monitoring Frameworks

---

SDG 4 monitoring is based on universal principles and emphasizes a participatory framework in which all stakeholders (including civil society, business, academia and government) recognize their shared responsibility in achieving the 2030 Agenda. SDG 4 monitoring is a multi-tiered, multi-purpose framework, and includes global, thematic, regional and national monitoring levels.

## Regional indicators and the four levels of SDG 4 monitoring



Source: UNESCO Institute for Statistics

---

At the regional monitoring level, different sets of indicators were developed (or are in the process of development) to consider the priorities and issues of shared common interest in a particular region, as outlined in regional planning documents or frameworks. Around the world, many regions and subregions reached agreements on certain goals and targets even before the approval of the SDGs. To promote efficiency and to avoid a duplication of effort, it is crucial to map the global and regional strategies to find common points of interest and to align objectives.

There are multiple regional or subregional organizations that generate information and promote consensus among countries in the field of education based on common goals. These institutions differ in their organizational structure and level of engagement with educational monitoring. In some cases, member countries are represented by ministries of education. Others include representatives of civil society or officials appointed by member countries or governments. These entities can also be part of a supra-regional organization. In general, member countries of these organizations are linked by common features, such as geographic territory (AU, EU, SEAMEO, CARICOM), language (CONFEMEN), or a cultural or historical characteristic (OEI). These organizations have reached agreements on common

educational targets in the medium and long term. Their transnational commitments require national and regional coordination and monitoring mechanisms to identify progress and obstacles. At the same time, they have articulated, or have begun to articulate, their regional objectives in the context of the SDG 4 targets and the Education 2030 Agenda.

The following sections briefly describe the SDG 4-related work of these organizations, by SDG region. In cases where member countries are located across multiple SDG regions, the organizations are described in the region with the largest number of member countries.

## **Central and Southern Asia**

### **South Asian Association for Regional Cooperation (SAARC)**

The eight countries of South Asia, which are members of the South Asian Association of Regional Cooperation (SAARC), have jointly formulated the SAARC Framework for Action for Education 2030 (SFFA) affirming their commitment to work together in advancing SDG 4 in the region.

The Framework provides a roadmap for strengthening regional collaboration in education to achieve SDG 4-Education 2030 targets. The SAARC Framework for Action constitutes a comprehensive education agenda. It identifies key priorities in each sub-sector of education and training covering all ten targets of SDG 4, including a number of cross-cutting themes. It is accompanied by a more detailed Action Plan that consists of 13 key thematic areas prioritized for regional collaboration. The SAARC Framework underscores the importance of a regional monitoring mechanism for joint review, monitoring, and the evaluation of progress. The draft monitoring framework was developed in consultation with several stakeholders and includes relevant indicators for the region to ensure effective monitoring of progress towards SDG 4 in the region.

## **Eastern and South-Eastern Asia**

### **Southeast Asia Ministers of Education Organization (SEAMEO)**

SEAMEO promotes regional cooperation in education, science and culture. The SEAMEO Council is composed of 11 ministers of education who oversee the organization's mandate to explore the maximum potential of the people of the region through the promotion of quality and equity in education, preventive health, culture and the preservation of tradition, training, research, information, and ICT. Its seven priorities for the 2015–2030 Action Agenda presented at the 48th SEAMEO Council Conference are: (i) achieving universal early childhood care and education; (ii) addressing barriers to inclusion; (iii) promoting resiliency in the face of emergencies, (iv) promoting technical and vocational education and training (TVET); (v) revitalizing teacher education; (vi) harmonization in higher education and research; and (vii) adopting a 21<sup>st</sup> century curriculum.

## **Europe and North America**

### **European Union (EU)**

In 2017, the European Council, Member States and the European Parliament adopted the Consensus on Development, “our world, our dignity, our future”, in which Member States aligned the development policy of the EU with the 2030 Agenda. By contributing to the achievement of the SDGs, EU Member

States are seeking to promote a stronger and more sustainable and inclusive approach. The Consensus also offers guidance for the implementation of the Education 2030 Agenda in partnership with all developing countries. The objective is to provide a framework for a common approach to development policy that will be applied by EU institutions and Member States.

## **Africa**

### **Continental Education Strategy for Africa (CESA 16-25)**

In 2016, the African Union (AU) adopted the Continental Education Strategy for Africa (CESA 16-25) as the framework for transforming education systems in Africa. CESA 16-25 is designed to involve the broadest coalition possible for education and training in Africa.

CESA 16-25 consists of 12 strategic objectives that find correspondence with several SDG 4 targets. Both frameworks require similar data points to track countries' progress on their achievements. At the subregional level, countries are grouped within development communities that meet regularly, but their education-related objectives are in alignment with CESA 16-25.

## **Pacific**

### **Pacific Community (SPC)**

The Pacific Community (originally South Pacific Commission) is an international development organization owned and governed by its 26 country and territory members. The Pacific Community Strategic Plan 2016–2020 proposes goals and priorities. The SPC recognizes that national programmes and services must adapt to the new development landscape at the national, regional and global levels. These programmes should reflect the strategic direction established in the Framework for Pacific Regionalism, the regional priorities identified in the Small Island Developing States (SIDS) Accelerated Modalities of Action (SAMOA) Pathway and the commitments of the SDGs.

### **Pacific Regional Education Framework (PacREF)**

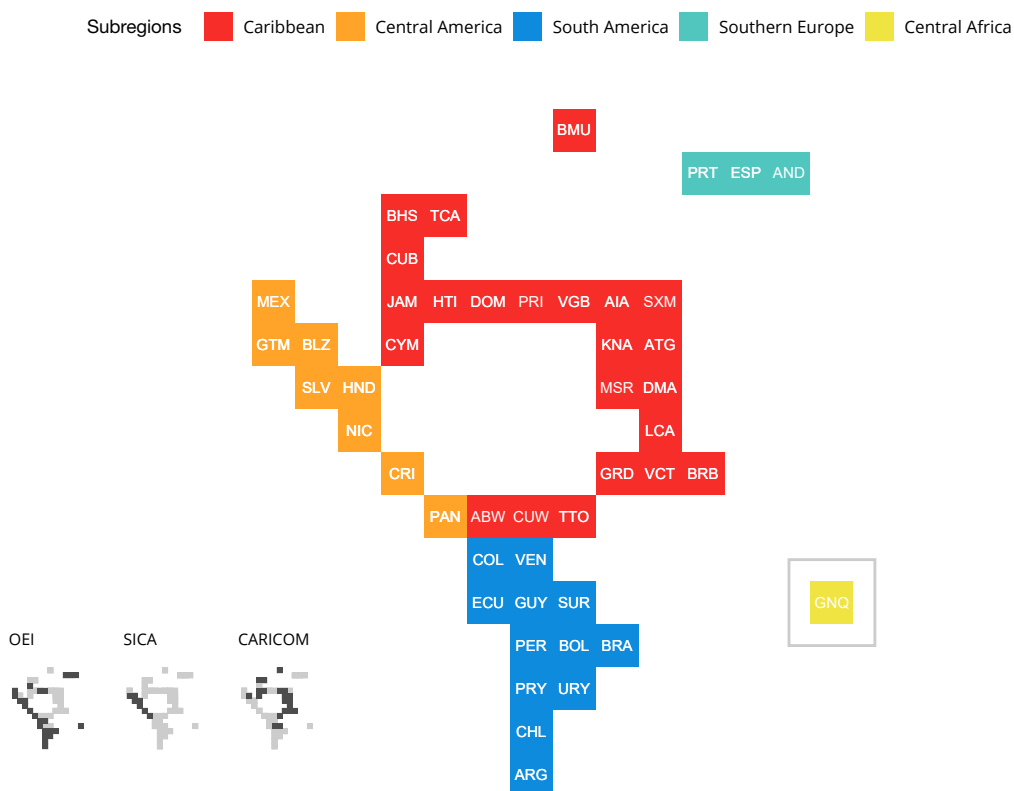
PacREF promotes a human rights approach to education and seeks to empower the people of the Pacific Islands. It is based on six targets: regionalism and mutually beneficial partnerships; the application of tests to policy and practice; efficiency in the use of resources; equity in access and opportunity; relevant and high-quality contributions; and high-quality and sustainable results. PacREF has a programme of strategies and activities in four policy areas: (i) quality and relevance; (ii) learning pathways; (iii) student welfare and outcomes; and (iv) the teaching profession.



# Bridging Latin America and the Caribbean monitoring frameworks and SDG 4

Countries in Latin American and the Caribbean (LAC) and countries aligned to the region through language (see **Figure 1**) have established a comprehensive educational agenda. Three major subregional education sector development plans, policies and strategies were established in the region and are monitored by the OEI, CARICOM and CECC-SICA<sup>3</sup>. ECLAC also supports the regional and subregional teams through the Executive Committee of the Statistical Conference of the Americas.

**Figure 1: Colour-coded map of OEI, SICA and CARICOM member countries, by subregion**



3 Equatorial Guinea is part of OEI and is indicated in the map but is excluded from the data analysis as it is not part of the Education 2021 Goals project. For convenience, Aruba, Curaçao and Saint Maarten (Dutch part) that are not members of any subregional organization were not included in the figures.

The tables below show the correspondence between the main regional frameworks and SDG 4 targets.

## Latin America and the Caribbean

### Economic Commission for Latin America and the Caribbean (ECLAC)

In 2018, the Statistical Conference of the Americas, a subsidiary of ECLAC, established a regional monitoring framework<sup>4</sup> and a prioritized set of indicators for monitoring the 2030 Agenda from a regional perspective<sup>5</sup>.

The creation of a prioritized set of indicators responds to a request from countries in LAC raised during the eighth meeting of the Conference and ratified during the ninth meeting of the Statistical Conference of the Americas, held in Aguascalientes (Mexico) in November 2017. The prioritized indicators are intended to focus measurement efforts and facilitate the coordination of regional and international cooperation efforts to close gaps in statistical capacities.

### ECLAC priorities and related SDG 4 targets

ECLAC Prioritized Indicators	SDG Targets
4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	4.1
4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	4.2
4.2.2 Participation rate in organized learning (one year before the official primary school entry age), by sex	4.2
Rate of enrolment in higher education, by sex	4.3
4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	4.4
4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	4.5
4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	4.6
Literacy rate in persons aged 15 to 24 years old, and 15 years and older, by sex	4.6a

4 <https://agenda2030lac.org/estadisticas/institutional-architecture-regional-statistical-follow-up-sdg.html>

5 <https://www.cepal.org/sites/default/files/events/files/sca-executive-committee-17.3-report-prioritization-indicators-regional-statistical-follow-up-to-sdg-lac.pdf>

4.a.1 Proportion of schools with access to (a) electricity; (b) the internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) 4.a

4.c.1 Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country 4.c

### Organization of Ibero-American States (OEI)

The 2021 Educational Goals of the OEI were adopted by Ibero-American countries in 2008. This framework is linked to several SDG 4 targets, but the OEI is in the process of aligning its goals with the Education 2030 Agenda.

### OEI goals and related SDG 4 targets

Goals 2021	Specific Goals 2021	SDG 4 Target
<b>General goal 1: Strengthen and broaden participation of civil society in educational actions</b>	Specific goal 1: Increase the participation of the different social sectors and their coordination in educational projects: families, universities and public and private organizations, especially those related to health services and the promotion of economic, social and cultural development	n/a
<b>General goal 2: Achieve educational equality and overcome all forms of discrimination in education</b>	Specific goal 2: Guarantee the access and permanence of all children in the educational system through the implementation of support and development programs for families to favour the permanence of their children in school	n/a
	Specific goal 3: Provide special support to ethnic minorities, indigenous populations and Afro-descendants, female students and students living in marginal urban areas and rural areas, to achieve equality in education	Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	Specific goal 4: Guarantee quality bilingual intercultural education for students belonging to ethnic minorities and indigenous peoples	



	<p>Specific goal 5: Support for the educational inclusion of students with special educational needs through adaptations and specific aids</p>	<p>Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>
<p><b>General goal 3: Increase initial education offer and optimize its educational value</b></p>	<p>Specific goal 6: Increase the offer of initial education for children from 0 to 6 years old</p>	<p>Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</p>
	<p>Specific goal 7: Promote the educational nature of this stage and guarantee sufficient training for the educators who are responsible for it.</p>	<p>Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states</p>
<p><b>General goal 4: Mainstream primary and basic secondary education and increase access to higher secondary education</b></p>	<p>Specific goal 8: Ensure the schooling of all children in primary education and in basic secondary education in satisfactory conditions</p>	<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>
	<p>Specific goal 9: Increase the number of young people completing upper secondary education</p>	<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>

<p><b>General goal 5:</b> Improvement of the quality of education and school programs</p>	<p>Specific goal 10: Improve the level of acquisition of basic skills and fundamental knowledge by students</p>	<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>
	<p>Specific goal 11: Promote education of values for active democratic citizenship, both in the curriculum and in the organization and management of schools</p>	<p>Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
	<p>Specific goal 12: Offer a curriculum that incorporates reading and computer use in the teaching and learning process, in which arts education and physical education play a relevant role, and stimulates interest in science, art and sport among students</p>	
	<p>Specific goal 13: Improve the provision of libraries and computers in schools</p>	<p>Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>
	<p>Specific goal 14: Expand the number of full-time primary schools</p>	<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>
<p>Specific goal 15: Extend the comprehensive evaluation of schools</p>		
<p><b>General goal 6:</b> Foster the connection between education and employment through technical-professional education (ETP)</p>	<p>Specific goal 16: Improve and adapt the design of vocational technical education according to labour demands</p>	<p>Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university</p>
	<p>Specific goal 17: Increase and improve the levels of labour insertion in the formal sector of young graduates of technical-professional education</p>	

<b>General goal 7: Offer lifelong educational opportunities for all</b>	Specific goal 18: Guarantee access to education for young people and adults with greater disadvantages and needs	Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
	Specific goal 19: Increase the participation of young people and adults in face-to-face and distance continuous training programs	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
<b>General goal 8: Strengthen the teaching profession</b>	Specific goal 20: Improve the initial training of primary and secondary school teachers	Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states
	Specific goal 21: Encourage continuous training and development of the teaching professional career	
<b>General goal 9: Broaden the Ibero-American knowledge forum and strengthen scientific investigation</b>	Specific goal 22: Support the creation of university networks to offer postgraduate courses, the mobility of students and researchers, and the collaboration of Ibero-American researchers working outside the region	n/a
	Specific goal 23: Strengthen scientific and technological research and innovation in the region	Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
<b>General goal 10: More investment better invested</b>	Specific goal 24: Increase the economic effort of each country to achieve the 2021 educational goals	n/a
	Specific goal 25: Increase international solidarity with countries that show the greatest difficulties	Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

<b>General goal 11: Evaluate the educational systems and the implementation of the 2021 educational goals project</b>	Specific goal 26: Strengthen the evaluation systems of each of the countries	n/a
	Specific goal 27: Ensure the monitoring and evaluation of the 2021 educational goals project	n/a
	Specific goal 28: Strengthen the participation of the different social sectors in the development and supervision of the 2021 educational goals project	n/a

### Caribbean Community (CARICOM)

The CARICOM 2030 Human Resources Development (HRD) Strategy is a regional framework developed to ensure the successful participation of Caribbean member countries in the economy and society of the 21<sup>st</sup> century. The CARICOM 2030 HRD Strategy is articulated in the CARICOM Strategic Plan (2015–2019) and focuses on the SDGs.

### CARICOM HDR strategies and related SDG 4 targets

Imperatives	Strategies by Sector	SDG Target
<b>ACCESS and PARTICIPATION</b> <b>Outcome 1: Broadened and deepened access and participation in all HRD sectors</b>	<b>BASIC EDUCATION (BE)</b>	
	1.1. Provide universal access for enrolment and completion in BE	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
	1.2. Introduce multiple curricular pathways for learners in schools	Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
	1.3. Provide adequate student support services to learners in schools	
	<b>SKILLS – LIFELONG LEARNING (LL)</b>	
	1.4. Increase skills offerings for youth and adults	Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	1.5. Increase open schooling, digital learning and distance learning access for children, youth and adults in the region, diaspora and beyond	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
<b>TERTIARY EDUCATION (TE)</b>		
1.6. Increase enrolment in TE addressing priority development needs		
1.7. Support flexible pathways in TE to facilitate learners' needs		

<p><b>EQUITY</b></p> <p><b>Outcome 2:</b>  <b>Strengthened equity in the access to and provision of HRD in all HRD sectors</b></p>	<p><b>BASIC EDUCATION (BE)</b></p> <p>2.1. Establish policy governing equitable BE access</p> <p>2.2. Reduce BE gender and engagement disparities</p> <p>2.3. Increase enrolment and participation addressing geographic and socio-economic needs</p> <p>2.4. Increase support for disability and special learning needs in BE</p> <p>2.5. Provide adequate learning opportunities to migrant, displaced and refugee children</p>	<p>Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university</p>
	<p><b>SKILLS – LIFELONG LEARNING (LL)</b></p> <p>2.6. Provide second chance learning or alternative learning options for out-of-school youth and adults</p> <p>2.7. Provide support to facilitate workplace skills learning in small, micro and medium enterprises and to self-employed persons</p>	
	<p><b>TERTIARY EDUCATION (TE)</b></p> <p>2.8. Increase enrolment in TE addressing geographic, gender, special vulnerabilities and other socio-economic needs</p>	

<p><b>QUALITY</b></p> <p><b>Outcome 3: Improved quality in delivery in all HRD sectors</b></p>	<p><b>BASIC EDUCATION (BE)</b></p> <p>3.1. Develop a CARICOM BE Quality Management Model</p> <p>3.2. Design and introduce a Caribbean New School Model (CNSM) to enhance pedagogical and learning success</p> <p>3.3. Promote student-centred curricula</p> <p>3.4. Enhance and align learning outcomes and assessment practices to improve learning outcomes in BE</p> <p>3.5. Enhance teacher training and training for educational leaders</p> <p>3.6. Continuously upgrade skills of in-service teachers</p> <p>3.7. Enhance school support programmes and infrastructure</p> <p>3.8. Promote accountability in the professional practice of teachers</p>	<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p>Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states</p>
	<p><b>SKILLS – LIFELONG LEARNING (LL)</b></p> <p>3.9. Enhance and align learning outcomes and assessment practices to improve learning outcomes in skills-based programmes</p> <p>3.10. Enhance instructor development and train the trainer programmes to improve competency-based delivery</p>	<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p>Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states</p>
	<p><b>TERTIARY EDUCATION (TE)</b></p> <p>3.11. Establish a CARICOM governance mechanism that supports coordinated TE sector planning and development</p> <p>3.12. Develop a coordinated TE system that is benchmarked against global qualifications mobility and comparability models</p> <p>3.13. Articulate regional universities and colleges to ensure operational efficiency and effectiveness</p> <p>3.14. Establish a CARICOM TE accreditation framework</p> <p>3.15. Attract, train, certify and retain competent leaders, faculty and staff to build TE sector capacity</p>	<p>Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states</p>

**RELEVANCE**

**Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors**

**BASIC EDUCATION (BE)**

- 4.1. Align curricula plans and qualifications to 21<sup>st</sup> century literacies, core competencies and skills
- 4.2. Introduce multiple curricular pathways for learners in schools
- 4.3. Create a range of models to support BE work integrated learning (e.g., apprenticeships and school to work programmes)
- 4.4. Create a range of models to support service learning in BE
- 4.5. Mainstream TVET and workforce development modalities into a competency-based education and training (CBET) approach in BE
- 4.6. Implement curricula in BE to address personal, health and family development

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

**SKILLS – LIFELONG LEARNING (LL)**

- 4.7. Align skills-based programmes to 21<sup>st</sup> century literacies, core competencies and skills
- 4.8. Introduce multiple curricula pathways and modalities to address personal, health and family development among youth and adults

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

**TERTIARY EDUCATION (TE)**

- 4.9. Align TE curricula to 21<sup>st</sup> century literacies, core competencies and skills
- 4.10. Support curricula pathways in TE to be aligned to the CQF, employment needs and ODL modalities
- 4.11. Promote a regional research and innovation mechanism to enhance development and competitiveness in the region

Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

## Central American Education and Cultural Coordination - Central American Integration System (CECC-SICA)

The *Política Educativa Centroamericana (PEC)* is a set of guidelines providing the eight member countries of the *Sistema de la Integración Centroamericana (SICA)* with a general framework of action in education based on regional priorities. This framework was adapted and aligned to the SDG 4-Education 2030 Agenda according to regional priorities. Currently, PEC 2030 establishes the way forward on education development for Central America and a specific indicator framework was developed to monitor implementation.

CECC-SICA has a regional system of 26 education indicators (SRIE). Eight of these are global SDG 4 indicators and another eight are thematic SDG 4 indicators. This system is used to monitor compliance with PEC 2030<sup>6</sup>.

### CECC-SICA PEC specific objectives and goals, and related SDG 4 targets

PEC Specific Objectives	PEC Goals	SDG Targets
<b>SO 1:</b> Every child between the ages of 0 and 3 years of the member countries of the SICA will receive initial attention and education in the framework of the diverse attention modalities the countries of this region have, focused on the essential and irreplaceable actions of the family	Goal 1.1: By 2030, ensure that all children who have access to various types of attention and development services during their early childhood, fulfill an initial education programme standardized by the ministries of education	Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
<b>SO 2:</b> Every child from SICA member countries will complete a full cycle of free schooling of, at least, nine mandatory years, with quality learning achievements, as a result of a continuous education process, and that all the non-schooled children and youth have access to a quality education, through different modalities	Goal 2.1: By 2030, ensure that all children have access to assistance and development services in early childhood and quality preschool education, with the purpose that they are ready for primary teaching	Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
	Goal 2.2: By 2030, ensure that all children conclude primary schooling (1st to 6th grades) and initial secondary schooling (7th to 9th grades), which should be free, equitable and of quality, that produces pertinent and effective learning results	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

6 <https://ceccsica.info/educacion/serie-regional-de-indicadores>



<p><b>SO 3:</b> The two-year post-basic education will be a strategic education extension to offer the adolescents of the member countries of the SICA both extending their academic training as well as the knowledge and skills related with employment and dignified survival of the person and family</p>	<p>Goal 3.1: By 2030, ensure that all adolescents have full secondary education, free, equitable and of quality that produces pertinent and effective learning results (SDG4 Goal 4.1)</p>	<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>
	<p>Goal 3.2: By 2030, ensure equal access to between 40% and 60% of all men and women who concluded secondary education to quality technical, professional higher training</p>	<p>Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university</p>
	<p>Goal 3.3: By 2030, ensure that all the young people and at least 90% of adults, both men as well as women, are literate and have elementary arithmetic notions</p>	<p>Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>
		<p>Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>
	<p>Goal 3.4: By 2030, increase by 50% the number of young people (15-25 years-old) and adults who have the necessary competences, particularly technical and professional, to access employment, decent work and entrepreneurship</p>	<p>Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>
<p><b>SO 4:</b> The education systems of the member countries of the SICA will reduce and seek to eliminate the disparities and inequalities among students due to gender, social origin, age, income level, special needs, religion or ethnic group</p>	<p>Goal 4.1: By 2030, eliminate the disparities of gender in education and guarantee access in equal conditions to all levels of teaching and professional training, especially for disabled people, indigenous populations and children in vulnerable situations</p>	<p>Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>
<p><b>SO 5:</b> The governments of the member countries of the SICA will favour a significant improvement in the processes of recruitment, training, update and accreditation of educators, for all education levels</p>	<p>Goal 5.1: By 2030, all teachers of all the education levels of the system comply with the quality requirements regarding their training and continues update</p>	<p>Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states</p>

**SO 6: The education systems of the SICA member countries on all levels will adopt an extended concept of quality that includes theoretical-practical learning for a sustainable human development, the values and attitudes for the exercise of citizenship and the permanent construction of a democratic and peace culture, as well as the answer to the emerging social needs in the region**

Goal 6.1: By 2030, ensure that all students acquire theoretical and practical knowledge necessary to promote sustainable development, among other things through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, world citizenship and the valuation of cultural diversity and the contribution to the culture of sustainable development

Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

In the next section, SDG 4 global and thematic indicators are described in relation to the objectives and goals of the different monitoring frameworks.

The seven global indicators that were endorsed to benchmark the global framework against regional ones are included in the analysis. **Box 1** presents the data resources available for benchmark indicators.

### **Box 1: UIS data resources**

The UIS-led Technical Cooperation Group for the indicators of SDG 4 (TCG) provides a platform to discuss and develop the indicators used to monitor the Education 2030 Agenda in an open, inclusive and transparent manner. Part of its mandate has been to develop the benchmarking methodologies required to help countries and regions align their own education objectives with those of SDG 4. To facilitate this process and to make its resources more widely available, the TCG website has multiple data resources in various formats.

Under [Data Resources](#), users will find the list of SDG 4 and benchmark indicators, SDG 4 global and country data tables, data tree specifications for the extraction of data from the [bulk data download services](#), and links to the [UIS global education database](#).

The section [SDG 4 Benchmarks](#) contains the following information:

- a. [Background](#): Background information, benchmark indicators, a description of the technical processes used to determine regional benchmarks, and global and regional roadmaps. Also contains links to the resources (publications, data, and blogs) and meetings
- b. [Regions](#): Region-specific information for [Africa](#), [Arab States](#), and [Asia and the Pacific](#), including a description of the process of setting regional benchmarks and outcomes in each region.
- c. [Dashboards](#): A summary of progress describes what has been achieved to date, while global, regional and country dashboards present data for the SDG 4 indicators to be used for benchmarking based on current values, benchmark objectives, baseline scenarios, minimum and feasible benchmarks, regional benchmarks for 2025 and 2030 and national benchmarks (when determined). Available in a pull-down menu for each region for easy comparison.



# SDG Target 4.1 – Primary and Secondary Education

*“Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”*

## Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (SICA)
Yes	General goal 4: Specific goals 8, 9 General goal 5: Specific goals 10, 14, 15	Outcome 1: BE 1.1 Outcome 3: BE 3.4 Outcome 3: LL 3.9 Outcome 4: BE 4.1	SO 2: Goal 2.2 SO 3: Goal 3.1, 3.3

SDG Target 4.1 relates to CECC-SICA SO 2, Goal 2.2, and SO 3, Goals 3.1 and 3.3. The target also relates to OEI Goal 4, which focuses on mainstreaming and increasing access to all education levels, and Goal 5 related to the improvement of the quality of education and school programmes. Under CARICOM’s framework for Human Resources Development (HRD) strategy in the region, Target 4.1 directly relates to the Outcome 1 (access and participation), especially in regards to basic education ([CARICOM and CDB, 2019](#)). Monitoring the target is a priority under the ECLAC framework. The indicators to monitor the progress of countries in each framework are listed below.

The CECC-SICA PEC goals and ECLAC priorities refer directly to SDG indicators and also include some specific indicators: (8) net intake ratio to primary education, to lower secondary and upper secondary education; (11) dropout rate (Grades 1-6 and 7-12) and (12) repetition rate in primary education.

For basic education, the CARICOM HRD strategy proposes specific indicators based on SDG 4: the participation rate in organized learning, net enrolment rates (NER) and completion rates. Similarly, the OEI’s Goals 2021 (OEI, CEPAL and SEGIB, 2010) presented specific goals and indicators:

- Specific goal 8: Ensure schooling for all children in primary and secondary education in satisfactory conditions
  - › Indicator 10A: Net enrolment rate in primary education (ISCED 1)
  - › Indicator 10B: Gross enrolment rate in primary education (ISCED 1)
  - › Indicator 11A: Net enrolment rate in lower secondary education (ISCED 2)
  - › Indicator 11B: Gross enrolment rate in lower secondary education (ISCED 2)
  
- Specific goal 9: Increase the number of youth that complete upper secondary education
  - › Indicator 12A: Gross enrolment rate in upper secondary education (ISCED 3)
  - › Indicator 12B: Population between 20 and 24 years old that has completed at least upper secondary education (ISCED 3)

The two global indicators associated with SDG 4.1 measure proficiency in reading and mathematics at three steps in the educational ladder (4.1.1), and the completion rate in primary and secondary education (4.1.2). These indicators can be classified in the learning and access themes, respectively.

## Learning

Only a few countries have learning data available for 2015–2020 in Grade 3 and at the end of primary (see **Figure 2**). This under-reporting scenario will improve as soon as the ERCE 2019 results for 18 countries are published before the end of the year.

Among OEI members, besides Portugal and Spain, Cuba is the only country that has data available for reading and mathematics in primary education. Trinidad and Tobago has data for mathematics in 2016. For the end of lower secondary, assessments were conducted in 2012, 2015 and 2018 (Cuba conducted in 2019) and, while more countries are represented, only a few data points are available.

**Figure 2: Data availability for SDG Global Indicator 4.1.1, by country and subregion**

Minimum proficiency level in...	(a) Grade 3	(b) end of primary	(c) end of lower secondary
(i) reading			
(ii) mathematics			

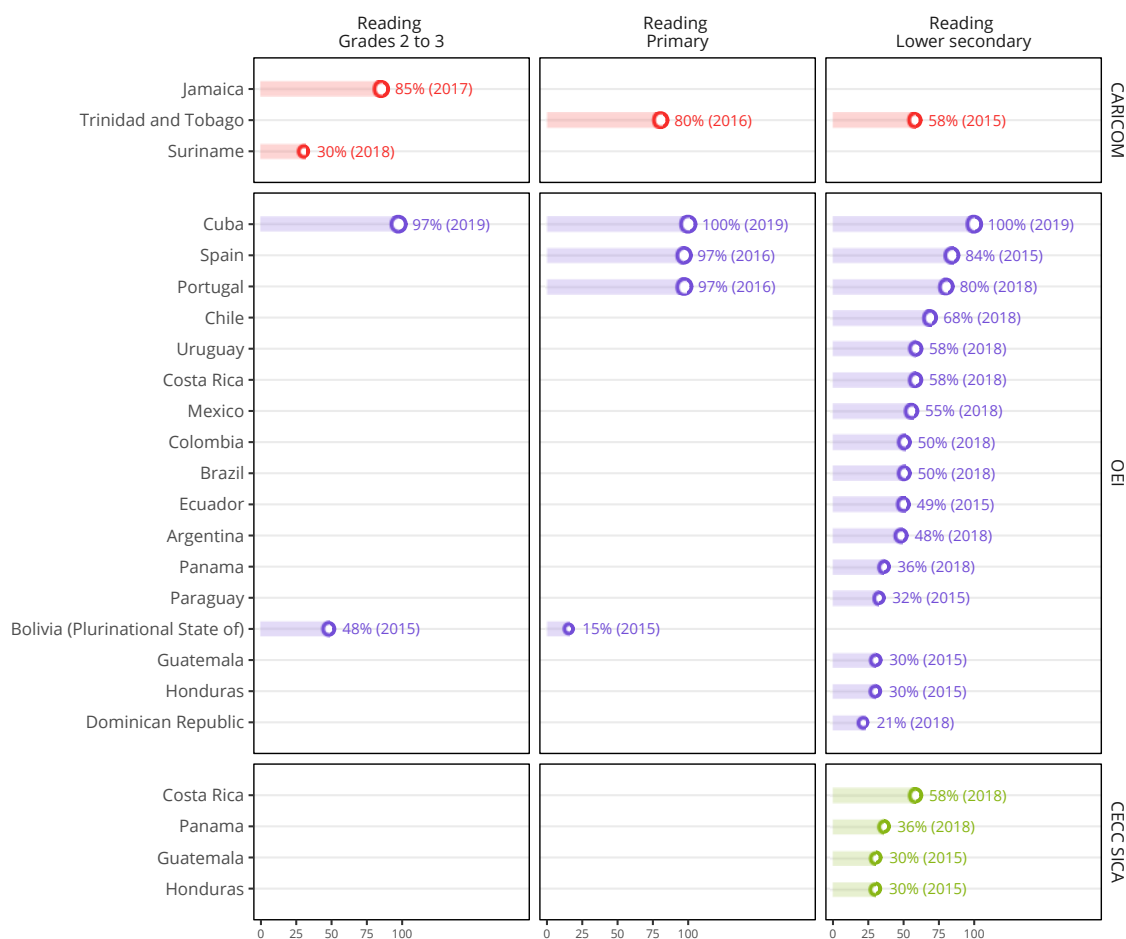
**Figures 3a and 3b** show the latest measured value for LAC countries in reading and mathematics at Grades 2 or 3, and primary and lower secondary education levels. Among CARICOM members, there are only five data points from Jamaica, Suriname and Trinidad and Tobago. It is interesting to note the important difference in proficiency in primary and lower secondary for students in the latter country.

More data points are available for OEI member countries at the lower secondary level. The performance at this level in reading and mathematics reflects the diversity of OEI members with the top performing countries (Cuba Portugal and Spain), achieving proficiency of more than 75% of students in both metrics. At the lower end of the achievement scale (Honduras, Panama, Guatemala and the Dominican Republic), around 30% of students are proficient in reading and less than 20% are proficient in mathematics in lower secondary school. The lowest performance levels measured for mathematics are in Paraguay and Dominican Republic, respectively, with 8% (2015) and 9% (2019) of students considered to be proficient.

Proficiency levels in mathematics are consistently lower than in reading across the LAC region. With the exception of Cuba, data reveal that proficiency is below that of the European members of the OEI, Portugal and Spain.

**Figure 3: Proportion of children and young people achieving at least a minimum proficiency level in reading and mathematics, by country, latest year available**

**a) Reading**

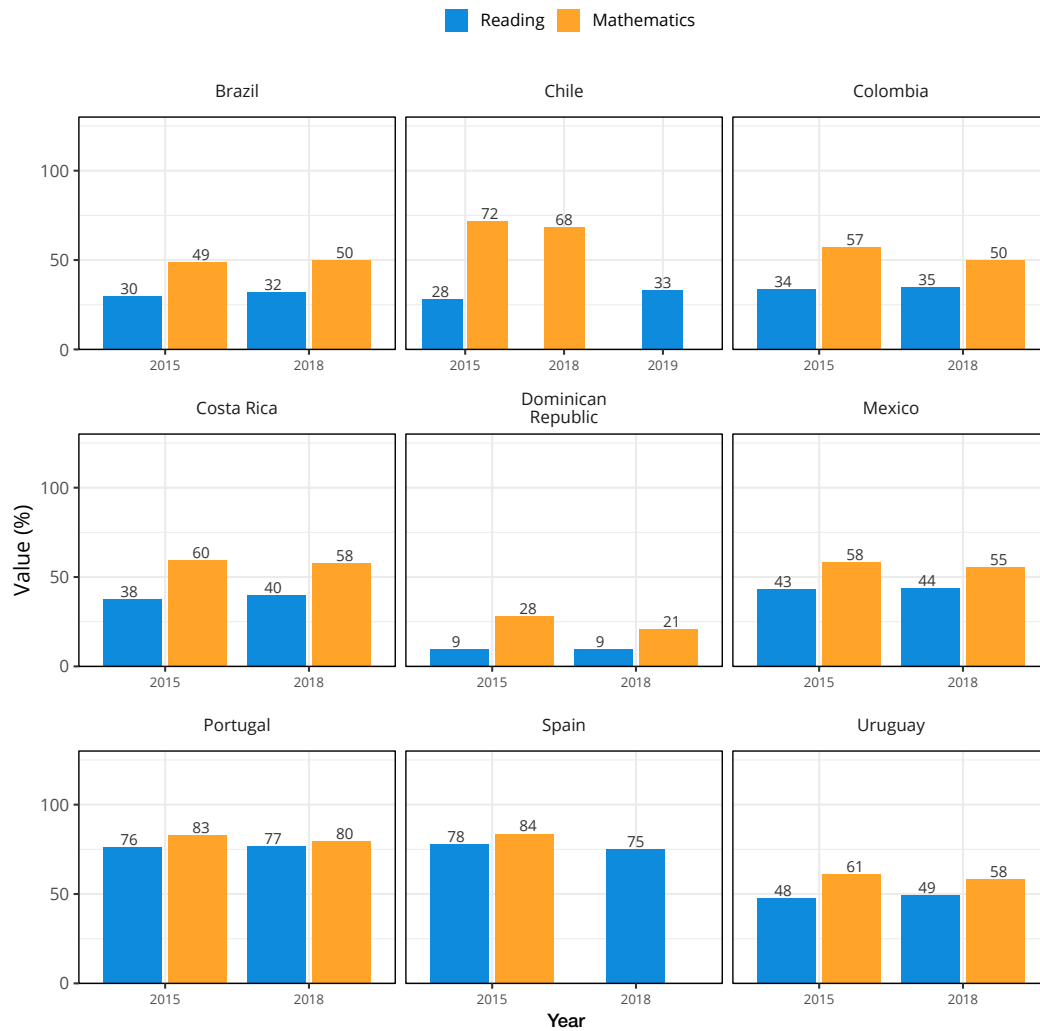


## b) Mathematics



Analysing progress in these indicators is challenging due to the lack of data for most countries. A few countries have data available for at least two years in reading and math proficiency at the end of the lower secondary. **Figure 4** shows that among these countries, the results of the 2018 assessment in mathematics are slightly below those obtained in 2015. In contrast, reading performance is fairly stable. The variation in both cases is small, thus it is not possible to draw any conclusions about progress in these indicators.

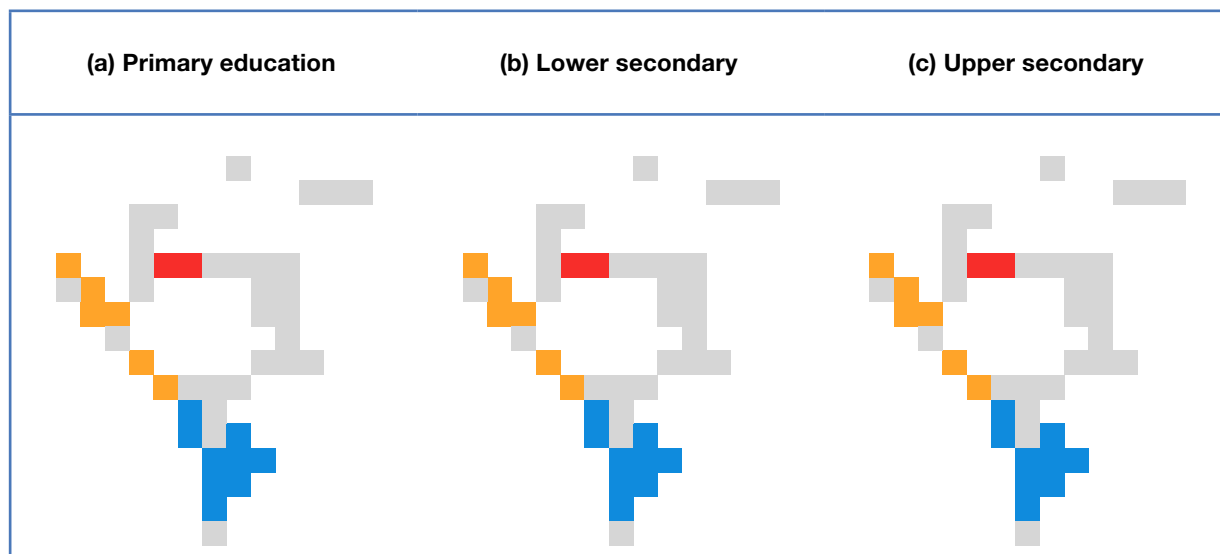
**Figure 4: Proportion of students in lower secondary achieving at least a minimum proficiency level in mathematics and reading, by country**



## Access and Completion Rates

For completion rates in primary, lower secondary and upper secondary education, data are available for most countries in South and Central America (see **Figure 5**). In the Caribbean, completion rates and data are available for the Dominican Republic for 2015 and 2018. Haiti is represented with only one data point per level.



**Figure 5: Data availability for SDG Global Indicator 4.1.2, by country**

**Figure 6** shows data on average completion rates by subregion while **Figure 7** highlights performance by country. Completion rates are stable at higher levels in primary education (above 85%) and data are less dispersed, while at the secondary level, completion rates are lower and vary more between countries. In primary education, only El Salvador and Honduras have school completion rates below 90%. Between 2015 and 2018, completion rates in the Dominican Republic rose five percentage points to 95%. Similarly, Costa Rica reported a completion rate of 98.5% in 2018.

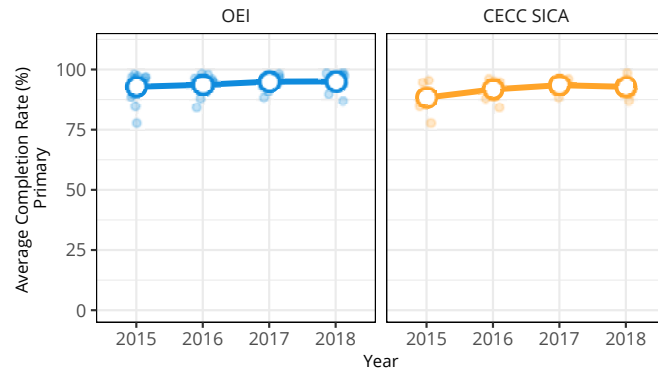
At the lower secondary level, the average completion rate within LAC in 2018 was around 80% when all OEI member countries are considered. Among Central American countries, however, the average completion rate for lower secondary school was 70%. Among SICA members, the trend has been positive since 2015<sup>7</sup>. In 2018, the latest year available, Bolivia, Ecuador and Peru had the highest lower secondary completion rates, at over 90%. Mexico, Dominican Republic, Brazil and Panama had rates above 85%. Honduras, (53%), and Costa Rica (73%) were among the lowest performing countries in regards to completion rates at the lower secondary level.

School completion rates in LAC for upper secondary, averaged 63% for OEI and 55% for SICA in 2018, but with a higher variation among countries. For instance, in Guatemala, Uruguay, and Honduras, less than 40% of students completed upper secondary education, while Peru and Chile had completion rates above 80%. Altogether, OEI members made steady progress until until 2017, before experiencing a slight decline in 2018. Overall, the trend was positive when only SICA members are considered.

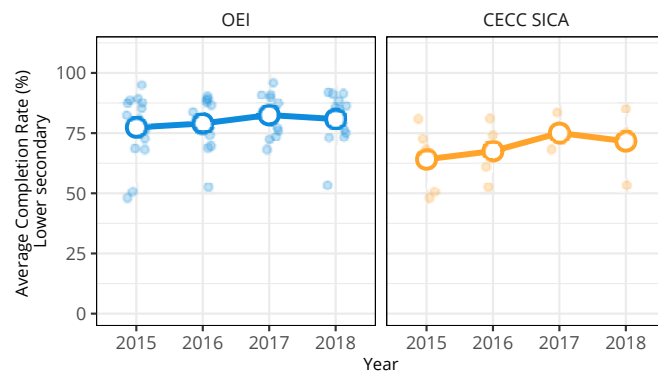
<sup>7</sup> Only three data points in 2017

**Figure 6: Average completion rates by level of education, both sexes, 2015–2018**

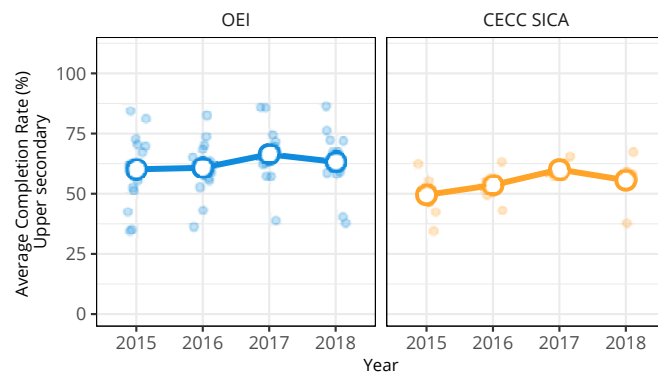
**a) Primary education**

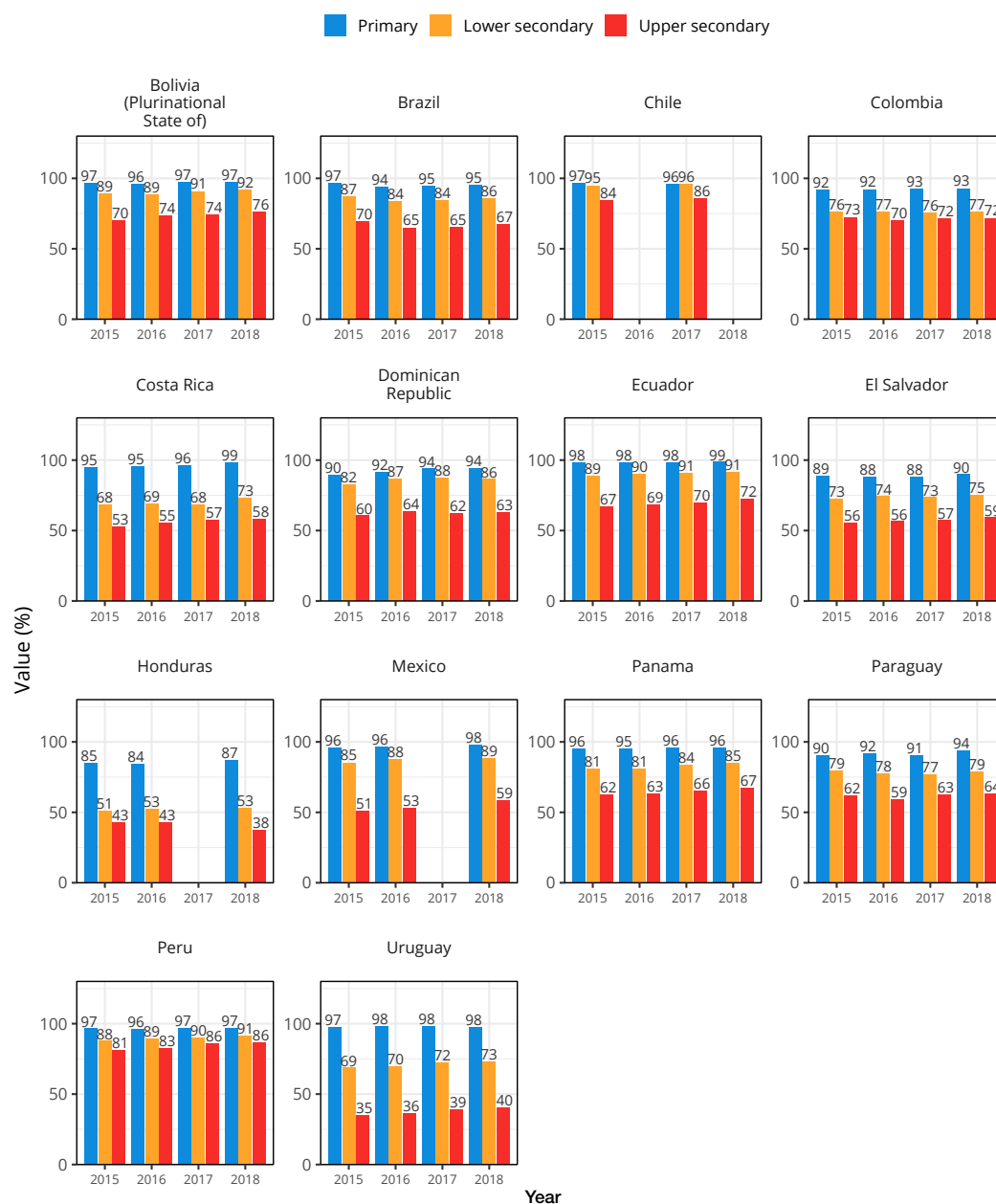


**b) Lower secondary**



**c) Upper secondary**



**Figure 7: Completion rates by level of education, both sexes, 2015–2018**


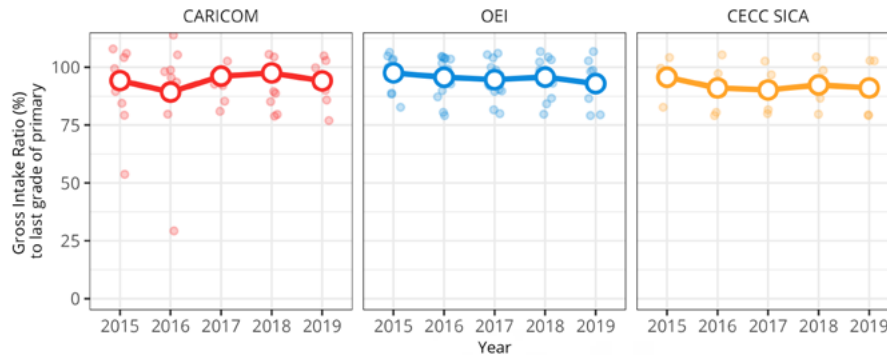
The gross intake ratio at the end of primary and lower secondary levels also provides information on the impact of policies and programmes on access to school (see **Figure 8**). The gross intake ratio to the last grade (GIRLG) of primary education accounts for the “total number of new entrants to the last grade of primary education, regardless of age, expressed as a percentage of the population at the official school entrance age for that grade.” As such, it measures how many children enter each grade and can be

considered a proxy for the completion rate. Since it also includes over-age students and those who have repeated years, analysing the completion rate using this proxy requires taking into consideration the ratio of students who actually reached the last grade of the level at the official age for that level of education. This might explain the differences in relation to completion rates (Figure 6) that are slightly lower than the GIRLG in most cases in LAC<sup>8</sup>.

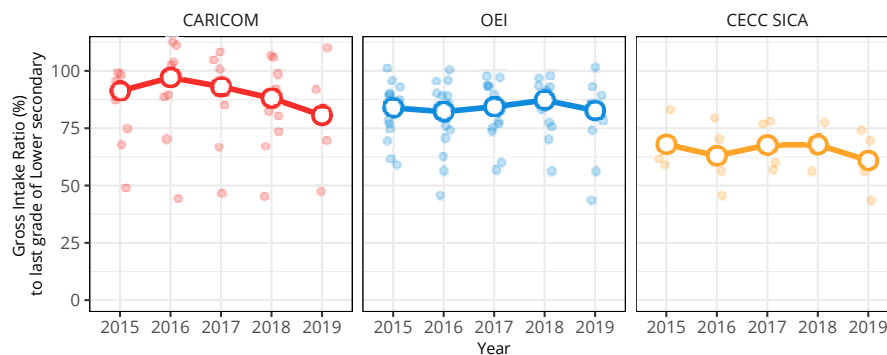
It can be noted that the ratio to the last grade of primary education remained above 80% in all countries in 2019. Turks and Caicos reported the lowest figures in 2015 (53%) and 2016 (29%). In the last grade of lower secondary, country performance in the GIRLG was more varied. In Central America, averages were lower and ranged from 56% in Guatemala to 77% in El Salvador in 2018. In the Caribbean in 2019, GIRLG to the last grade of lower secondary varied from 47% in Suriname to 110% in Montserrat.

**Figure 8: Gross intake ratio, both sexes (%), 2015–2019**

a) to the last grade of primary education



b) to the last grade of lower secondary general education



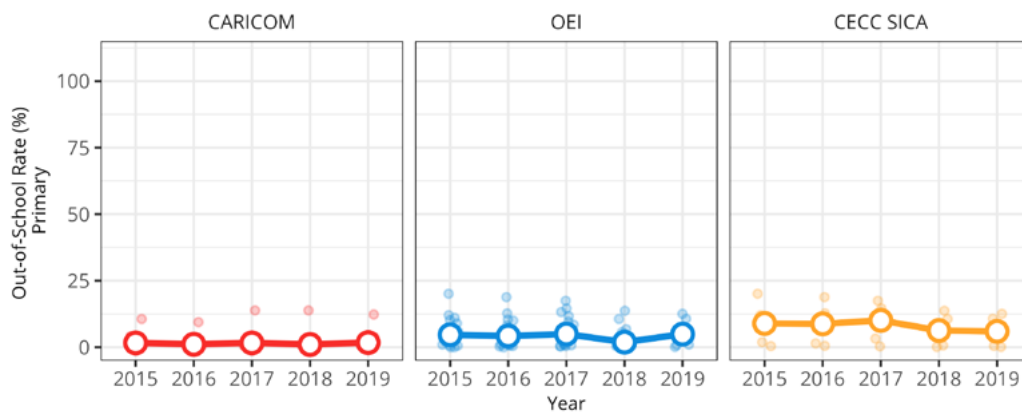
8 Comparing 180 cases in which CR and GIRLG are available for primary and lower secondary in the period, the mean absolute difference between the two indicators is around 3% at the primary level for all subregions. At the secondary level, the mean difference was 3% in the Caribbean, 1% in Central America and 2% in South America.

The out-of-school children (OOSC) rate, shown in **Figure 9**, was low at the primary school across all subregions, but increased at the secondary school level. Rates were stable in all subregions for primary and secondary school.

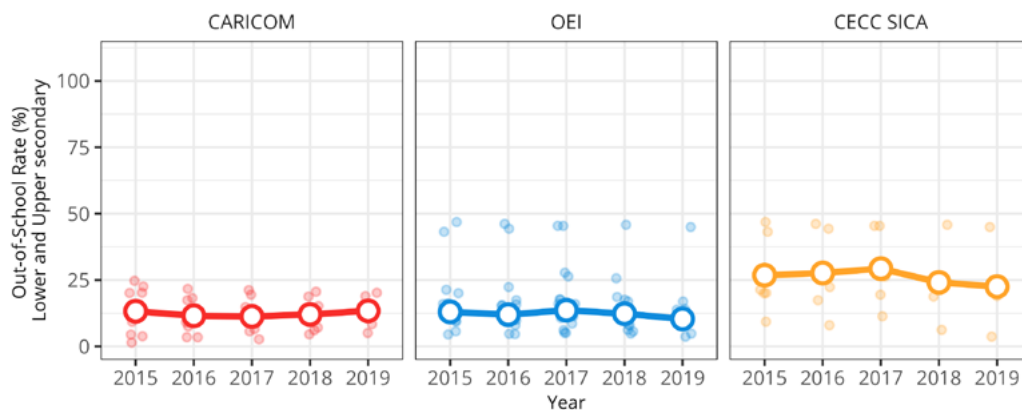
At the primary level, Central America has the highest rate of OOSC, on average. Honduras, Suriname and Guatemala, at 12%, 12% and 10% in 2019, respectively, have the lowest primary OOSC rates in the subregion. In secondary education, OOSC rates among CARICOM member countries vary from 20% in Jamaica to 5% in Barbados. In countries belonging to the CECC-SICA framework, the rate OOSC in secondary school is higher than in the other regions. Some countries, like Honduras and Guatemala, have rates above 40%, while others like Salvador, Belize, and Panama, have rates between 20% and 30%. Costa Rica has low OOSC rates, with only 3% of young people out of school in 2019 at the secondary level.

**Figure 9: Out-of-school rate for children of primary and secondary school age, both sexes (%), 2015–2019**

**a) Primary**



**b) Secondary**



**Table 1: SDG Indicator 4.1.2 Completion rate, primary education by sex (%)****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	..	84.3	..	..	..	..	96.2	..	..	..	..
Americas	Caribbean	Haiti	..	..	44.1	..	..	..	..	53.1	..	..	..
Americas	South America	Suriname	80.1	..	..	..	..	..	..	..	85.6	..	..

**SICA**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	..	84.3	..	..	..	..	96.2	..	..	..	..
Americas	Central America	Costa Rica	91.2	93.5	93.4	93.4	94.5	94.7	95.3	96.2	98.5	..	..
Americas	Central America	El Salvador	82.3	..	86.2	87.8	88.4	88.5	87.9	88.3	89.7	..	..
Americas	Central America	Guatemala	..	70.8	..	..	72.4	78.0	..	..	..	..	..
Americas	Central America	Honduras	80.8	82.9	81.9	82.6	82.5	84.8	84.3	..	86.9	..	..
Americas	Central America	Panama	92.2	92.3	..	94.4	94.1	95.6	94.9	96.0	96.1	..	..

## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	South America	Bolivia (Plurinational State of)	..	93.0	92.6	95.6	93.2	96.9	96.4	97.3	97.3	..	..
Americas	South America	Brazil	..	94.9	95.9	96.0	96.7	97.0	93.8	94.7	95.2	..	..
Americas	South America	Chile	..	96.3	..	95.9	..	96.7	..	96.3	..	..	..
Americas	South America	Colombia	90.6	90.2	90.9	90.9	91.8	9.02	92.3	92.7	93.0	..	..
Americas	Central America	Costa Rica	91.2	93.5	93.4	93.4	94.5	94.7	95.3	96.2	98.5	..	..
Americas	Caribbean	Dominican Republic	85.6	88.1	88.1	89.5	91.5	89.6	91.7	93.9	94.0	..	..
Americas	South America	Ecuador	95.6	96.3	96.6	97.3	97.6	98.1	98.3	98.2	98.6	..	..
Americas	Central America	El Salvador	82.3	..	86.2	87.8	88.4	88.5	87.9	88.3	89.7	..	..
Americas	Central America	Guatemala	..	70.8	..	..	72.4	78.0	..	..	..	..	..
Americas	Central America	Honduras	80.8	82.9	81.9	82.6	82.5	84.8	84.3	..	86.9	..	..
Americas	Central America	Mexico	95.8	..	96.4	..	96.4	96.1	96.4	..	97.9	..	..
Americas	Central America	Panama	92.2	92.3	..	94.4	94.1	95.6	94.9	96.0	96.1	..	..
Americas	South America	Paraguay	87.1	89.3	88.7	90.6	89.6	90.5	92.0	90.8	93.8	..	..
Americas	South America	Peru	93.4	93.7	95.4	95.6	95.7	96.5	96.1	97.1	97.0	..	..
Americas	South America	Uruguay	96.2	97.0	97.0	97.0	97.3	97.3	97.9	98.0	97.6	..	..

Source: UIS BDDS, March 2021

All tables can be found in the companion [data book](#).

## SDG Target 4.2 – Early Childhood Education

---

*“By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”*

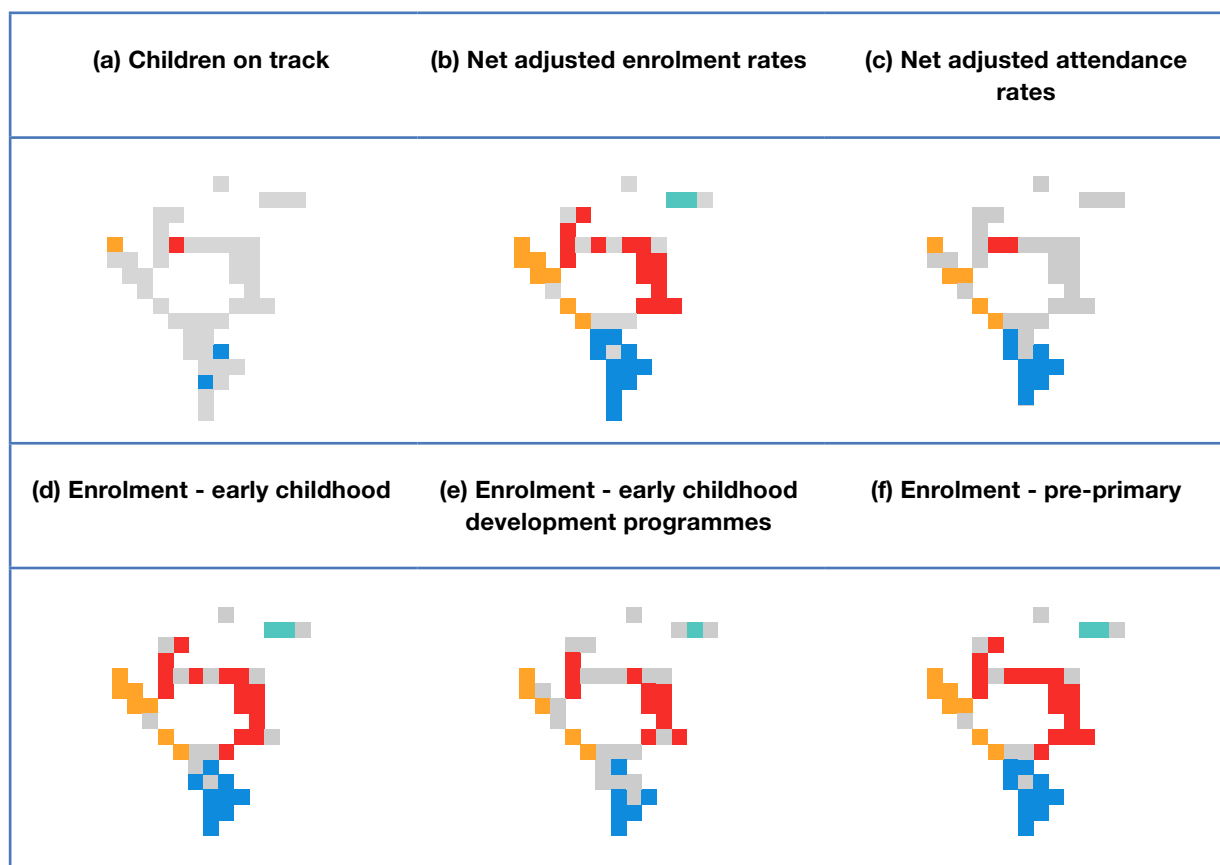
### Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (SICA)
Yes	General goal 3: Specific goal 6	Outcome 1: BE 1.1	SO 1: Goal 1.1 SO 2: Goal 2.1

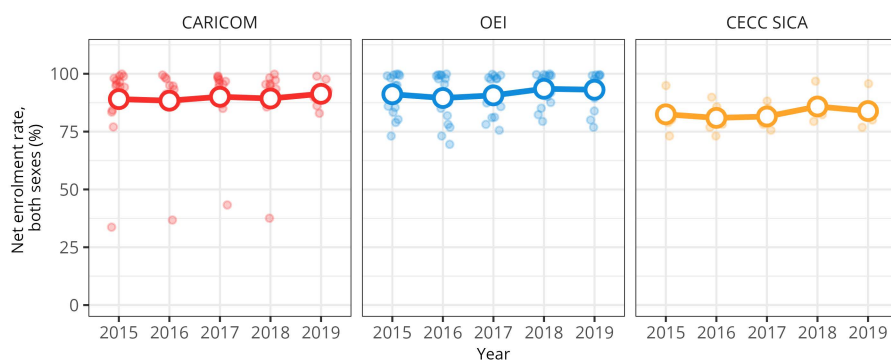
SDG Target 4.2 relates directly to PEC Specific Objectives 1 and 2 and their respective goals. In the OEI framework Target 4.2 relates to Goal 3, which aims to increase the initial educational offering and optimize educational value at this level. SDG Target 4.2 is linked to Outcome 1 (access and participation) on basic education of CARICOM’s framework for Human Resources Development (HRD). The indicators used to monitor the progress of countries in each framework are listed in **Annex 1**.

The related global Indicators 4.2.1 and 4.2.2 measure the proportion of children in early childhood that are developmentally on-track before entering primary school, and their participation in organized learning. For Indicator 4.2.1, only five countries (8.6%) have data. Participation rates, measured in terms of enrolment and attendance, have more data points available, especially for Central and South American countries. Eleven countries implemented the UNICEF MICS survey in 2019 (Round 6) and, while results have not yet been published for all countries, this information will improve data availability. Data on gross enrolment for early childhood education development and pre-primary programmes are available for most countries, but in some cases only a few data points are available. **Figure 10** illustrates the data availability for this target in LAC.



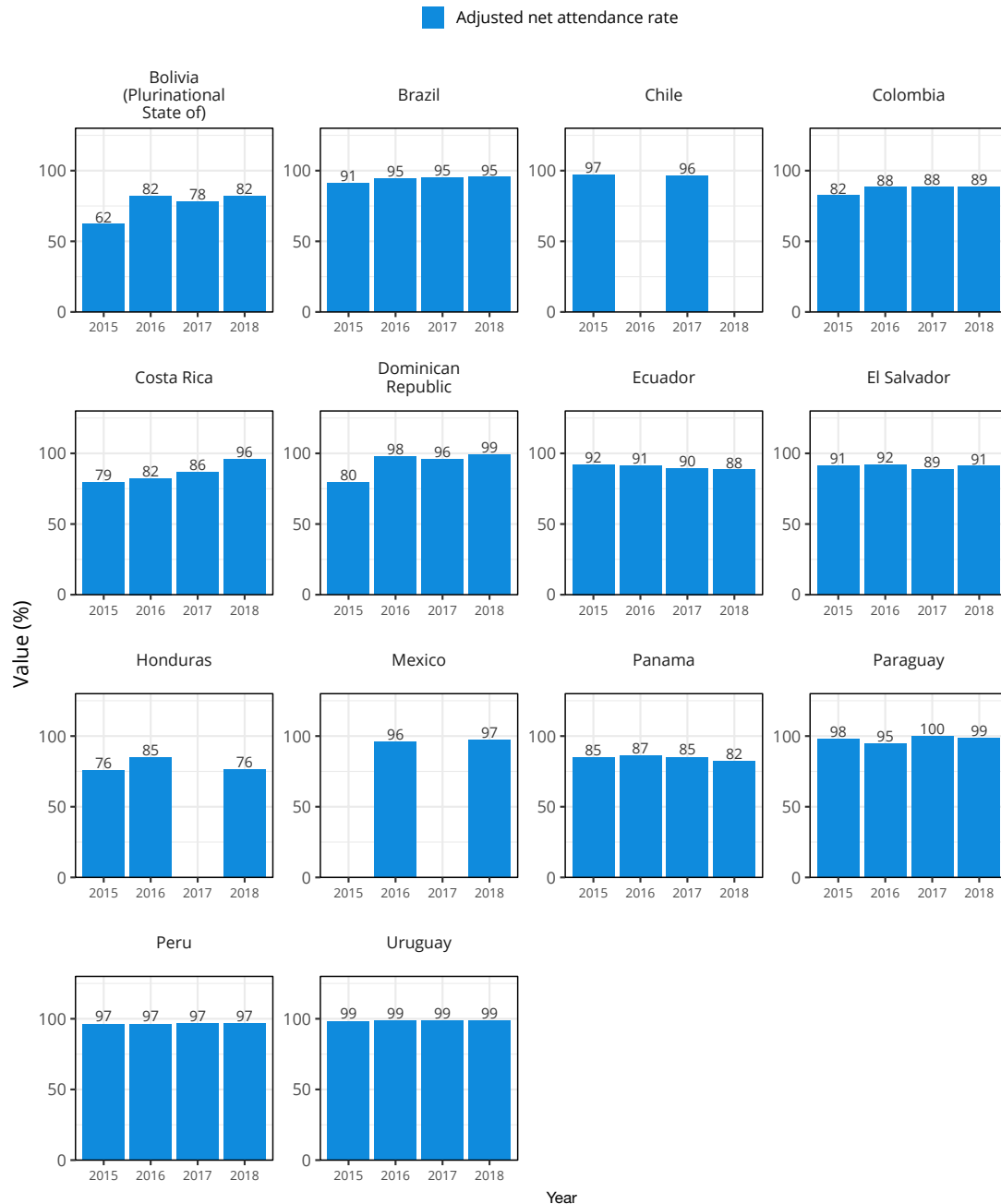
**Figure 10: Data availability for SDG Global Indicators 4.2.1 and 4.2.2, by country**


**Figure 11** shows that adjusted net enrolment rates one year before the official primary entry age in the region are all above 75% and fairly stable across LAC. On average, the members of regional frameworks CARICOM and OEI have slightly higher enrolment levels than CECC-SICA countries. In 2019, South America and the Caribbean averages were respectively 95% and 93%. Net enrolment rates in Central American has countries fluctuated around 80% since 2015. In 2019, the average was 85.2%.

**Figure 11: Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%), 2015–2019**


Net attendance rates in the region, depicted in **Figure 12**, are also above 75% in most countries, though Honduras, Guatemala and Bolivia lag behind. From 2016 to 2018, Bolivia reported a stable attendance rate one year before the official primary entry of 80%.

**Figure 12: Adjusted net attendance rate, one year before the official primary entry age, both sexes (%), 2015–2018**

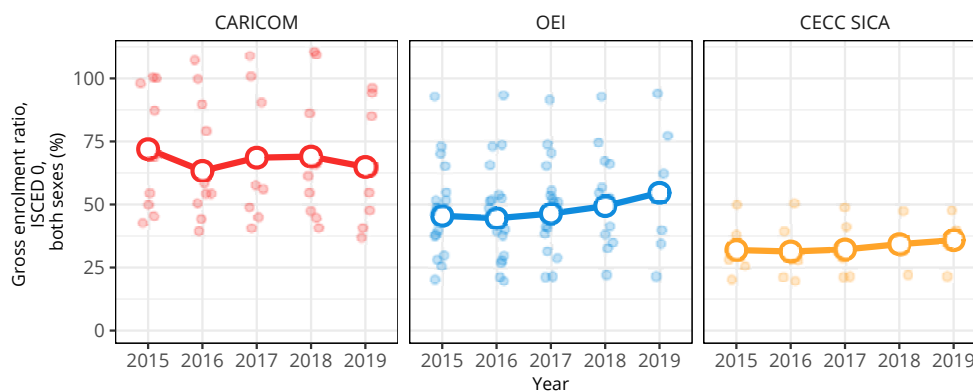


**Figure 13** shows enrolment in early childhood education (ECE) and pre-primary programmes. Considerable progress is expected, especially in Central America. A slight increase in enrolment occurred after 2015, but as of 2019 (the latest data available) ECE enrolment in all countries remained below 50%. In OEI and CARICOM, there is greater heterogeneity and data show more dispersion around the mean. Even so, looking at the members of the three different frameworks in the subregion there are a few countries close to 100% enrolment in ECE, though this varies across the subregions. According to regional averages, Figure 13a shows the higher enrolment in the Caribbean and South America.

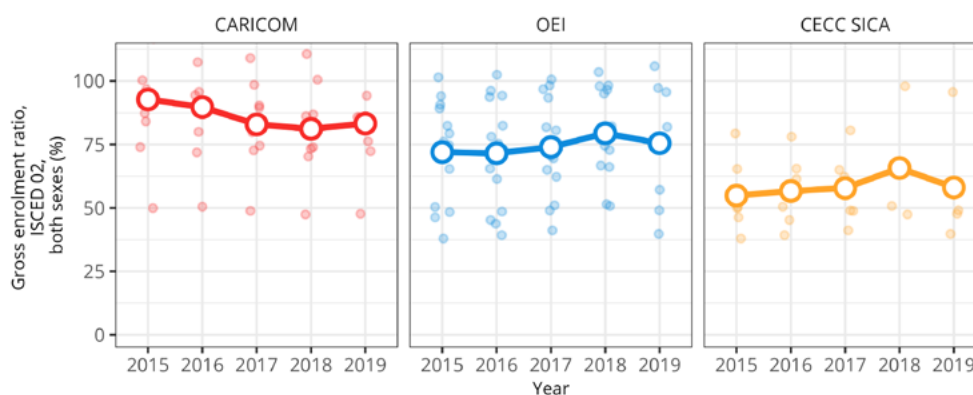
Enrolment at this age is lower when considering all ECE programmes. Levels of enrolment are higher in pre-primary. Considering only this level, South American and Caribbean countries enrol more than 75% of students at this age, while Central American countries enrol barely more than 50%. Costa Rica is the exception in the region enrolling at least 95% of children since 2018.

**Figure 13: Gross enrolment ratio, early childhood education and pre-primary, both sexes (%), 2015–2019**

**a) All early childhood education**



**b) Pre-primary**



**Table 2: SDG Indicator 4.2.2 Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%)****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Caribbean	Anguilla	89.3	96.1	..	..	..	..	..	..	..	92.8	..
Americas	Caribbean	Antigua and Barbuda	..	..	..	96.6	94.0	98.0	95.0	98.0	91.1	..	..
Americas	Caribbean	Barbados	90.7	84.5	..	..	97.9	99.9	90.9	97.3	94.7	91.8	..
Americas	Central America	Belize	79.2	81.9	84.1	89.1	92.5	84.3	85.8	85.0	85.6	82.9	..
Americas	Caribbean	British Virgin Islands	..	95.6	..	..	99.1	95.4	97.8	99.0	95.4	..	..
Americas	Caribbean	Cayman Islands	..	..	87.9	92.8	98.1	98.9	..	98.6	98.3	..	..
Americas	Caribbean	Dominica	85.9	..	..	..	..	77.0	..	..	..	86.2	..
Americas	Caribbean	Grenada	97.7	..	..	99.1	93.1	83.4	87.7	89.9	97.2	..	..
Americas	Caribbean	Jamaica	..	..	..	99.9	96.2	96.5	94.7	96.7	91.4	92.9	..
Americas	Caribbean	Montserrat	..	..	..	..	..	..	91.2	..	93.4	89.8	..
Americas	Caribbean	Saint Kitts and Nevis	..	94.7	..	..	96.7	94.9	89.3	..	..	..	..
Americas	Caribbean	Saint Lucia	77.6	73.5	80.8	93.9	98.2	94.4	99.5	96.0	95.6	97.7	..
Americas	Caribbean	Saint Vincent and the Grenadines	..	..	..	99.4	89.7	97.1	98.5	95.5	99.8	..	..
Americas	South America	Suriname	80.4	77.9	82.1	87.2	90.2	94.2	93.2	87.0	90.3	88.9	..
Americas	Caribbean	Turks and Caicos Islands	..	..	..	..	91.5	99.0	..	94.3	90.5	..	..

**SICA**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	79.2	81.9	84.1	89.1	92.5	84.3	85.8	85.0	85.6	82.9	..
Americas	Central America	Costa Rica	..	94.2	93.1	94.3	95.3	94.9	89.8	88.2	96.8	95.7	..
Americas	Central America	El Salvador	83.6	83.9	80.9	81.7	86.3	83.3	81.9	81.0	82.3	..	..
Americas	Central America	Guatemala	85.5	81.0	75.5	75.8	77.7	80.3	78.1	81.2	85.1	83.9	..
Americas	Central America	Honduras	67.1	71.9	73.2	72.5	79.8	73.1	76.9	78.1	79.4	76.9	..
Americas	Central America	Panama	76.8	76.9	80.3	81.0	79.7	78.9	73.1	75.6	..	..	..

## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	South America	Argentina	99.2	97.1	96.6	97.5	99.2	99.3	99.3	97.8	97.9	99.0	..
Americas	South America	Bolivia (Plurinational State of)	73.9	76.5	76.2	80.1	83.0	85.4	91.3	90.8	90.1	91.7	..
Americas	South America	Brazil	..	79.0	81.4	90.0	92.7	91.4	97.9	98	99.7	..	..
Americas	South America	Chile	89.0	89.0	91.8	93.1	95.7	95.1	95.5	93.6	91.9	..	..
Americas	South America	Colombia	83.1	84.2	86.7	88.6	89.2	..	..	89.4	99.2	97.9	..
Americas	Central America	Costa Rica	..	94.2	93.1	94.3	95.3	94.9	89.8	88.2	96.8	95.7	..
Americas	Caribbean	Cuba	97.3	94.1	..	..	98.9	99.8	99.9	99.8	99.9	97.7	..
Americas	Caribbean	Dominican Republic	76.2	74.9	72.0	77.6	80.6	86.0	85.0	87.4	87.6	93.4	..
Americas	South America	Ecuador	95.9	98.8	98.3	98.5	98.8	98.2	97.8	97.7	94.6	..	..
Americas	Central America	El Salvador	83.6	83.9	80.9	81.7	86.3	83.3	81.9	81.0	82.3	..	..
Americas	Central America	Guatemala	85.5	81.0	75.5	75.8	77.7	80.3	78.1	81.2	85.1	83.9	..
Americas	Central America	Honduras	67.1	71.9	73.2	72.5	79.8	73.1	76.9	78.1	79.4	76.9	..
Americas	Central America	Mexico	99.5	99.5	99.4	99.3	99.2	99.1	99.1	99.0	99.1	..	..
Americas	Central America	Panama	76.8	76.9	80.3	81.0	79.7	78.9	73.1	75.6	..	..	..
Americas	South America	Paraguay	81.5	79.8	76.6	..	..	..	69.5	..	..	..	..
Americas	South America	Peru	99.7	89.8	84.8	92.4	96.5	99.5	99.6	99.4	99.2	99.6	..
Americas	South America	Uruguay	99.6	98.2	99.4	99.6	99.9	99.8	99.5	98.3	99.6	..	..
Americas	South America	Venezuela (Bolivarian Republic of)	73.9	77.7	77.2	80.3	90.5	94.2	87.7	85.8	..	..	..

## SDG Target 4.3 – TVET and Higher Education

*“By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”*

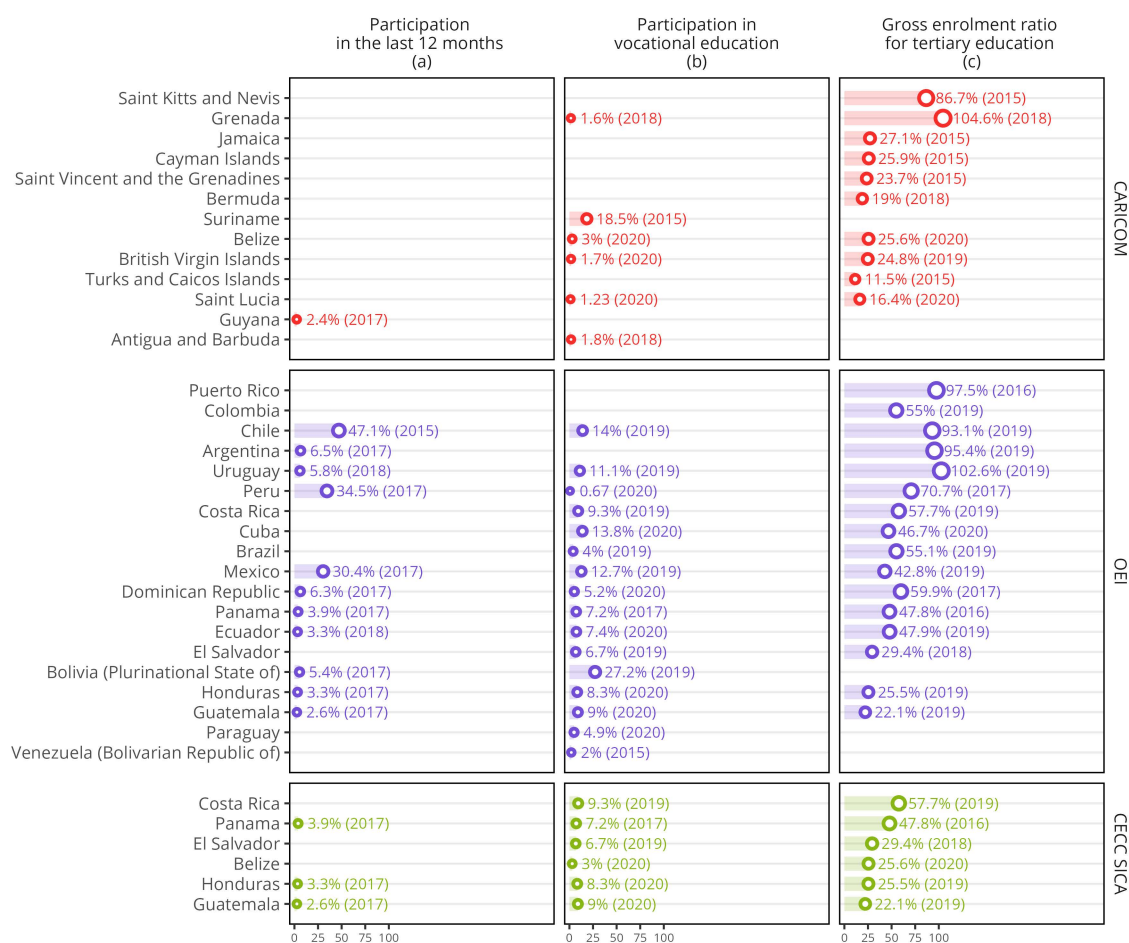
### Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (CECC-SICA)
Yes	General goal 6: Specific goals 16 and 17	Outcome 1: LL 1.4 - LL 1.5 – TE 1.6 Outcome 2: LL 2.6 - LL 2.7 – TE 2.8 Outcome 4: BE 4.3 - BE 4.5	SO 3: Goal 3.2

SDG Target 4.3 relates to the second goal of Specific objective 3 of the SICA framework dealing with access to technical and professional higher training. In the OEI framework, SDG Target 4.3 relates to General goal 6, which focuses on the connection between education and employment through technical-professional education. In this framework, Specific goal 16 aims to improve the design of the technical-professional education and better respond to the needs of the labour market. It is also related to Specific goal 17 which focuses on professional aspirations of youth graduating from technical-professional programmes. This target fits directly with the CARICOM framework’s tertiary education Strategy 1.6 which, while more focused on access, also looks to the labour market in development terms. It also has a clear connection with Outcome 1 in lifelong learning in terms of increasing offerings for technical-professional education.

Unfortunately, little data are available for the main indicators of the target, especially the global target, for which data are only available for 12 of the countries covered by the regional frameworks. Gross enrolment in tertiary education is available for 17 countries as well as participation rates in vocational education which are available for 21 countries.

**Figure 14** shows the most recent values available for the three main indicators. It can be noted that, overall, participation in formal and non-formal education and training (see Figure 14a) is below 10% for most countries. Only Mexico, Peru and Chile reported figures above 30%. The latter, Chile, reported a participation rate of 47% in 2015. Specifically in vocational education (see Figure 14b), only Bolivia reported participation rates above 25% in 2019. CARICOM member countries have the lowest rates in the region, except for Suriname which reported 18% enrolment in tertiary education in 2015. CECC-SICA tertiary enrolment rates are close to 10% except for Belize, where it was 3%.

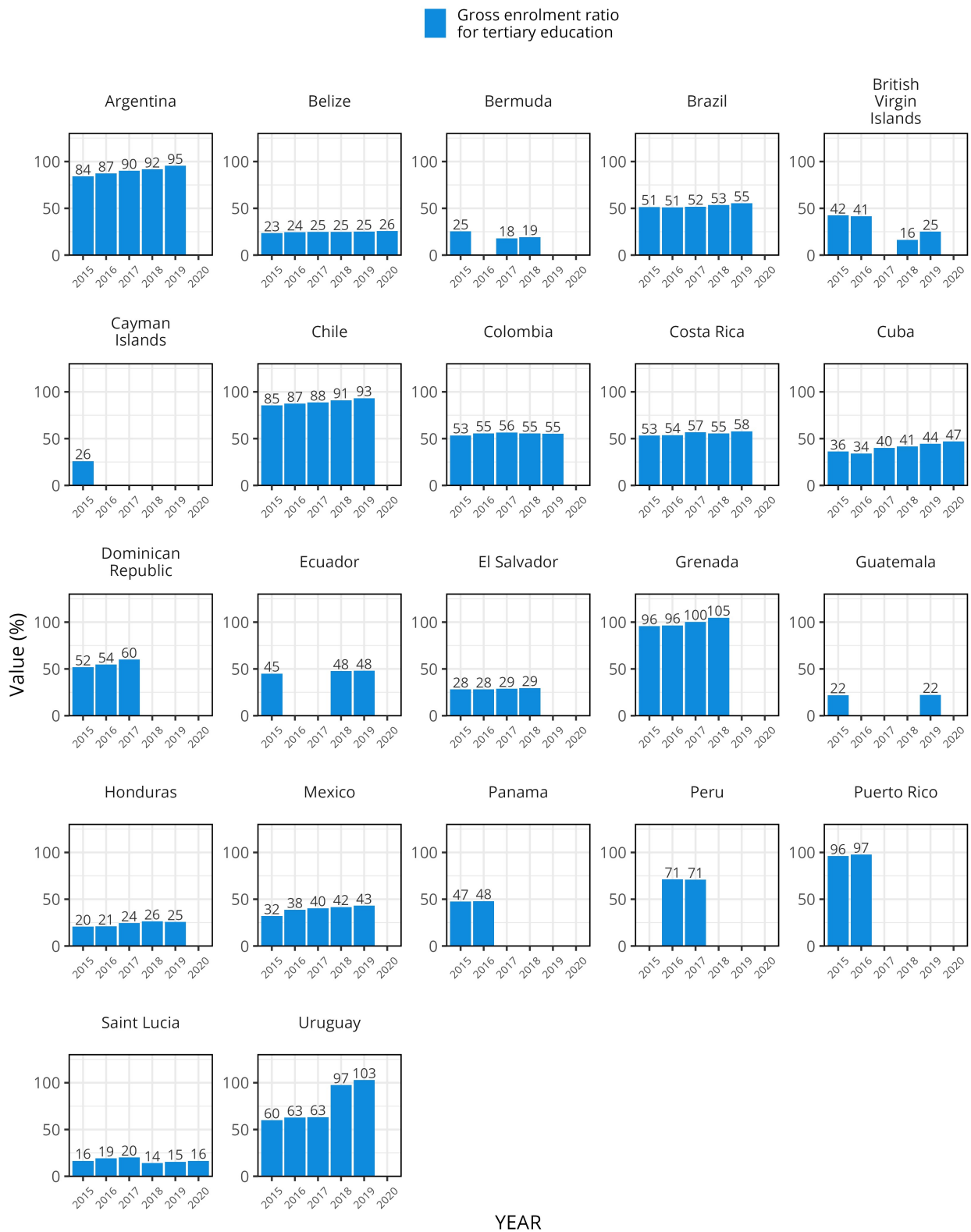
**Figure 14: Global and thematic indicators for vocational and tertiary education, latest year available**

- a) Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, both sexes (%)
- b) Proportion of 15-to-24-year-olds enrolled in vocational education, both sexes (%)
- c) Gross enrolment ratio for tertiary (%)

In terms of the gross enrolment ratio for tertiary education (see **Figure 15**), Argentina and Chile have the highest ratios in South America with over 90% gross enrolment in 2018. In 2016, Grenada in the Caribbean also reported an enrolment ratio of 96%. In Central America, Mexico had the highest gross enrolment ratio of 42% in 2018.

Gross attendance ratio for tertiary education is displayed in **Table 3**. Data is available for around one half of the countries in the region. The higher ratios are in South America, particularly Uruguay and Bolivia with ratios above 80% in 2018.

**Figure 15: Gross enrolment ratio for tertiary education (%)**





**Table 3: SDG Indicator 4.3.2 Gross attendance ratio for tertiary education, both sexes (%)****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	..	..	..	..	..	..	21.0	..	..	..	..
Americas	Caribbean	Haiti	..	..	6.4	..	..	..	..	8.9	..	..	..
Americas	South America	Suriname	15.5	..	..	..	..	..	..	..	11.6	..	..

**SICA**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	..	..	..	..	..	..	21.0	..	..	..	..
Americas	Central America	Costa Rica	..	33.3	..	..	..	..	..	..	41.5	..	..
Americas	Central America	El Salvador	35.9	..	37.1	38.0	36.8	36.6	37.1	37.4	40.6	..	..
Americas	Central America	Guatemala	..	..	..	..	24.2	17.7	..	..	..	..	..
Americas	Central America	Honduras	27.7	23.8	30.9	34.9	31.8	35.2	36.1	..	33.0	..	..
Americas	Central America	Panama	..	60.0	..	57.6	58.0	59.8	57.8	59.6	57.4	..	..

## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	South America	Bolivia (Plurinational State of)	..	81.0	75.4	93.2	84.8	71.7	85.7	80.7	84.5	..	..
Americas	South America	Brazil	..	45.2	46.3	48.3	50.3	50.0	54.1	55.9	60.7	..	..
Americas	South America	Chile	..	65.7	..	76.7	..	80.9	..	81.6	..	..	..
Americas	South America	Colombia	39.3	53.5	54.9	59.9	62.1	47.8	62.5	60.9	60.0	..	..
Americas	Central America	Costa Rica	..	33.3	..	..	..	..	..	..	41.5	..	..
Americas	South America	Ecuador	58.5	59.8	56.2	48.8	42.3	44.1	44.8	43.9	48.9	..	..
Americas	Central America	El Salvador	35.9	..	37.1	38.0	36.8	36.6	37.1	37.4	40.6	..	..
Americas	Central America	Guatemala	..	..	..	..	24.2	17.7	..	..	..	..	..
Americas	Central America	Honduras	27.7	23.8	30.9	34.9	31.8	35.2	36.1	..	33.0	..	..
Americas	Central America	Mexico	38.3	..	42.3	..	43.6	..	28.3	..	49.2	..	..
Americas	Central America	Panama	..	60.0	..	57.6	58.0	59.8	57.8	59.6	57.4	..	..
Americas	South America	Paraguay	58.4	69.7	70.2	78.6	74.3	72.4	38.1	72.7	57.6	..	..
Americas	South America	Peru	59.8	62.5	64.5	64.5	65.2	65.9	69.0	70.6	74.5	..	..
Americas	South America	Uruguay	99.2	107.1	92.7	30.1	90.4	87.0	87.8	88.2	90.8	..	..



## SDG Target 4.4 – Skills for Work

---

*“By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”*

### Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (CECC-SICA)
Yes	General goal 7: Specific goal 19	Outcome 1: LL 1.4 Outcome 4: LL 4.7	SO 3: Goal 3.4

---

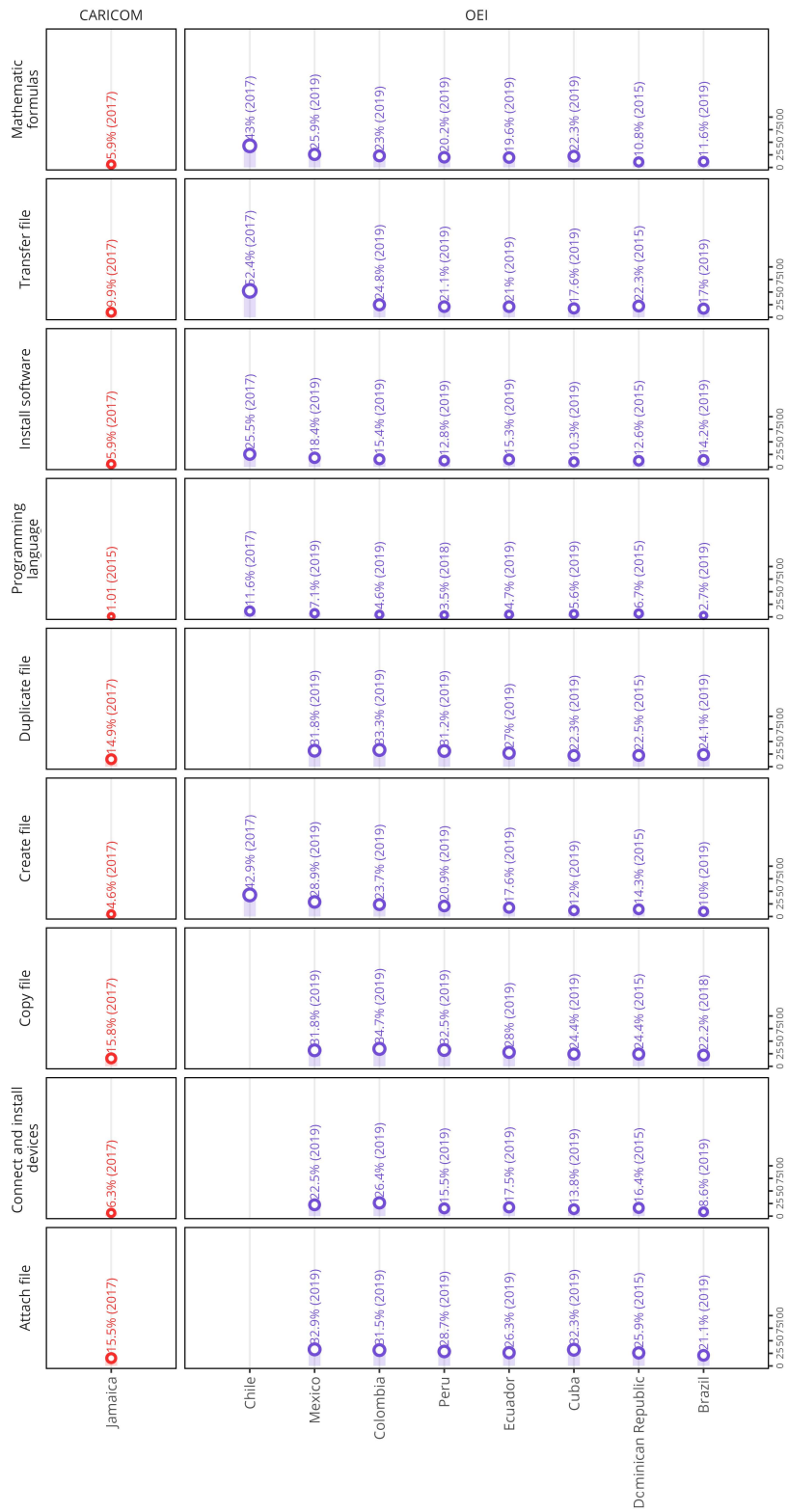
SDG Target 4.4 focuses on numeracy and ICT capabilities and is a priority in ECLAC’s monitoring framework. The OEI educational goals’ Specific goal 7 which aims to promote lifelong educational opportunities for all, is aligned with Target 4.4. CARICOM HDR Outcomes 1 and 4 in the lifelong learning dimension are also aligned with the target. Similarly, the CECC-SICA framework’s Specific objective 3 and Goal 3.4 looks at increasing by 50% the number of young people (15 to 25 years old) and adults having the necessary competences.

Within this SDG target, Indicator 4.4.1 looks at the *“proportion of youth and adults with information and communications technology (ICT) that is broken down by type of skill.”* Basic skills courses cover the most common usages of a computer, including concepts such as understanding the basic notions of computer manipulation; managing computer files, word processing, using spreadsheets and databases; creating presentations; finding information and communicating using computers; and being aware of social and ethical implications of internet use.

**Figure 16** shows that data on ICT skills are available for ten countries in the region, mostly in South America. In the Caribbean, only Jamaica has data available (mostly for 2017) and in Central America some data points are available for Costa Rica.

The highest level of skilled persons in ICT live in Chile, Mexico, Colombia and Costa Rica. In general, more people are able to perform skills such as “attach, create, copy, duplicate and transfer files” than can install software or connect to the internet. Programming languages skills have the lower averages. It is interesting to note, however, that in Chile 12% of the population (in 2017) had this skill.

Figure 16: ICT skills, both sexes, last available value (%), latest year available



## SDG Target 4.5 – Equity

*“By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”*

### Related regional goals, strategies and priorities

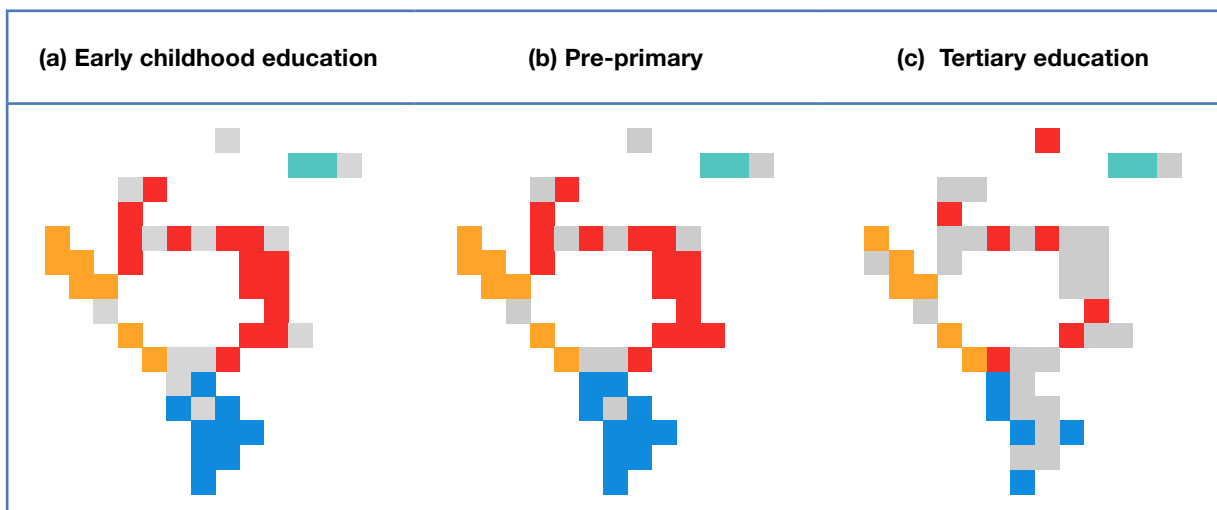
ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (SICA)
Yes	General goal 2: Specific goals 3, 4 and 5	Outcome 2: BE 2.1, 2.2, 2.3, 2.4, 2.5 TE 2.8 LL 2.6	SO 4: Goal 4.1

SDG Target 4.5 focuses on equity in education. The SDG 4 database enables policymakers to follow-up on disparities and inequalities related to gender, location, disability, ethnicity and children in vulnerable situations. It corresponds directly with the OEI’s education framework General goal 2 and Specific goals 3, 4 and 5. Each of these three Specific goals deal with one vulnerable group or population. CARICOM HRD’s Outcome 2 addresses equity issues across all three levels: basic education, skills for lifelong learning and tertiary education. A relationship can also be established with Objective 4 and Goal 4.1 from the SICA framework.

Monitoring Target 4.5 requires the use of parity indices disaggregated in the following ways: female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected.

A key parity indicator disaggregated for LAC countries is the adjusted gender parity index (GPIA) calculated for the gross intake ratio into the last grade of primary and lower secondary education. Around 80% of countries in the region are represented with at least one data point. There are also disaggregated data on gross enrolment ratio for early childhood, pre-primary and tertiary education (see **Figure 17**) though around 25% of countries lack disaggregated data on equity measures for early childhood and tertiary education. There are data for 85% of countries at the pre-primary level.

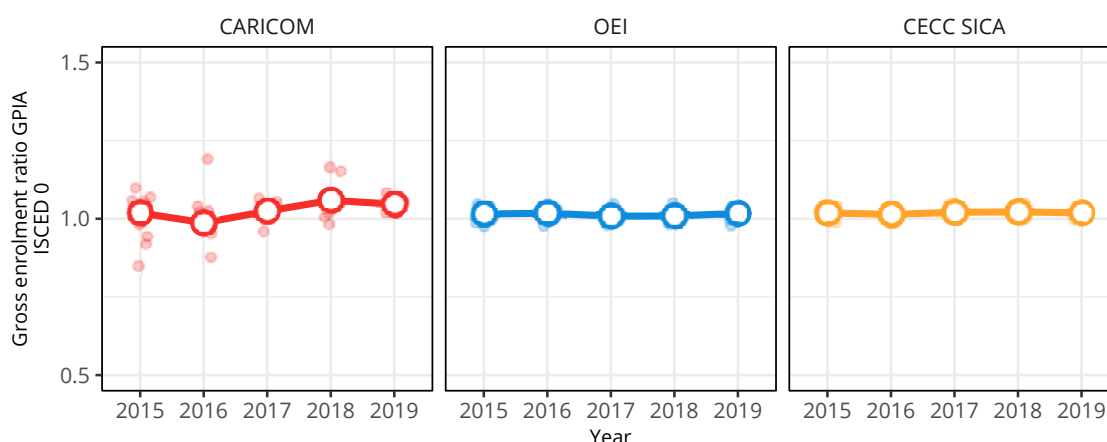
**Figure 17: Data availability for the gross enrolment ratio, adjusted gender parity index (GPIA)**



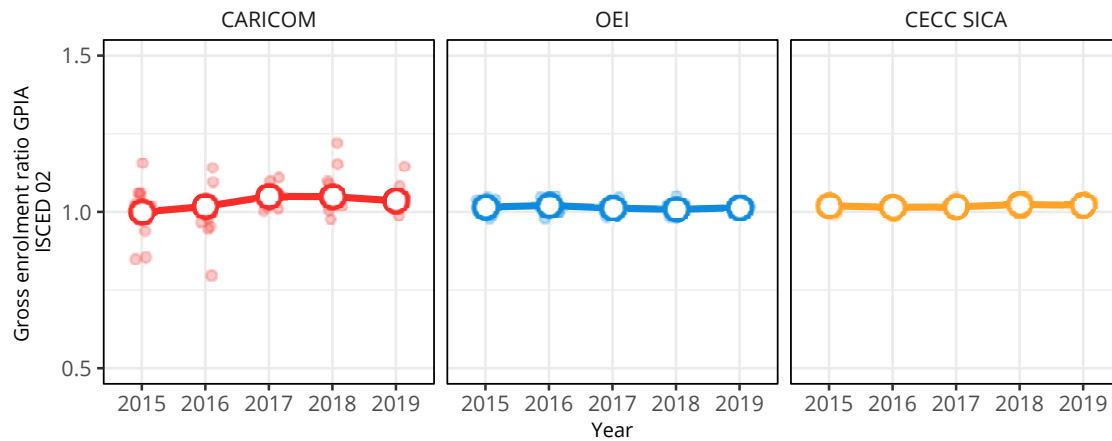
On average, the gender parity index for enrolment ratios in early childhood education and pre-primary was achieved across the region (see **Figure 18**). For tertiary education, data show that boys are slightly behind girls. In 2015, countries in the OEI framework showed a large dispersion with countries close to parity (valued at 1) and others in which girls are further ahead (up to 1.52 GPIA for Saint Lucia in tertiary). This difference was much lower in 2018–2019.

**Figure 18: Gross enrolment ratio, adjusted gender parity index (GPIA), 2015–2019**

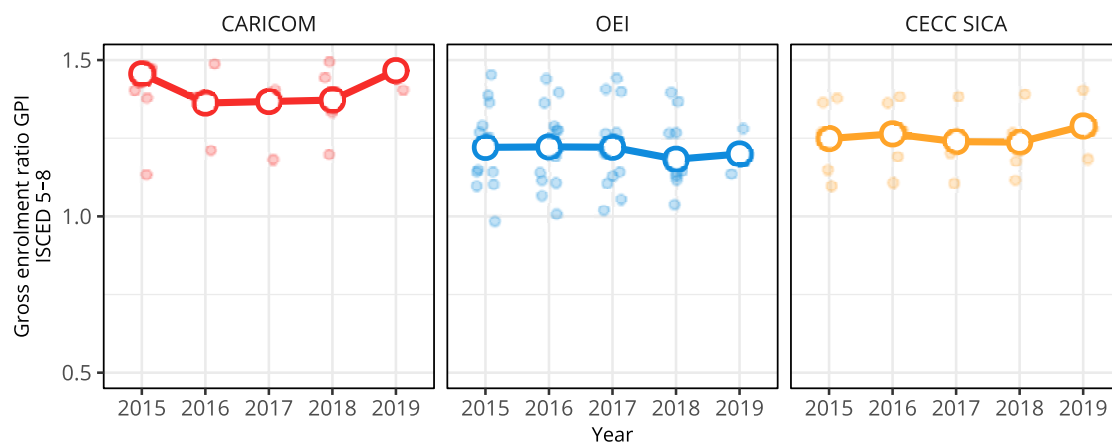
**a) Early childhood education**



## b) Pre-primary



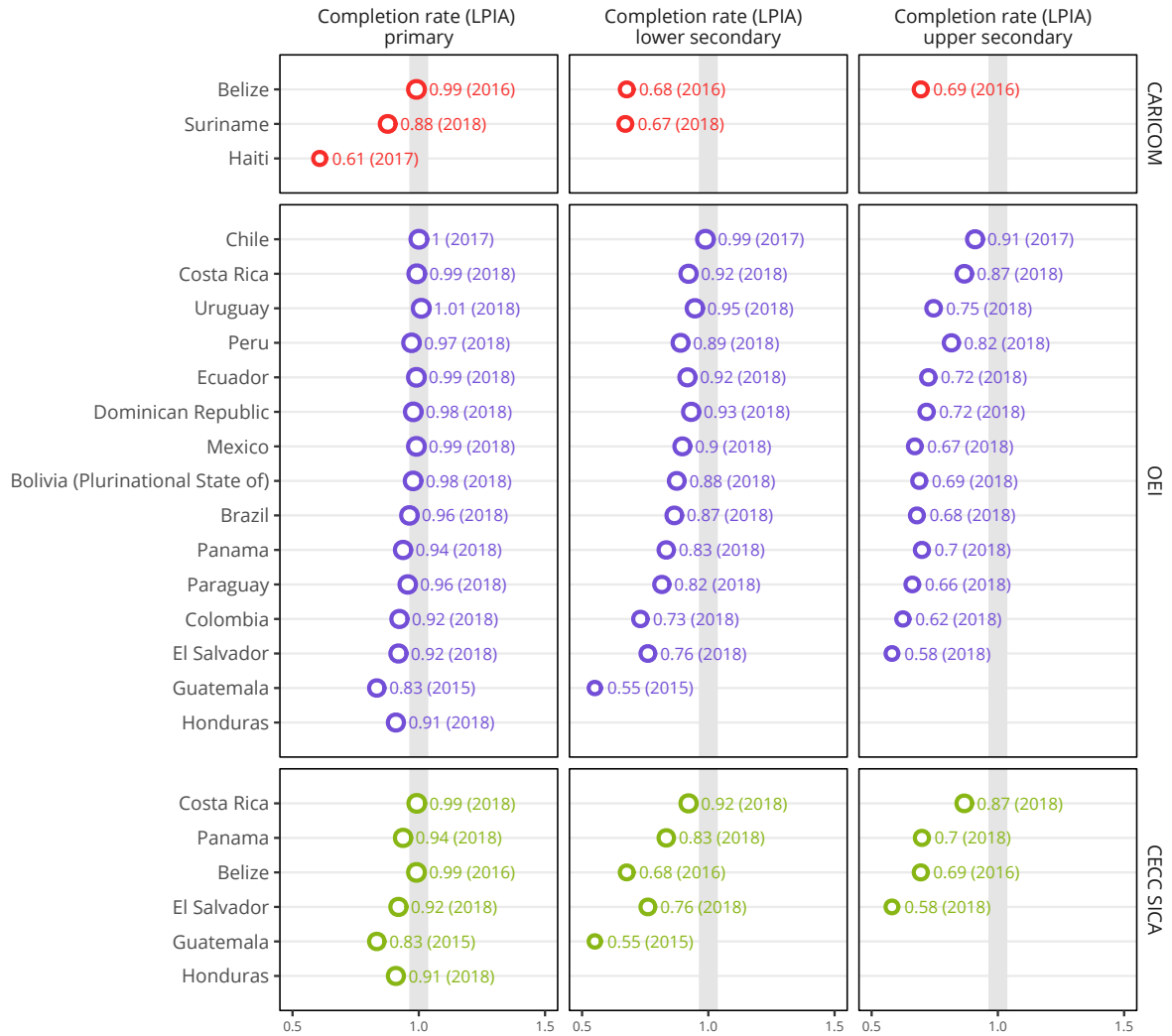
## c) Tertiary education



Comparing completion rates in rural and urban locations, the adjusted location parity index (LPIA) as seen in **Figure 19**, shows that Chile, Costa Rica, and Uruguay, are close to, or have achieved, location parity at the primary level. For students of secondary school age, in general, there is a disparity in favour of urban children. This discrepancy increases along with the education level.



**Figure 19: Completion rate, primary and secondary education, adjusted location parity index (LPIA), latest year available**



**Table 4: SDG Indicator 4.5.2 Gross enrolment ratio for tertiary education, adjusted gender parity index (GPIA)****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	..
Americas	Caribbean	Bermuda	1.5	1.5	1.5	1.6	1.5	1.6	..	1.4	1.3	..	..
Americas	Caribbean	British Virgin Islands	..	..	..	..	..	1.4	1.4	..	1.4	..	..
Americas	Caribbean	Grenada	..	..	..	..	..	1.1	1.2	1.2	1.2	..	..
Americas	Caribbean	Jamaica	1.6	1.6	1.5	1.6	..	1.4	..	..	..	..	..
Americas	Caribbean	Saint Kitts and Nevis	..	..	..	..	1.0	1.5	..	..	..	..	..
Americas	Caribbean	Saint Lucia	1.6	1.4	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	..
Americas	Caribbean	Saint Vincent and the Grenadines	..	..	..	..	1.5	1.4	..	..	..	..	..

**SICA**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	..
Americas	Central America	Costa Rica	..	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	..
Americas	Central America	El Salvador	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	..	..
Americas	Central America	Guatemala	..	..	..	1.0	1.1	1.1	..	..	..	..	..
Americas	Central America	Honduras	1.1	..	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	..
Americas	Central America	Panama	1.3	1.4	1.4	..	1.4	1.4	1.4	..	..	..	..

## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	South America	Argentina	1.3	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	..	..
Americas	South America	Brazil	..	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	..	..
Americas	South America	Chile	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	..	..
Americas	South America	Colombia	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	..
Americas	Central America	Costa Rica	..	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	..
Americas	Caribbean	Cuba	1.4	1.4	1.3	1.4	..	1.3	1.3	1.4	1.4	..	..
Americas	Caribbean	Dominican Republic	..	..	1.4	..	1.4	1.5	1.4	1.4	..	..	..
Americas	South America	Ecuador	..	..	1.2	..	..	1.1	..	..	1.1	..	..
Americas	Central America	El Salvador	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	..	..
Americas	Central America	Guatemala	..	..	..	1.0	1.1	1.1	..	..	..	..	..
Americas	Central America	Honduras	1.1	..	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	..
Americas	Central America	Mexico	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	..	..
Americas	Central America	Panama	1.3	1.4	1.4	..	1.4	1.4	1.4	..	..	..	..
Americas	South America	Peru	..	..	..	..	..	..	1.1	1.1	..	..	..

## SDG Target 4.6 – Literacy and Numeracy

---

*“By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”*

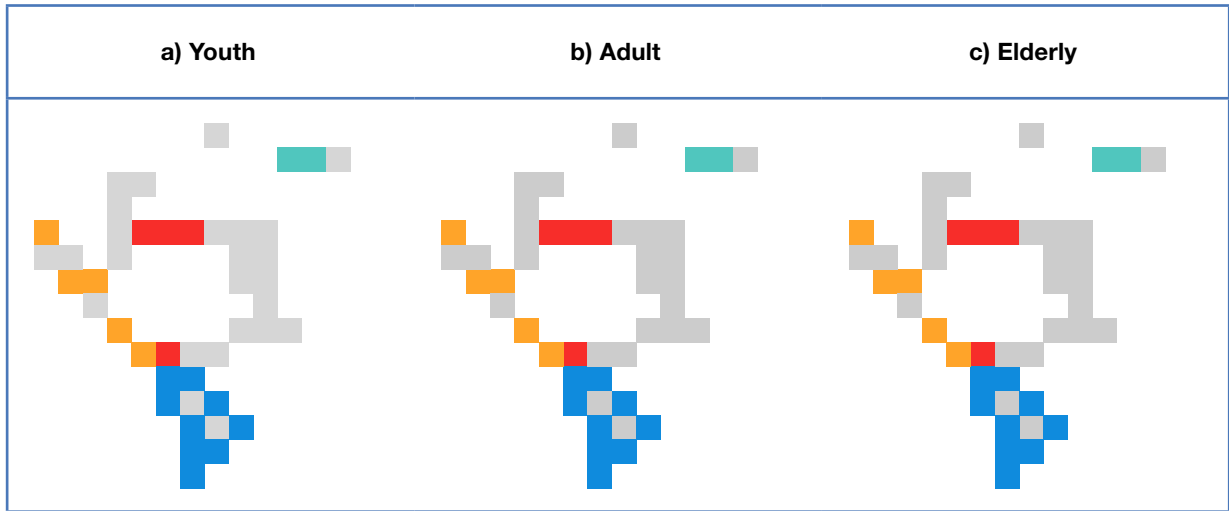
### Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (CECC-SICA)
Yes	General goal 7: Specific goal 18	Outcome 4: BE 4.1 LL 4.7	SO 3: Goal 3.3

Indicators for SDG Target 4.6 measure learning progress addressed in the quality or relevance dimensions in regional frameworks. Under the OEI framework, literacy and numeracy are dealt directly by the General goal 7 and its Specific goal 18. CARICOM HRD has a specific outcome on relevance in which curricula and the resulting qualifications are expected to be aligned to 21<sup>st</sup> century literacy requirements, core competencies and skillsets. Indicators of literacy and numeracy might help to monitor Specific objective 3 and the respective Goal 3.3 from the CECC-SICA framework that focuses on post-basic education needs.

The SDG global Indicator 4.6.1 for literacy and numeracy on the *proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex*, is not widely collected in LAC with only five countries having any data available. Chile collected data for both literacy and numeracy in 2015, and Uruguay has literacy data for the same year. Ecuador, Mexico and Peru have data for both literacy and numeracy dating from 2017. For the thematic indicator on participants in literacy programmes there is no data available from 2015 to 2019. Youth, adult and elderly literacy rates are, however, available for Central and South America. Only a few data points for Haiti and Suriname are available for the Caribbean countries (see **Figure 20**).

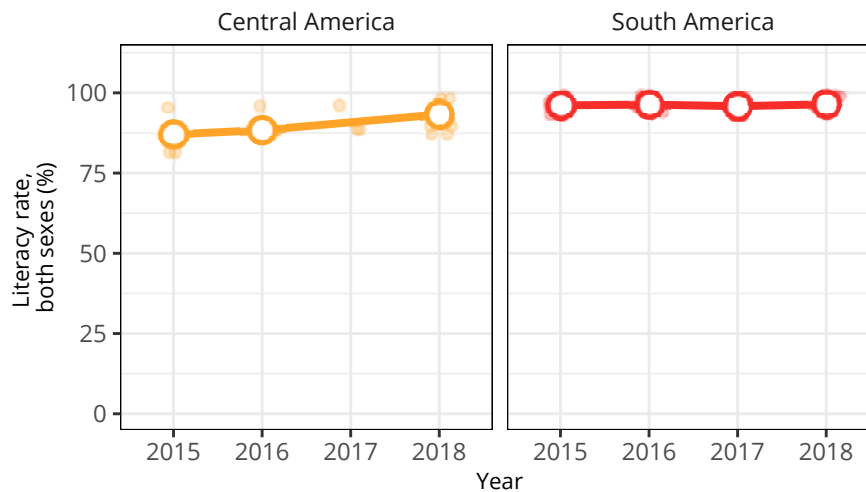
**Figure 20: Data availability for youth and adult literacy rates, latest year available**



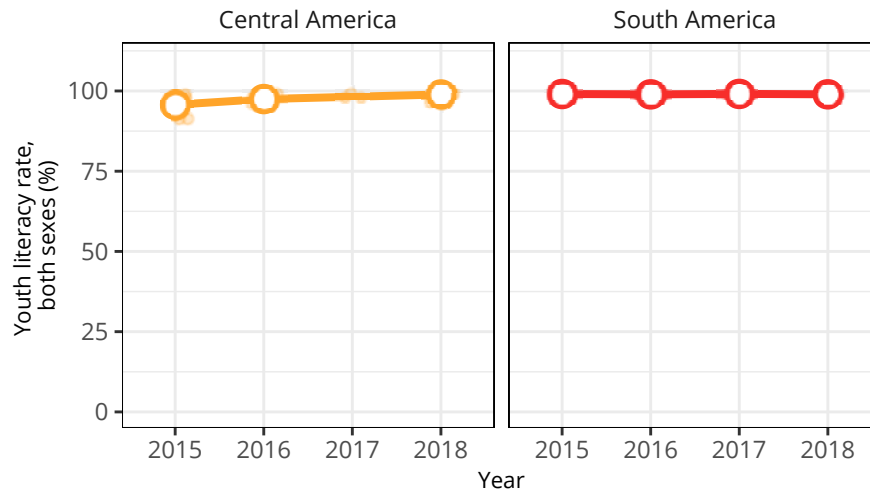
There are only a few data points on literacy rates available for the Caribbean. The data in **Figure 21** show that literacy rates in South America are fairly stable and close to 100% in all surveyed countries for both adult and youth populations. Despite the small number of data points, in Central America the literacy rates seem to have improved since 2015. Elderly population literacy rates are much lower than those for youth in both regions.

**Figure 21: Youth, adult and elderly literacy rates, both sexes (%), 2015–2018**

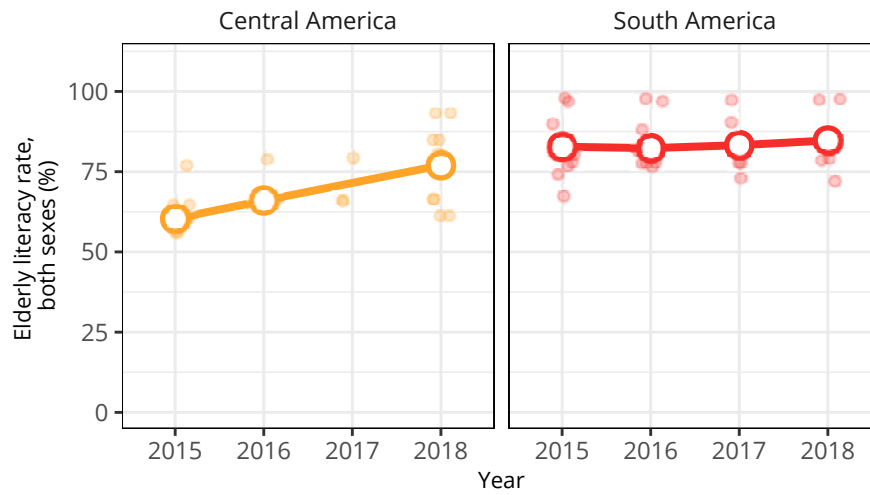
a) Literacy rate, population 25 to 64 years old, both sexes (%)



b) Youth literacy rate, population 15 to 24 years old, both sexes (%)



c) Elderly literacy rate, population over 65 years old, both sexes (%)



**Table 5: SDG Indicator 4.6.2 Youth literacy rate, population 15 to 24 years old, both sexes (%)****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Caribbean	Haiti	..	..	..	..	..	..	83.0	..	..	..	..
Americas	South America	Suriname	98.4	..	97.7	..	..	..	..	..	98.6	..	..

**SICA**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Costa Rica	..	99.1	..	..	..	..	..	..	99.4	..	..
Americas	Central America	El Salvador	96.0	96.5	..	97.2	..	97.9	98.0	98.0	98.0	..	..
Americas	Central America	Honduras	95.2	95.9	95.0	95.1	95.7	96.0	96.1	..	96.5	..	..
Americas	Central America	Nicaragua	..	..	..	..	..	91.6	..	..	..	..	..
Americas	Central America	Panama	97.6	..	..	..	..	..	..	..	99.1	..	..

## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	South America	Argentina	99.3	99.6	99.4	99.6	99.3	99.6	99.5	..	99.5	..	..
Americas	South America	Bolivia (Plurinational State of)	..	99.0	99.0	..	..	99.4	..	..	..	..	..
Americas	South America	Brazil	97.5	98.5	98.6	98.7	98.8	99.0	99.1	99.2	99.2	..	..
Americas	South America	Chile	98.8	99.4	..	99.0	..	99.4	..	99.0	..	..	..
Americas	South America	Colombia	98.1	98.2	..	..	98.5	98.5	98.7	..	98.9	..	..
Americas	Central America	Costa Rica	..	99.1	..	..	..	..	..	..	99.4	..	..
Americas	Caribbean	Dominican Republic	96.8	97.0	97.0	97.5	97.7	97.6	98.8	..	..	..	..
Americas	South America	Ecuador	98.7	98.7	98.8	98.6	99.1	99.1	99.1	99.3	..	..	..
Americas	Central America	El Salvador	96.0	96.5	..	97.2	..	97.9	98.0	98.0	98.0	..	..
Americas	Central America	Honduras	95.2	95.9	95.0	95.1	95.7	96.0	96.1	..	96.5	..	..
Americas	Central America	Mexico	98.4	98.5	98.9	98.6	99.0	98.9	99.1	99.1	99.3	..	..
Americas	Central America	Nicaragua	..	..	..	..	..	91.6	..	..	..	..	..
Americas	Central America	Panama	97.6	..	..	..	..	..	..	..	99.1	..	..
Americas	South America	Paraguay	98.6	..	98.2	98.9	98.7	98.7	98.5	..	98.3	..	..
Americas	South America	Peru	..	..	98.7	..	99.0	99.0	98.9	99.1	99.0	..	..
Americas	South America	Uruguay	98.8	98.9	99	98.9	98.8	98.9	99.2	98.9	98.9	..	..
Americas	South America	Venezuela (Bolivarian Republic of)	..	97.6	..	..	..	99.0	98.8	..	..	..	..





# SDG Target 4.7 – Sustainable Development and Global Citizenship

*“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”*

## Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (CECC-SICA)
No	General goal 5: Specific goals 11 and 12	Outcome 4: BE 4.1 LL 4.7 TE 4.9	SO 6: Goal 6.1

SDG Target 4.7 focuses on broad knowledge and skills needed to promote sustainable development. Under the OEI framework, these issues are dealt with directly by the General goal 5 and its Specific goal 11, which aims to include education on democracy and citizenship in curricula and schools management, and Specific goal 12 which focuses on computers as a drive to spark interest in science, art and sports. The related Indicator 4.7.4 focuses on education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity. This indicator is related to the regional framework’s outcomes at all three education levels in regards to upgrading curricula and qualifications to 21<sup>st</sup> century standards. The PEC elaborated by CECC-SICA has a specific objective that can be mapped directly to SDG Target 4.7. Specific objective 6 and Goal 6.1 aim to achieve the acquisition of *“theoretical-practical learning for a sustainable human development, the values and attitudes for the exercise of citizenship and the permanent construction of a democratic and peace culture, as well as the answer to the emerging social needs in the region.”*

Unfortunately, the global indicator that measures the extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment is mostly missing for countries in LAC.

A few data points for the indicator on global citizenship education are available for 2016 for Chile (65%), Colombia (58%), Dominican Republic (38%), Mexico (46%) and Peru (45%) and data on education for sustainable development are available in Argentina (14%) and Chile (17%).

The available data are compiled in the companion [data book](#).



# SDG Target 4.a – School Environment

*“Build and upgrade education facilities that are child disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”*

## Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (SICA)
Yes	General goal 5: Specific goals 5 and 13	Outcome 3: BE 3.7	

The objective of SDG Target 4.a is to ensure that all children have access to a quality education, good school infrastructure and a safe, non-violent learning environment. Similarly, OEI Specific goals 5 and 13 call for the adaptation of schools and the quality of libraries and computers in schools. CARICOM’s HRD includes a specific outcome on basic education to support school infrastructure improvement. PEC does not include a means-oriented goal, but the regional system of education indicators (SRIE), the official instrument for monitoring PEC goals, includes SDG Indicator 4.a.1.

The SDG global Indicator 4.a.1 measures the *proportion of schools with access to basic services*, such as electricity, internet, water and sanitation. Data for this indicator are available for some countries in LAC.

According to the data shown in **Figure 22**, most schools in the region have electricity and basic sanitation facilities, and countries lagging behind reported some progress over the last few years. In Honduras, for example, the percentage of primary schools with electricity increased from 48% in 2016 to 91% in 2019. Similarly, primary schools in Peru, where 80% of schools had electricity according to 2018 data, increased this proportion by almost 10%. In secondary education, almost all schools for which data are available, have electricity.

In regards to water and sanitation, available data show that the situation has not improved since 2015. In Ecuador and Peru, for example, the proportion of schools with potable water in 2018 was below 60%.

Available data show that students have access to computers in more than half of all LAC subregions. The few Central American countries for which data are available show proportions somewhat below South America and the Caribbean. Fewer countries are able to provide students with access to the internet, especially at the primary level.

There is little data on the adaptation of schools for students with disabilities though the extant data reveal discrepancies in meeting this objective. While all schools in Uruguay and Dominica are adapted, other countries like Brazil and Peru lag behind with less than 50% adapted schools (2017), though Peru

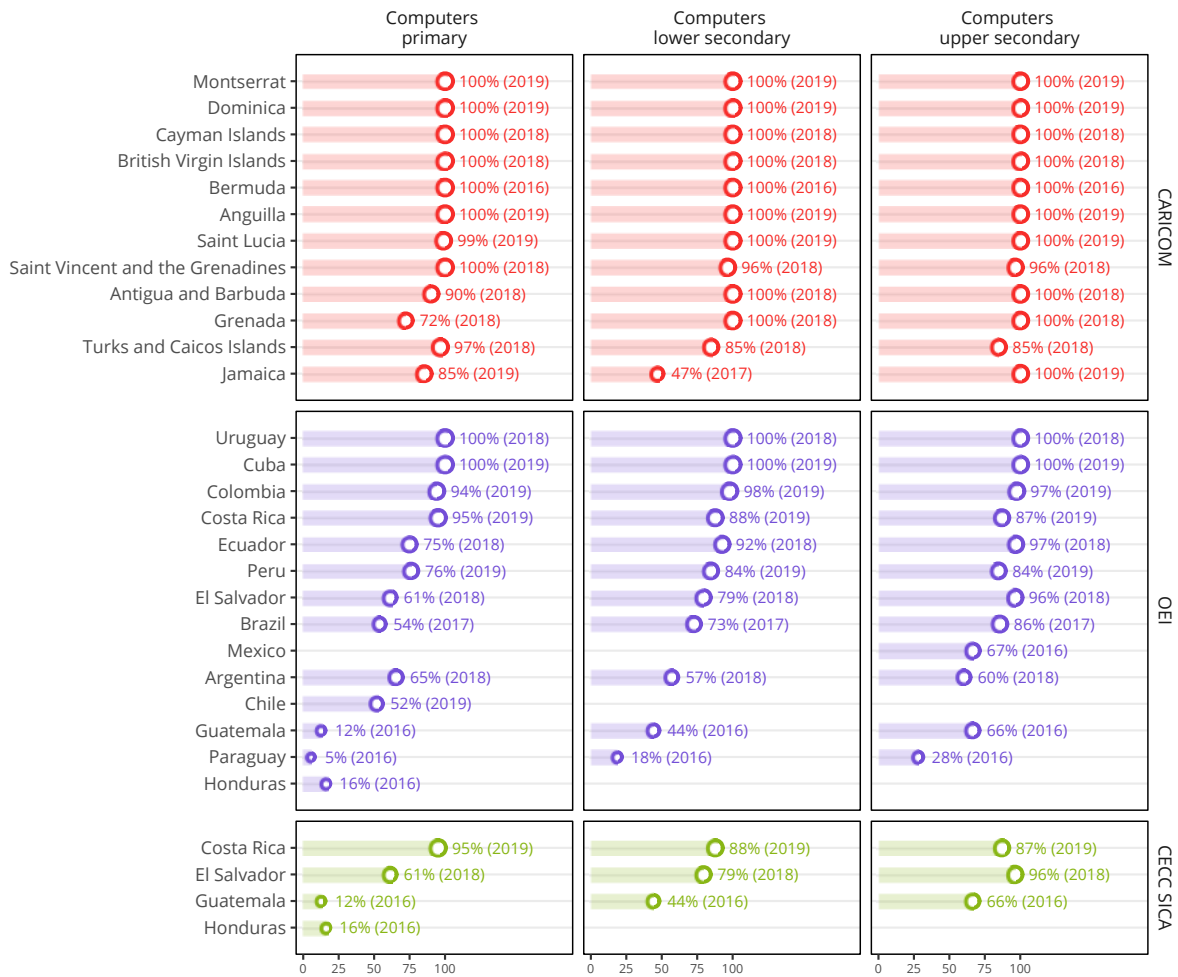
has made progress in this indicator since 2016. In Costa Rica, more than 80% schools are adapted at the secondary level but only 65% for the primary level.

**Figure 22: Proportion of schools offering basic services, by type of service, latest year available**

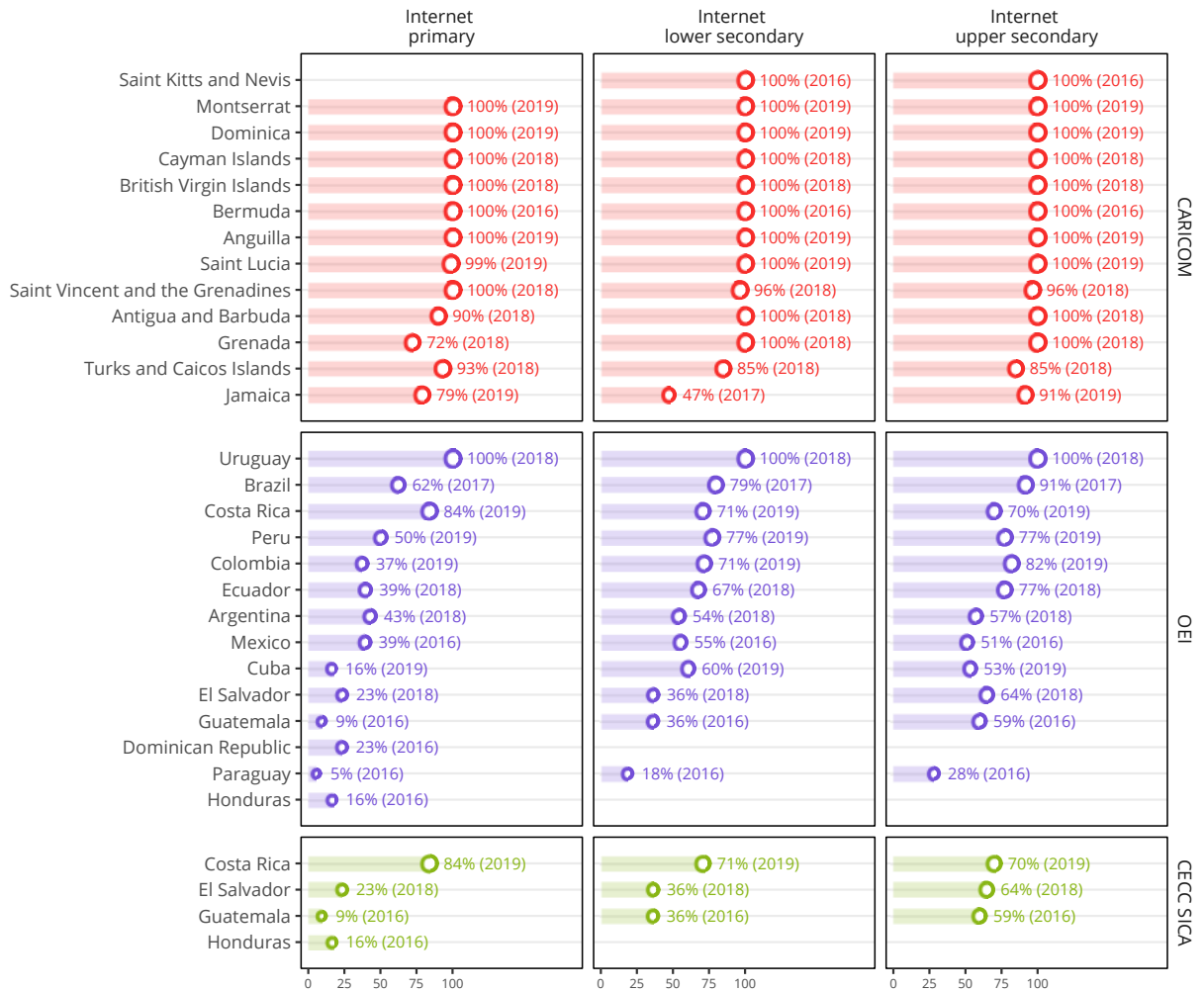
**a) Adapted infrastructure and materials for students with disabilities**



b) Computers



c) Internet



**Table 6: SDG Indicator 4.a.1 Proportion of primary schools with access to the internet for pedagogical purposes (%)****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Caribbean	Anguilla	75.0	..	..	..	..	..	..	..	..	100	..
Americas	Caribbean	Antigua and Barbuda	..	..	..	..	..	..	..	..	90.0	..	..
Americas	Caribbean	Bermuda	..	..	..	..	..	..	100	..	..	..	..
Americas	Caribbean	British Virgin Islands	100	..	..	..	..	..	63.0	100	100	..	..
Americas	Caribbean	Cayman Islands	76.9	..	..	..	..	..	..	..	100	..	..
Americas	Caribbean	Dominica	..	..	..	..	..	..	100	..	..	100	..
Americas	Caribbean	Grenada	..	..	..	..	..	..	..	100	..	..	..
Americas	Caribbean	Jamaica	..	..	..	..	..	..	84.4	84.3	..	78.8	..
Americas	Caribbean	Montserrat	50.0	..	..	..	..	..	100	..	100	100	..
Americas	Caribbean	Saint Lucia	100	..	..	..	..	..	98.8	98.8	100	98.8	..
Americas	Caribbean	Saint Vincent and the Grenadines	55.2	..	..	..	..	..	100	100	100	..	..
Americas	Caribbean	Turks and Caicos Islands	6.2	..	..	..	..	..	..	..	93.1	..	..

**SICA**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Costa Rica	..	..	..	16.3	..	..	..	60.1	59.2	83.9	..
Americas	Central America	El Salvador	..	..	..	..	..	..	27.4	..	23.2	..	..
Americas	Central America	Guatemala	..	..	..	23.7	..	..	..	..	..	..	..
Americas	Central America	Honduras	..	..	..	24.5	..	..	16.1	..	..	..	..



## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	South America	Argentina	..	..	..	36.4	..	37.0	38.3	40.0	42.6	..	..
Americas	South America	Brazil	31.5	..	..	24.5	..	..	..	62.0	..	..	..
Americas	South America	Colombia	..	..	..	50.5	..	..	44.1	39.4	..	36.9	..
Americas	Central America	Costa Rica	..	..	..	16.3	..	..	..	60.1	59.2	83.9	..
Americas	Caribbean	Cuba	..	..	..	..	..	..	..	..	12.6	15.8	..
Americas	Caribbean	Dominican Republic	..	..	..	24.5	..	..	23.2	..	..	..	..
Americas	South America	Ecuador	..	..	..	49.5	..	..	37.2	38.2	39.3	..	..
Americas	Central America	El Salvador	..	..	..	..	..	..	27.4	..	23.2	..	..
Americas	Central America	Guatemala	..	..	..	23.7	..	..	9.1	..	..	..	..
Americas	Central America	Honduras	..	..	..	24.5	..	..	16.1	..	..	..	..
Americas	Central America	Mexico	32.4	..	..	32.3	..	38.2	38.9	..	..	..	..
Americas	South America	Paraguay	..	..	..	12.6	..	..	5.4	..	..	..	..
Americas	South America	Peru	..	..	..	54.0	..	..	39.2	38.2	40.8	49.8	..
Americas	South America	Uruguay	..	..	..	13.8	..	100	100	100	100	..	..

## SDG Target 4.b – Scholarships

*“By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries”*

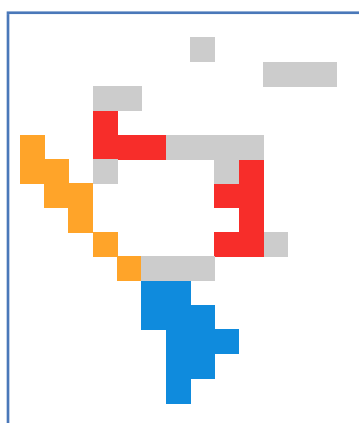
### Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (SICA)
	General goal 10: Specific goal 25		

Access to scholarships are included in indicators focusing on higher education and bridging the inequalities between rich and poor countries. The OEI includes one specific goal on international solidarity which might be measured by SDG Target 4.b. CARICOM HRD strategies and PEC goals do not directly address the issue of scholarships for tertiary education or TVET (see **Figure 23**).

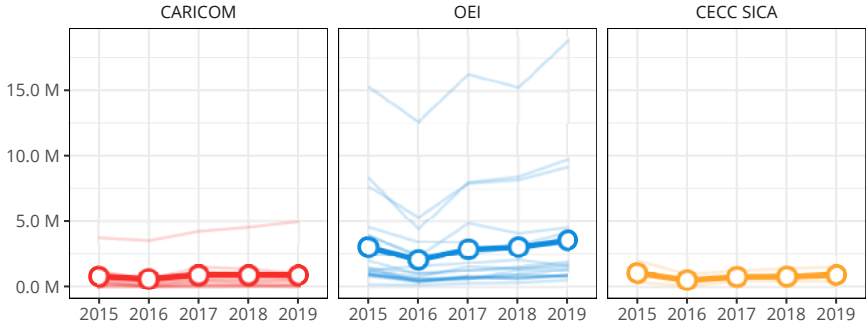
The global SDG Indicator 4.b.1 for the target measures *the volume of official development assistance (ODA) flows for scholarships by sector and type of study*.

**Figure 23: Data Availability for ODA flows, 2015–2020**



**Figure 24** shows that, on average, the volume of ODA into LAC has been fairly stable since 2015, though Brazil, Mexico and Colombia, three major economies in the region, experienced a surge in ODA in 2016. Overall, Brazil is the greatest recipient of aid in LAC, with Mexico and Haiti receiving more scholarships than other countries in their respective subregions of Central America and the Caribbean.

**Figure 24: Volume of ODA flows for scholarships, constant US\$, 2015–2019**



**Table 7: SDG Indicator 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study, constant US\$****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Americas	Caribbean	Antigua and Barbuda	19,277	46,535	47,301	88,349	113,214	86,087	51,891	28,874	79,843	176,850
Americas	Central America	Belize	118,323	156,658	268,129	210,168	304,396	363,017	52,225	466,790	442,615	401,135
Americas	Caribbean	Dominica	32,275	95,692	148,066	247,829	258,271	189,434	243,127	483,295	319,972	555,507
Americas	Caribbean	Grenada	52,508	52,793	131,288	159,252	217,702	296,124	55,414	148,410	126,335	45,347
Americas	South America	Guyana	77,271	173,483	362,648	263,971	437,914	892,454	379,195	1,132,155	1,071,264	646,602
Americas	Caribbean	Haiti	21,220,572	336,198	2,375,204	3,328,714	3,730,596	3,759,228	3,537,877	4,232,781	4,544,433	4,955,898
Americas	Caribbean	Jamaica	246,417	380,468	651,063	520,652	824,758	1,183,349	458,755	1,515,614	1,352,199	1,038,811
Americas	Caribbean	Montserrat	..	..	17,434	20,096	33,279	51,484	..	115,967	136,136	111,963
Americas	Caribbean	Saint Lucia	172,722	119,427	342,149	245,115	487,391	484,588	251,509	547,511	583,102	654,282
Americas	Caribbean	Saint Vincent and the Grenadines	83,225	78,070	258,637	149,343	230,710	446,041	79,392	219,263	182,447	181,349
Americas	South America	Suriname	9,374	..	30,490	410,880	530,952	690,209	684,578	821,675	896,160	800,069

**SICA**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Americas	Central America	Belize	118,323	156,658	268,129	210,168	304,396	363,017	52,225	466,790	442,615	401,135
Americas	Central America	Costa Rica	1,325,771	1,428,883	1,614,193	1,956,831	1,481,795	1,987,152	957,258	1,215,261	1,394,606	1,510,771
Americas	Central America	El Salvador	985,301	1,089,367	859,558	1,003,613	803,873	960,716	477,872	690,922	764,939	867,589
Americas	Central America	Guatemala	1,246,674	1,196,414	1,396,137	1,327,768	976,520	1,151,967	579,726	779,942	580,265	913,214
Americas	Central America	Honduras	599,665	810,972	690,185	856,418	819,377	926,758	484,411	665,264	679,106	870,451
Americas	Central America	Nicaragua	728,047	742,800	704,464	928,716	618,919	877,910	611,316	702,512	677,257	863,087
Americas	Central America	Panama	776,594	937,753	649,910	609,350	601,229	968,573	359,492	755,451	926,010	765,604

## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Americas	South America	Argentina	6,685,587	4,152,125	7,393,059	7,364,022	5,276,784	3,927,594	2,314,968	4,848,592	4,077,905	4,527,246
Americas	South America	Bolivia (Plurinational State of)	1,819,471	1,705,675	1,316,278	1,407,767	1,274,103	1,242,839	1,581,950	1,801,619	2,059,084	1,584,228
Americas	South America	Brazil	17,617,312	18,649,509	21,386,763	20,837,836	18,422,088	15,311,247	12,670,761	16,250,992	15,244,918	18,799,325
Americas	South America	Chile	3,757,986	4,109,118	4,324,168	3,825,194	3,527,534	4,549,703	3,430,834	3,401,262	..	..
Americas	South America	Colombia	5,291,620	5,447,888	7,865,379	7,405,923	5,549,472	7,696,442	5,378,507	7,931,171	8,189,516	9,146,435
Americas	Central America	Costa Rica	1,325,771	1,428,883	1,614,193	1,956,831	1,481,795	1,987,152	957,258	1,215,261	1,394,606	1,510,771
Americas	Caribbean	Cuba	1,318,277	908,257	1,475,801	1,327,426	1,237,484	1,191,912	750,903	1,543,491	1,383,634	1,725,859
Americas	Caribbean	Dominican Republic	709,359	580,583	765,372	685,971	898,169	797,536	401,937	613,035	939,410	1,285,390
Americas	South America	Ecuador	1,460,347	1,589,879	1,867,912	2,086,586	1,560,206	2,453,591	2,300,980	2,466,271	3,088,395	3,494,964
Americas	Central America	El Salvador	985,301	1,089,367	859,558	1,003,613	803,873	960,716	477,872	690,922	764,939	867,589
Americas	Central America	Guatemala	1,246,674	1,196,414	1,396,137	1,327,768	976,520	1,151,967	579,726	779,942	580,265	913,214
Americas	Central America	Honduras	599,665	810,972	690,185	856,418	819,377	926,758	484,411	665,264	679,106	870,451
Americas	Central America	Mexico	5,594,409	6,316,150	9,320,846	9,292,734	8,215,453	8,385,412	4,414,779	8,017,295	8,416,489	9,697,891
Americas	Central America	Nicaragua	728,047	742,800	704,464	928,716	618,919	877,910	611,316	702,512	677,257	863,087
Americas	Central America	Panama	776,594	937,753	649,910	609,350	601,229	968,573	359,492	755,451	926,010	765,604
Americas	South America	Paraguay	713,196	981,450	751,689	1,136,503	905,486	963,655	547,885	579,508	1,237,047	1,301,886
Americas	South America	Peru	2,703,998	2,830,717	3,056,547	3,946,470	3,511,478	3,914,617	2,423,255	2,676,010	3,209,056	4,171,901
Americas	South America	Uruguay	569,716	415,706	732,523	746,737	545,175	1,424,130	394,041	815,309	..	..
Americas	South America	Venezuela (Bolivarian Republic of)	1,284,023	1,728,859	1,703,934	1,993,376	1,584,504	1,436,687	1,029,220	1,268,752	1,503,168	1,911,873

## SDG Target 4.c – Teachers

*“By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states”*

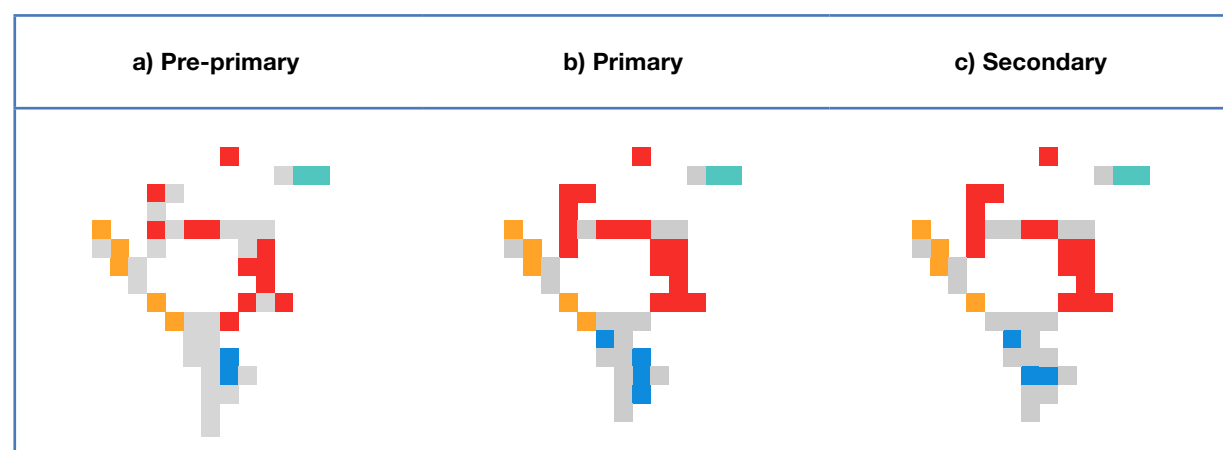
### Related regional goals, strategies and priorities

ECLAC (priority)	Goals 2021 (OEI)	Strategies (CARICOM)	PEC Goals (SICA)
Yes	General goal 3: Specific goal 7 General goal 8: Specific goals 20 and 21	Outcome 3: BE 3.6; SLL 3.10 and 3.15	SO 5: Goal 5.1

SDG Target 4.c is related to the quality of education and the provision of sufficiently trained teachers. All regional frameworks include teacher training and continued education for teachers as major strategies and goals. OEI Goals 3 and 8 address the supply and qualification of teachers. Within General goal 3, the Specific goal 7 addresses early childhood teacher qualification. General goal 8 and Specific goals 20 and 21 aim to strengthen the teaching profession. Similarly, CARICOM has established human resources strategies to continuously upgrade teachers' skillsets. PEC Specific objective 5 and Goal 5.1 aim to have all teachers compliant with national quality requirements.

The global Indicator 4.c.1 for the target aims to measure the *proportion of teachers with the minimum required qualifications, by educational level*. Thematic indicators are also available for the region, including the percentage of qualified teachers for each education level and the pupil-to-qualified teacher ratio. Data on attrition rates are scarce throughout LAC.

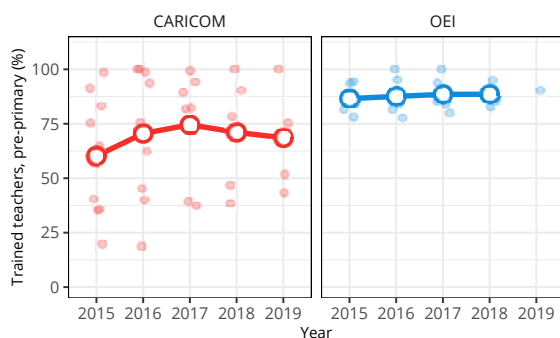
**Figure 25: Data availability on the proportion of teachers with the minimum required qualifications, latest year available**



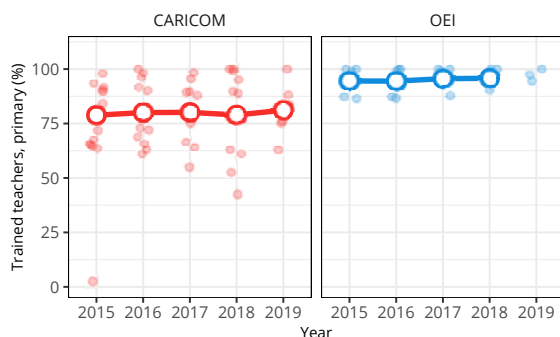
Teacher qualification is available for OEI and CARICOM member countries. Data points for CECC-SICA members are scarce and do not allow averaging. Teacher qualification varies greatly depending on the country and level. Among CARICOM members, variation is particularly high for countries in which less than 50% of teachers are qualified, while others are at almost 100%. OEI members have higher averages and lower variation among the countries that follow this indicator. The averages for CARICOM in all three levels are pulled down by lagging countries (Dominica, Barbados, Antigua and Barbuda, Grenada, Belize).

**Figure 26: Proportion of trained teachers with the minimum required qualifications, 2015–2019**

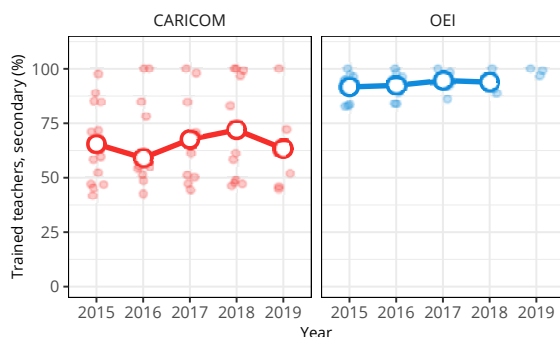
**a) Pre-primary**



**b) Primary**



**c) Secondary**



**Table 8: SDG Indicator 4.c.2 Pupil-trained teacher ratio in primary education (headcount basis)****CARICOM**

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Caribbean	Anguilla	27.5	20.8	..	..			..	..	..	..	..
Americas	Caribbean	Antigua and Barbuda	27.5	22.4	23.0	..	20.3	22.0	21.1	21.9	23.5	..	..
Americas	Caribbean	Bahamas	15.5	19.3	22.2	20.0	22.3	23.5	21.1		21.7	..	..
Americas	Caribbean	Barbados	22.2	23.6	..	..	18.5	20.4	19.3	17.7	18.3	18.9	..
Americas	Central America	Belize	49.2	46.1	39.7	46.3	36.9	30.3	28.2	20.2	19.0	17.7	..
Americas	Caribbean	British Virgin Islands	..	..	..	..	14.6	12.8	13.0	14.5	10.8	..	..
Americas	Caribbean	Cayman Islands	..	12.7	13.7	14.8	..	..	..	..	15.7	..	..
Americas	Caribbean	Dominica	26.3	27.6	26.0	22.8	22.0	21.7	19.9	..	..	18.6	..
Americas	Caribbean	Grenada	24.6	26.7		27.5	23.0	26.7	24.5	25.3	26.0	..	..
Americas	Caribbean	Jamaica	..	..	..	31.1	23.1	23.5	23.5	23.5	24.8	20.5	
Americas	Caribbean	Montserrat	..	..	..	..	15.1		20.7		21.9	19.9	..
Americas	Caribbean	Saint Kitts and Nevis	22.9	20.5	23.3	22.4	20.2	21.0	19.3	..	..	..	..
Americas	Caribbean	Saint Lucia	21.4	20.3	19.6	18.8	18.0	..	..	17.0	16.6	16.5	..
Americas	Caribbean	Saint Vincent and the Grenadines	19.3	18.5	18.5	18.5	20.6	17.7	22.2	21.6	23.6	14.9	..
Americas	South America	Suriname	15.6	14.9	14.3	14.1	13.8	13.6	13.6	13.1	13.5	..	..
Americas	Caribbean	Turks and Caicos Islands	..	..	..	..	10.4	9.8	5.1	10.2	41.3	..	..



## SICA

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	Central America	Belize	49.2	46.1	39.7	46.3	36.9	30.3	28.2	20.2	19.0	17.7	..
Americas	Central America	Costa Rica	19.9	19.0	..	14.2	14.1	13.5	12.8	12.4	12.9	12.3	..
Americas	Central America	El Salvador	..	30.6	..	..	..	31.1	29.5	29.6	28.2	..	..
Americas	Central America	Panama	25.6	25.1	25.0	..	26.4	22.1	21.6	22.1	..	..	..

## OEI

Region	Subregion	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Americas	South America	Bolivia (Plurinational State of)	..	..	..	19.8	19.6	19.6	19.8	20.0	19.7	..	..
Americas	South America	Colombia	28.1	27.6	25.0	25.7	24.7	25.8	25.6	24.9	..	23.7	..
Americas	Central America	Costa Rica	19.9	19	..	14.2	14.1	13.5	12.8	12.4	12.9	12.3	..
Americas	Caribbean	Cuba	9.1	9.1	9.1	9.1	9.1	8.9	8.7	8.8	9.2	9.3	8.5
Americas	Caribbean	Dominican Republic	30.1	30.0	27.8	28.9	25.3	21.0	21.2	19.9	19.9	..	..
Americas	Central America	El Salvador	..	30.6	..	..	..	31.1	29.5	29.6	28.2	..	..
Americas	Central America	Mexico	29.4	29.3	29.2	27.7	27.4	26.7	26.3	26.1	25.8	..	..
Americas	Central America	Panama	25.6	25.1	25	..	26.4	22.1	21.6	22.1	..	..	..
Americas	South America	Uruguay	..	37.7	36.7	12.0	11.5	11.8	11.1	11.0	10.7	..	..

## SDG 4 – Finance

*“Governments must allocate 4-6% of their gross domestic product and/or 15-20% of total public expenditure to education, ensuring efficient spending and prioritizing the most marginalized groups”*

The target on education finance was endorsed globally by the 160 signatory countries of the Incheon Declaration and Framework for Action for the implementation of the SDG 4. As such, these targets do not need to be included explicitly in the regional monitoring frameworks.

Two indicators are used to monitor financing education. The first is Indicator 1.a.2 measuring the proportion of total government spending on essential services, a global indicator part of SDG 1, and SDG 4 when education services are concerned. The second is education expenditure as a share of GDP. Both finance indicators are included in the set of seven benchmark indicators that are used to monitor progress of SDG 4 at both regional and country levels.

### **Expenditure as a part of Total Government Expenditure (Global Indicator 1.a.2)**

SDG Indicator 1.a.2 is expressed as the expenditure on education as a percentage of total government expenditure (%). Over 100 data points for LAC countries are available from 2015 to 2019. Adding data from other sources<sup>9</sup>, a total of 224 data points can be used to analyse the regional trends in the period.

**Figure 27** shows that the mean expenditure in education as a share of total government expenditure has a great variation among countries and only some countries spend the minimum expected target. A slight decline in the mean can be noted since 2017 in CARICOM and CECC-SICA subregions.

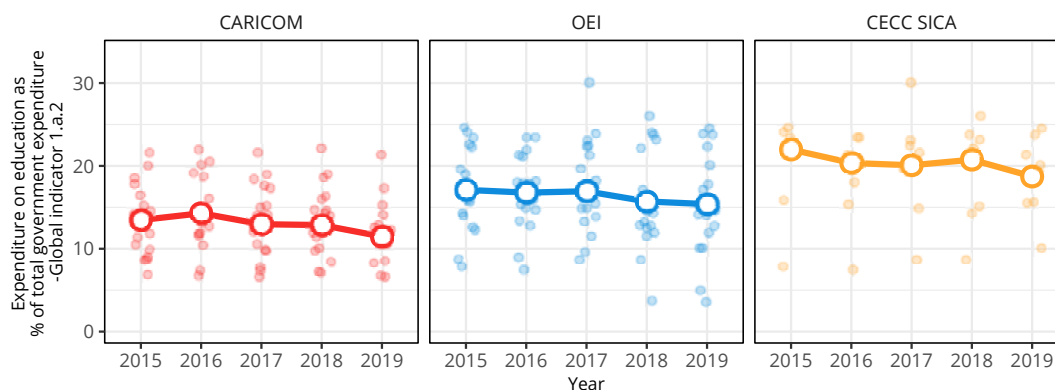
In CARICOM, the mean expenditure declined two percentage points from 14.5% to 12% in 2020. Among CARICOM members, only four countries have mean expenditure above the target in the period: Belize, Saint Vincent and the Grenadines, Jamaica and Saint Lucia. Suriname and Barbados are very close to the target with means above 14.5% share of expenditure in education. Belize has a mean expenditure of 21% and is stable in the period, while Jamaica spent seven percentage points less in 2020 than in 2015. Guyana has the lowest expenditure on education in the subregion and it further reduced expenditure from 17% in 2015 to around 6% in 2020. Antigua and Barbuda is among the countries that spends the least on education, but expenditure increased two percentage points in the period to 9% in 2020.

In Central America, except for El Salvador and Panama, all CECC-SICA members have education expenditure means above the target. Panama expenditure has been increasing since 2015, while expenditure in El Salvador decreased to a level below the target in 2020. Nicaragua also spent seven percentage points less in 2020. Costa Rica and Guatemala have stable expenditure levels in the period above the target.

<sup>9</sup> Data on total general government expenditure were previously collected from countries through the annual questionnaire but are from the International Monetary Fund's World Economic Outlook database since January 2014. Data downloaded from BDDS was filled using data from Public Expenditure Review (PER) and BOOST programs from the World Bank, IMF's Government Finance Statistics (GFS database) and data collected in national sources on actual and budgeted annual expenditure.

If the whole OEI framework is considered, the picture is of more stability on expenditure. The average expenditure considering all countries in the framework is above the target. That is due to the good expenditure levels of countries like Costa Rica, Chile and Guatemala. Since OEI has a heterogeneous membership, many countries, such as Bolivia and Ecuador, remain below the minimum target of 15%.<sup>10</sup>

**Figure 27: Expenditure on education as a percentage of total government expenditure (Global Indicator 1.a.2), 2015–2019**



## Government expenditure on education as a percentage of GDP

The second indicator on finance corresponds to the expenditure on education as a share of GDP. After filling the gaps using data from other sources, 196 data points between 2015 and 2020 are available for analysis.

As it can be seen in **Figure 28**, the mean government expenditure on education as a share of GDP was on target in 2019 for all subregions. The expenditure by this metric shows more stability in comparison with the share of total expenditure. The difference between countries seems unchanged in the period for both indicators, but the variation is smaller as a share of GDP.

Among CARICOM members, in 2019, Montserrat spent almost 9% and Belize spent more than 6% of its GDP on education. Belize, Suriname<sup>11</sup>, Dominica, Jamaica, and Saint Kitts and Nevis, are above the minimum threshold of 4%. Dominica experienced the highest increase since 2015 investing two percentage points more in 2019. The lowest expenditure is accounted for Guyana and Bermuda with 2.2% in 2019. Meanwhile, Bahamas, Antigua and Barbuda and Haiti had expenditures close to 3% in the same year. Antigua and Barbuda have raised its expenditure on education as a proportion of GDP since 2015, while in Bermuda expenditure was almost unchanged over the last five years. Trinidad and Tobago investment peaked in 2015 and has declined since.

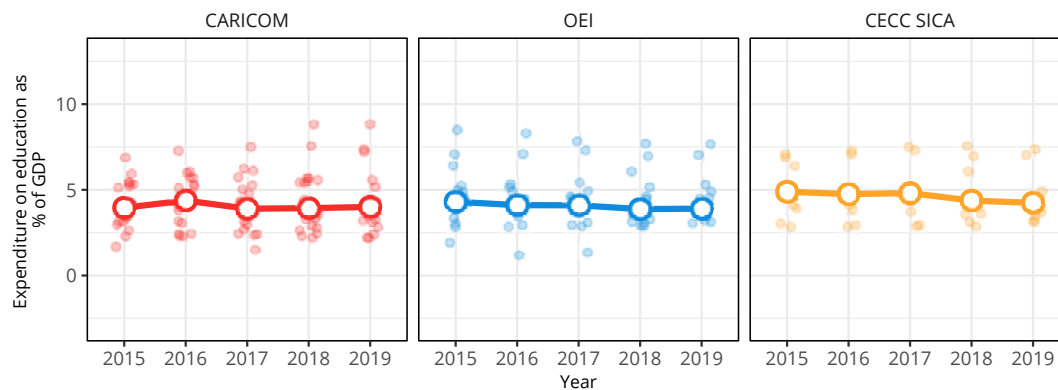
<sup>10</sup> Values collected from different sources for Argentina, Brazil, Mexico and Paraguay (2018-21) were not considered.

<sup>11</sup> National Budget for 2019 indicate a share above 6% for Suriname.

For CECC-SICA member countries, Belize and Costa Rica are above the share of 6% of GDP. Honduras is above the minimum threshold and all the other countries are close to the target expenditure in 2019. Except for Belize, which increased expenditure in the period by one percentage point, all other countries spent as much on education in 2019 as in 2015.

Taking all the members of OEI from South America in consideration, only Bolivia and Costa Rica spend more on education than the expected target of 6% of GDP. Expenditures in Chile, Honduras, Ecuador, Colombia, Uruguay and Dominican Republic are above the minimum threshold. Except Puerto Rico and Panama, all countries spend more than 3% of GDP on education from 2018 onwards.

**Figure 28: Expenditure on education as a percentage of GDP, 2015–2019**





# Key Challenges and Solutions for Monitoring Education 2030

---

The Education 2030 Agenda calls for robust monitoring, reporting, and evaluating of indicators from early childhood to adult education. A country's ability to report on all SDG 4 indicators depends on having all the mechanisms in place to collect, analyse and disseminate the data. While most countries in the region have a solid education data system, some challenges remain.

The following recommendations are intended to strengthen monitoring systems so they can better analyse and assess inputs and outcomes to align education systems, and national policies and objectives with the Education 2030 Agenda.

## **Establish regional benchmarks for SDG 4 indicators and support countries in setting up national benchmarks for SDG 4 indicators**

Establishing regional, subregional and national benchmarks would help regional bodies and partners develop appropriate strategies at regional and subregional levels to support countries' SDG 4 objectives and to monitor progress at the regional level. The on-going work on setting up regional benchmarks is bringing regional partners together. This partnership should support the process of endorsing regional benchmark levels at regional and global high level political forums.

## **Transform a national data production system while harnessing the data revolution**

Countries need to improve their data production systems to improve the data coverage across sub-sectors (ECCE, basic education, higher education, TVET etc.) with common standards and classification systems while improving the efficiency of data production and dissemination. Countries should explore the use of improved ICTs, multiple statistical databases, and integrate them across sectors. The school census questionnaires should be improved/updated to ensure all variables needed to produce SDG 4 indicators are collected.

## **Move to individual student-based EMIS to generate disaggregated data**

The traditional data collection system gathers data at an aggregate level which are often not able to generate sufficiently disaggregated data to measure inequities in education. Many countries have successfully transitioned their EMIS to capture data at the level of individual students and teachers. Such systems help track students and teachers in real time. They also incorporate data on learning outcomes, generating more policy-relevant, timely data, including the risk of dropping out. Countries should be supported to move to such systems with appropriate technological and capacity development support.

## **Strengthening learning outcomes data collection/compilation at national and regional levels**

Tracking learning through regular assessments that are aligned with national and international needs enables policymakers to identify systemic inefficiencies that can lead to grade repetition and early

school leaving. The region has a good example of collaborative work during more than two decades for the measuring and reporting of indicators in reading and mathematics in primary education through UNESCO's regional comparative and explanatory study (ERCE). ERCE serves as a source for innovation and exploration of new areas. COVID-19 has made even more evident the need to reduce the time between measurements. Most countries participate in PISA and the prevalence of strong national assessment systems gives the region information about learning outcomes. The Caribbean is pending some developments in this area.

### **Build a culture of information and data sharing through establishing a multisectoral coordination mechanism**

A multisectoral coordination mechanism at the national level should bring all subsectors and departments together to discuss data and monitoring challenges and develop appropriate strategies for generating high quality data for SDG 4. Such coordination mechanisms should discuss data collection mandates for various indicators and provide clear roles and responsibilities for producing data and disseminating through standard common platforms.

### **Undertake regular audits of data quality**

High quality data are crucial for education planning and monitoring. To ensure the quality of the data, a regular data audit should be conducted to assess the policy environment of data collection and management, the adequacy of technical, human and financial resources for data production in all the subsectors, and the methodological soundness of the statistical production process. Such audits should also assess the coverage, accuracy, and timeliness of data production at various levels – school, district, regional, and national – identify issues, and suggest remedial actions.

### **Developing regional and national capacity development programmes**

Improved capacity is important at all levels of the monitoring process, including ensuring that policymakers recognize the importance and value of data. Improved technical skills and specialization of staff who conduct different types of collection, analysis, and evaluation, as well as continuous training and promotion opportunities, will attract and retain qualified professionals. Regional partners should engage in developing appropriate capacity development programmes such as regional and national training programmes, consultations and developing handbooks and guidebooks on various aspects of statistical capacity development promoting the use of data in policy decisions.

### **Set up a regional partnership for generating SDG 4 data and produce key indicators for regional benchmarks**

There are various regional organizations working on different areas of education monitoring including data generation and data collection as well as regional and national capacity development. To harmonize those efforts, there is a need to set up a regional partnership mechanism in education monitoring. The partners promote, advocate and support countries in collecting data for producing the minimum set of indicators as identified in the regional benchmarks for all countries in the region.

## References and Bibliography

- CARICOM and CDB (2019) *Regional Baseline Report for Phase One of the Implementation of the CARICOM Human Resource Development (HRD) 2030 Strategy*. Guyana: Caribbean Community (CARICOM) Secretariat and the Caribbean Development Bank (COB).
- CARICOM (2017) *Human Resource Development 2030 Strategy. Unlocking Caribbean Human Potential*. Granada: Conference of Heads of Government of the Caribbean Community (CARICOM),. Available at: <https://caricom.org/documents/16065-caricom-hrd-2030-strategy-viewing.pdf> (Accessed: 1 March 2021).
- CARICOM and CDB (2019) *Regional Baseline Report for Phase One of the Implementation of the CARICOM Human Resource Development (HRD) 2030 Strategy*. Guyana: Caribbean Community (CARICOM) Secretariat and the Caribbean Development Bank (COB).
- CECC-SICA (2018) *Serie Regional de Indicadores (SRIE)*. Serie Regional de Indicadores | Coordinación Educativa y Cultural Centroamericana (CECC-SICA). Available at: <https://ceccsica.info/educacion/serie-regional-de-indicadores> (Accessed: 19 July 2021).
- CECC-SICA (2017) *Central American Education Policy. PEC 2013-2030*. Available at: <https://ceccsica.info/sites/default/files/docs/PEC%202013-2030%20ENGLISH.pdf> (Accessed: 1 March 2021).
- OEI *et al.* (2010) *Metas educativas 2021 la educación que queremos para la generación de los bicentenarios: documento final*. Madrid: Organización de Estados Iberoamericanos para la Educación la Ciencia y la Cultura.
- OEI (2018) *Proyecto de revisión de los indicadores de las Metas Educativas 2021*. Available at: <https://www.oei.es/uploads/files/microsites/1/48/miradas-2018.pdf> (Accessed: 17 April 2021).
- OEI (2021) *Metas Educativas 2021: Glosario 2018 (Definiciones y precisiones metodológicas)*. OEI. Available at: <https://www.oei.es/uploads/files/consejo-asesor/2018-Miradas-sobre-la-Educacion-en-Iberoamerica.Glosario.pdf> (Accessed: 17 April 2021).
- OEI, CEPAL and SEGIB (2010) *Metas educativas 2021 la educación que queremos para la generación de los bicentenarios: documento final*. Madrid: Organización de Estados Iberoamericanos para la Educación la Ciencia y la Cultura.





# Annex 1 – Indicators List

SDG Indicator	SDG Target	Indicator Name
4.1	4.1.1	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, both sexes (%)
4.1	4.1.1	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, both sexes (%)
4.1	4.1.1	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, both sexes (%)
4.1	4.1.1	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, both sexes (%)
4.1	4.1.1	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, both sexes (%)
4.1	4.1.1	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, both sexes (%)
4.1	4.1.2	Completion rate, primary education, both sexes (%)
4.1	4.1.2	Completion rate, lower secondary education, both sexes (%)
4.1	4.1.2	Completion rate, upper secondary education, both sexes (%)
4.1	4.1.3	Gross intake ratio to the last grade of primary education, both sexes (%)
4.1	4.1.3	Gross intake ratio to the last grade of lower secondary general education, both sexes (%)
4.1	4.1.4	Out-of-school rate for children of primary school age, both sexes (%)
4.1	4.1.4	Out-of-school rate for adolescents and youth of lower and upper secondary school age, both sexes (%)
4.2	4.2.2	Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%)
4.2	4.2.2	Adjusted net attendance rate, one year before the official primary entry age, both sexes (%)
4.2	4.2.4	Gross enrolment ratio, early childhood education, both sexes (%)
4.2	4.2.4	Gross enrolment ratio, pre-primary, both sexes (%)
4.3	4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, both sexes (%)
4.3	4.3.2	Gross enrolment ratio for tertiary education, both sexes (%)
4.3	4.3.2	Gross attendance ratio for tertiary education, both sexes (%)
4.3	4.3.3	Proportion of 15-24 year-olds enrolled in vocational education, both sexes (%)
4.4	4.4.1	Proportion of youth and adults who have sent e-mails with attached files (e.g. document, picture, video), both sexes (%)
4.4	4.4.1	Proportion of youth and adults who have connected and installed new devices (%)
4.4	4.4.1	Proportion of youth and adults who have copied or moved a file or folder (%)
4.4	4.4.1	Proportion of youth and adults who have created electronic presentations with presentation software (%)
4.4	4.4.1	Proportion of youth and adults who have used basic arithmetic formulae in a spreadsheet, both sexes (%)
4.4	4.4.1	Proportion of youth and adults who have wrote a computer program using a specialised programming language, both sexes (%)

SDG Indicator	SDG Target	Indicator Name
4.4	4.4.1	Proportion of youth and adults who have found, downloaded, installed and configured software, both sexes (%)
4.4	4.4.1	Proportion of youth and adults who have transferred files between a computer and other devices, both sexes (%)
4.4	4.4.1	Proportion of youth and adults who have used copy and paste tools to duplicate or move information within a document, both sexes (%)
4.5	4.5.1	Completion rate, primary education, adjusted location parity index (LPIA)
4.5	4.5.1	Completion rate, lower secondary education, adjusted location parity index (LPIA)
4.5	4.5.1	Completion rate, upper secondary education, adjusted location parity index (LPIA)
4.5	4.5.1	Gross intake ratio to the last grade of primary education, adjusted gender parity index (GPIA)
4.5	4.5.1	Gross intake ratio to the last grade of lower secondary general education, adjusted gender parity index (GPIA)
4.5	4.5.1	Gross enrolment ratio, early childhood education, adjusted gender parity index (GPIA)
4.5	4.5.1	Gross enrolment ratio, pre-primary, adjusted gender parity index (GPIA)
4.5	4.5.1	Gross enrolment ratio for tertiary education, adjusted gender parity index (GPIA)
4.6	4.6.2	Youth literacy rate, population 15-24 years, both sexes (%)
4.6	4.6.2	Adult literacy rate, population 15+ years, both sexes (%)
4.6	4.6.2	Elderly literacy rate, population 65+ years, both sexes (%)
4.a	4.a.1	Proportion of primary schools with access to computers for pedagogical purposes (%)
4.a	4.a.1	Proportion of primary schools with access to electricity (%)
4.a	4.a.1	Proportion of primary schools with access to Internet for pedagogical purposes (%)
4.a	4.a.1	Proportion of lower secondary schools with access to computers for pedagogical purposes (%)
4.a	4.a.1	Proportion of lower secondary schools with access to electricity (%)
4.a	4.a.1	Proportion of lower secondary schools with access to Internet for pedagogical purposes (%)
4.a	4.a.1	Proportion of upper secondary schools with access to computers for pedagogical purposes (%)
4.a	4.a.1	Proportion of upper secondary schools with access to electricity (%)
4.a	4.a.1	Proportion of upper secondary schools with access to Internet for pedagogical purposes (%)
4.a	4.a.1	Proportion of primary schools with access to adapted infrastructure and materials for students with disabilities (%)
4.a	4.a.1	Proportion of lower secondary schools with access to adapted infrastructure and materials for students with disabilities (%)
4.a	4.a.1	Proportion of upper secondary schools with access to adapted infrastructure and materials for students with disabilities (%)
4.b	4.b.1	Volume of official development assistance flows for scholarships by sector and type of study, constant US\$
4.c	4.c.1	Proportion of teachers with the minimum required qualifications in primary education, both sexes (%)
4.c	4.c.1	Proportion of teachers with the minimum required qualifications in pre-primary education, both sexes (%)
4.c	4.c.1	Proportion of teachers with the minimum required qualifications in secondary education, both sexes (%)
4.c	4.c.2	Pupil-trained teacher ratio in primary education (headcount basis)
Finance	1.a.2	Expenditure on education as a percentage of total government expenditure (%)
Finance	...	Government expenditure on education as a percentage of GDP (%)

# Synthesis Table

## Mapping Latin American and Caribbean Subregional Goals and SDG 4 Targets

SDG Targets	ECLAC (prioritized)	General and Specific Goals 2021 (OEI)	Strategies (CARICOM)	PEC Strategic Objectives and Goals (SICA)
Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Yes	<p>General goal 4: Mainstream primary and basic secondary education and increase access to higher secondary education.</p> <p>Specific goals 8 and 9</p> <p>General goal 5: Improvement of the quality of education and school programs.</p> <p>Specific goals 10, 14 and 15</p>	<p>Outcome 1: Broadened and deepened access and participation in all HRD sectors: BASIC EDUCATION (BE)</p> <p>Outcome 3: Improved quality in delivery in all HRD sectors</p> <p>Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors</p>	<p>SO 2: Goal 2.2 By 2030, ensure that all the children conclude primary schooling (1st to 6th grades) and initial secondary schooling (7th to 9th grades), which should be free, equitable and of quality, that produces pertinent and effective learning results</p> <p>SO 3: Goal 3.1 By 2030, ensure that all the adolescents have full secondary education, free, equitable and of quality that produces pertinent and effective learning results.</p> <p>Goal 3.3 By 2030, ensure that all the young people and at least 90% of adults, both men as well as women, are literate and have elementary arithmetic notions</p>
Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Yes	<p>General goal 3: Increase initial education offer and optimize its educational value</p> <p>Specific goal 6</p>	<p>Outcome 1: Broadened and deepened access and participation in all HRD sectors: BASIC EDUCATION (BE)</p>	<p>SO 1: Goal 1.1 From here to 2030, ensure that all the children who have access to various types of attention and development services during their early childhood, fulfill an initial education program standardized by the Ministries of Education.</p> <p>SO 2: Goal 2.1 By 2030, ensure that all the children have access to assistance and development services in early childhood and quality preschool education, with the purpose that they are ready for primary teaching</p>

SDG Targets	ECLAC (prioritized)	General and Specific Goals 2021 (OEI)	Strategies (CARICOM)	PEC Strategic Objectives and Goals (SICA)
Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Yes	General goal 6: Foster the connection between education and employment through technical-professional education (ETP). Specific goals 16 and 17	Outcome 1: Broadened and deepened access and participation in all HRD sectors: SKILLS – LIFELONG LEARNING (LL) Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors	SO 3: Goal 3.2 By 2030, ensure equal access to between 40 and 60% of all men and women who concluded secondary education to quality technical, professional higher training
Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Yes	General goal 7: Offer lifelong educational opportunities for all Specific goal 19	Outcome 1: Broadened and deepened access and participation in all HRD sectors Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors : SKILLS – LIFELONG LEARNING (LL) 4.7	SO 3: Goal 3.4 By 2030, increase by 50% the number of young people (15-25 years-old) and adults who have the necessary competences, particularly technical and professional, to access employment, decent work and entrepreneurship.
Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Yes	General goal 2: Achieve educational equality and overcome all forms of discrimination in education. Specific goals 3, 4 and 5	Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors: BASIC EDUCATION (BE) 2.1-2.2-2.3-2.4-2.5 SKILLS – LIFELONG LEARNING (LL) 2.6 TERTIARY EDUCATION (TE) 2.8	SO4: Goal 4.1 By 2030, eliminate the disparities of gender in education and guarantee access in equal conditions to all levels of teaching and professional training, especially for disabled people, indigenous populations and children in vulnerable situations

SDG Targets	ECLAC (prioritized)	General and Specific Goals 2021 (OEI)	Strategies (CARICOM)	PEC Strategic Objectives and Goals (SICA)
Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Yes	General goal 7: Offer lifelong educational opportunities for all Specific goal 18	Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors: BASIC EDUCATION (BE) 4.1 SKILLS – LIFELONG LEARNING (LL) 4.7	SO 3: Goal 3.3 By 2030, ensure that all the young people and at least 90% of adults, both men as well as women, are literate and have elementary arithmetic notions
Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Yes	General goal 5: Improvement of the quality of education and school programs. Specific goals 11 and 12	Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors	SO6: Goal 6.1 By 2030, ensure that all the students acquire theoretical and practical knowledge necessary to promote sustainable development, among other things through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, world citizenship and the valuation of cultural diversity and the contribution to the culture of sustainable development
Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Yes	General goal 5: Improvement of the quality of education and school programs. Specific goals 5 and 13	Outcome 3: Improved quality in delivery in all HRD sectors: BASIC EDUCATION (BE)	---

SDG Targets	ECLAC (prioritized)	General and Specific Goals 2021 (OEI)	Strategies (CARICOM)	PEC Strategic Objectives and Goals (SICA)
<p>Target 4.b: By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>		<p>General goal 10: More investment better invested. Specific goal 25</p>		
<p>Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>	<p>Yes</p>	<p>General goal 8: Strengthen the teaching profession Specific goals 20 and 21 General goal 3: Increase initial education offer and optimize its educational value. Specific goal 7</p>	<p>Outcome 3: Improved quality in delivery in all HRD sectors: BASIC EDUCATION (BE) and SKILLS - LIFELONG LEARNING (LL)</p>	<p>S05: Goal 5.1 By 2030, all the teachers of all the education levels of the system comply with the quality requirements regarding their training and continues update</p>



**unesco**

Institute for Statistics