Working Document

E2030: Education and Skills for the 21st Century

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Introduction

Education has the potential to reduce poverty, promote healthier environments, create a culture of innovation and build cohesive, peaceful societies. However, education alone cannot create responsible, healthy individuals and more prosperous societies. In order to reach those outcomes, nations must have quality education that provides students with relevant, adequate knowledge and skills that allow them to face the challenges of the world around them. Fundamentally, steps must be taken to ensure that no individual is excluded from learning opportunities.

With all of this in mind, in May 2015, the representatives of the global educational community who attended the World Education Forum held in Incheon, Republic of Korea, signed the Education 2030 Agenda Declaration and made a commitment to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Recognizing that the achievements that had been made in education during the previous 15 years were insufficient to release the transforming power of education in society, the global education leaders and interested stakeholders made a commitment to engage in various actions. Along with a shared vision of education, UNESCO and its member states adopted the Education 2030 Framework for Action, which proposes strategies, approaches, policies and plans of action directed at key characteristics of Education 2030: inclusion, equity, quality and lifelong learning.

This transformative vision of education and its key role in achieving sustainable development is contained in the 2030 Agenda for Sustainable Development. After two years of intense negotiations and consultation processes with broad participation by civil society and key stakeholders, the UN member states approved the Sustainable Development Goals (SDGs) in 2015, which include a set of 17 goals for ending poverty, fighting against inequality and injustice and addressing climate change. This was a decisive moment because the multidimensionality of development was formally recognized and a commitment was made to achieving the 17 interconnected goals by 2030.

The 2030 Education Agenda clearly states that in order for development to be sustainable and lead to the wellbeing of individuals and societies, the social, environmental and economic dimensions must be integrated into all development processes. Progress made in one dimension without progress in the others will impede development. The E2030 Agenda also situates education as a key element in the advancement of the three dimensions of progress. By creating an independent goal (SDG 4), which is also integrated into the other
16 SDGs, the importance of education is underscored by all nations. The overarching goal “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030 should form part of all national development strategies.

As such, we have a new vision of education based on the principles of education as a fundamental human right and a public good integrated into a new agenda of sustainable development with a plan for the implementation of SDG 4. However, it is countries and governments who will have the main responsibility for implementing the 2030 agenda. How are they, with their very diverse levels of development and specific social and cultural characteristics, going to improve the quality of education at all levels in order to ensure that no one is excluded? Furthermore, how will they supervise progress in these areas? What steps are necessary to move from formal education to promoting lifelong learning opportunities for all?

The challenges are immense and the new concepts and emphasis that this educational agenda has brought, particularly lifelong learning and the interrelationships between education and sustainable development, require additional reflections on how innovative contents in curricula can be used to make the most of education that uses ICTs and recognize informal learning.

In accordance with the mandate, issued by UNESCO member states, of ‘regionalizing’ the E2030 Agenda and its Framework for Action in Latin America and the Caribbean (LAC), the First Regional Ministerial Meeting on Education 2030 was organized and held in Buenos Aires on January 24 and 25, 2017. The participating ministers and guest experts discussed different aspects of the E2030 Agenda and analyzed experiences and the educational policies that work best in the region. These discussions and debates served as a basis for developing the Buenos Aires Declaration and defining a regional approach to the Education 2030 Agenda, including the means of implementation, support instruments, monitoring mechanisms and a road map for implementing E2030.

UNESCO has prepared this working document as support material for the development of a strategy at the regional and national level.

The document provides an analysis of the current situation and educational challenges in the LAC region and explores innovative themes surrounding this new educational agenda with the hope of providing ideas and guidance to the extent that this is possible. The document is structured as follows: 1) a brief summary of the context and problem of inequality in the region, learning in the framework E2030 Agenda, teacher policies and lifelong learning for teachers, educational quality and assessment as means of reducing inequality and promoting sustainable development and ultimately of implementing the E2030 Agenda.

As we have already mentioned, and as some of the chapter titles make clear, this document is conceived of and should be read considering education in the context of lifelong learning
and education for sustainable development. It is only through this lens that we will be able to build together a quality education for our region that contributes to more inclusive and prosperous societies.
Chapter 1. The educational context of the region and inequality

1.1. Socioeconomic context

In the last twenty years, especially in 2012 and 2013, the economic situation of countries in Latin America and the Caribbean has been quite favorable.

During this period, per capita GDP grew 30.4% and more than 50 million people were able to leave poverty behind. This positive economic period enabled the State to expand social spending, which increased from 11.7% of GDP to 14.5%. Increased public spending on education resulted in a decrease in unemployment, malnutrition, and infant mortality, among other indicators (Rivas, 2015). Between 2006 and 2013 a slight trend towards reducing the level of inequality was also noted in a significant number of countries across the region, while in others the level of inequality was maintained or even worsened (ECLAC, 2016).

Today the situation is not the same. Countries are experiencing a less dynamic economic situation as the economic growth rate, among other indicators, is reducing. This reduction is principally associated with the economic crisis affecting the major world economies and the fall of prices on basic export products (ECLAC, 2016). This trend affects employment, particularly of the youngest people, and leads to people migrating within or out of their country of origin. This, in turn, aggravates problems associated with urban life, including housing and health care problems and worrying indices of violence in some countries across the region.

- Social inequality has a cultural or symbolic dimension. It affects people’s bonds and relationships in their daily life and with society as a whole.
- Inequality in gender relationships deserves special attention for the importance education (both within and outside school) has in changing the beliefs, stereotypes and power relationships that affect and discriminate against women.
- The progress made in learning is encouraging, but concern remains about the gaps that exist in the region, particularly in the most disadvantaged sectors.

However, the increase in differences in student achievement in the same school generates important pedagogic challenges, given that these are not associated with socioeconomic level but with teaching practices and the segregation that exists within schools.
This also leads to more structural problems, primarily associated with the demographic transition (ECLAC, 2016). The age structure is changing in the region. The birth rate is decreasing and the population is ageing. These demographic changes and the migration between countries, among other factors, are creating key challenges in terms of the needs for education, vocational training, competency recognition between countries, promotion of the employment of young people and adults, social security development, pensions and other social development areas in the region.

1.2. Inequality: a pending challenge

Latin America and the Caribbean is a middle-income region. However, it is very heterogeneous with inequality among countries and within the countries themselves. This can be seen, for example, in the differences in income distribution, in access to goods and services, and in the possibilities for social mobility from one generation to the next (ECLAC, 2013).

Social segregation of students in their schools is a primary manifestation of how inequality is reflected in school systems, and this is high in the region. In our countries, the possibility is rare that boys and girls of different socioeconomic levels will attend the same school. This impacts the social mix and the more equitable distribution of educational opportunities (Murillo, 2016).

Differences are also observed in the possibilities of successfully completing school and in subsequent career paths. "(...) people living in low-income households tend to have less than 8 years of schooling, and in general do not move beyond the condition of manual laborers. Those who grow up in households having higher incomes tend to have 12 or more years of education and work as professionals, technicians, or supervisors." (UNESCO, 2007).

Social inequality has a cultural or symbolic dimension. It affects people’s bonds and relationships in their daily life and with society as a whole. The social and ethnic differences within the population also generate contexts of distinct and unequal sociability in terms of students' socio-cognitive approach to learning. Schools, in turn, relate better to some dispositions towards learning than to others, and most of them have difficulty recognizing and integrating culturally distinct experiences and knowledge.

Meanwhile, "poverty and inequality have a greater impact on women - especially those who are heads of households - who are forced to confront greater difficulties in access to the labor market as well as salary discrimination. Moreover, women are more frequently victims of domestic and social violence." (UNESCO, 2007).

Inequality in gender relationships deserves special attention for the importance education (both within and outside school) has in changing this situation and in challenging the beliefs, stereotypes and power relationships that affect and discriminate against women. Progress
will not be possible without greater equality between men and women in different spheres of life in society.

Agenda E2030 is an inflection point in this trend and proposes a new paradigm for rethinking and designing education in the world. Education has to be capable of contributing to the integration and development of diverse cultural identities and, at the same time, imbuing students with a spirit of understanding of differences, tolerance and cooperation with others (SDG 4 Target 7).

We are experiencing the end of a growth cycle and the opportunity to address the problem with a new approach to development. The Sustainable Development Goals approved by the international community are based on “(...) more compassionate relationships among all peoples and a more environmentally friendly relationship with nature. Equality as a value is central to this historic turning point; the State, through public policies, has a leading role to play in responding to these global challenges.” (CEPAL, 2013: 8).

Public expenditure is a fundamental indicator that reveals how much effort is being made by a society to ensure the right to education (UNESCO, 2016). Countries must continue with the positive trend towards increasing public spending in the sector and strengthening public education as a pillar to ensure the right to education. It is important to remember that the Education 2030 Framework for Action expects countries to increase domestic financing for education from 4% to 6% of GDP and from 15% to 20% of public expenditure (UNESCO, 2016: 31).

Efficiency in public spending must also be seen as a result of public action; the investment made must be related to the expected educational outcomes. It is not enough to just increase public spending; evidence from the region and around the world shows that simply providing increased resources does not ensure an improvement in teaching capacities or learning opportunities and nor does it guarantee better indices of results and equity (UNESCO, 2016). Tools are needed to enable the good use of the resources committed to be monitored, together with accountability mechanisms and strategic management of public finance.

It is necessary to continue advancing to close the wide gaps in education by income level, particularly in secondary and post-secondary education. As part of Agenda E2030 a detailed follow up of educational access must be done. While the Agenda seeks to achieve 12 years of education for children attending school in 2030, we must not forget that 3.6 million primary school-aged children are currently not attending school and are still awaiting the opportunities and the conditions to do so (Perceval, 2016).

1.3. Quality and learning achievements
In the last 15 years, Latin America and the Caribbean have experienced a triple process in the development of educational rights. Access to all educational levels has been expanded, state financing has increased, and the rights of excluded and marginalized populations have been recognized.

Between 2000 and 2015, Latin America and the Caribbean have achieved important progress towards the six objectives of Education for All (UNESCO, 2015) and new education laws have made changes that expand rights and generate new obligations.

Nevertheless, important challenges continue – particularly with respect to the quality of education and the results of learning, teacher performance, as well as in the coverage and length of time spent in secondary school (UNESCO, 2015). Furthermore there are challenges involved in monitoring the learning outcomes of out-of-school populations, including children and young people who represent populations with greater learning difficulties (UNESCO, 2016: 196).

In the region, the work of the Latin American Laboratory for Assessment of Quality of Education (LLECE) has been consolidated, coordinated by the Regional Bureau of Education for Latin America and the Caribbean. In the last evaluation (TERCE), fifteen Latin American countries\(^1\) participated. From this study, we can extract information about the learning achievements of primary education students and obtain information about factors associated with learning.

In each of the areas evaluated, performance levels were defined that distinguished shared curriculum contents that students should master. These levels describe the increasing cognitive complexity of the curriculum contents of each country. There are important differences among countries and within each country when levels of learning are evaluated.

The following table presents the results of the participating countries, identifying the proportion of students classified at each performance level.

<table>
<thead>
<tr>
<th>Table 1. TERCE: Percentage of students according to level of performance</th>
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<td>Grade</td>
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\(^1\) Fifteen countries participated in TERCE 2013: Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic and Uruguay.
In reading, mathematics and science, the majority of the students are concentrated in the lowest achievement levels in both third and sixth grade. In reading 60% and 72% of the students are in levels I and II, in the third and sixth grade respectively (OREALC-UNESCO, 2016).

In mathematics, 71% of third-grade students and 82% of sixth-grade students are concentrated in the two lowest levels. In science, the situation is similar: 79% of the students fall into levels I and II (OREALC-UNESCO, 2016).

In summary, the levels of mastery demonstrated on tests still show that only the most basic performance levels are achieved.

Comparing these results with those of previous testing in 2006 (SERCE), there is a decrease in the proportion of students located in the lowest performance levels (under I and level I), and a slight increase in the proportion of students located at higher levels, especially at level III. (OREALC-UNESCO, 2016:22).

While these advances are encouraging, they do not diminish concern the insufficient learning in most of the population, particularly in the most disadvantaged sectors. In the subjects measured, there are important challenges to promoting deeper and more advanced learning, which involves the ability to interpret texts, resolve complex mathematical problems, and develop scientific thinking to understand the world around us.(OREALC-UNESCO, 2016b: 19)

There is also a strong relationship between the results of learning and the socioeconomic level of the families. One study found that in almost all the countries, socioeconomic factors explained approximately 80% or more of the variation between schools on the average reading scores (Cervini, Dari & Quiroz, 2016:72).

There are also important gender disparities. In terms of performance, the pattern observed – though not for all countries – is that girls have better results on reading tests, while boys achieve better results in math and science (UNESCO, LLECE, 2016).

Nevertheless, the most striking results are the increase in the learning differences among the students within the same educational establishment and the decrease in inequality among schools. These results could be due, in part, to better living conditions, a reduction in poverty and an increase in investment in education. However, the increase in differences in student achievement in the same school generates important pedagogic challenges, given that these are not associated with socioeconomic level but with teaching practices and the segregation that exists within schools. This inequality in learning must be dealt with through design, implementation and evaluation of mechanisms that take diversity into account (OREALC/TERCE, 2016).
Chapter 2. Learning in the Framework of Agenda E2030

- Skills for the 21st century, digital literacy and capacity building for sustainable development and world citizenship are lessons that all children, young people and adults must develop for education to make a decided contribution to achieving Agenda 2030 together.
- Learning takes place throughout our lives in many different learning structures, which can be formal, non-formal or informal. Knowledge gained outside school should be recognized and linked with formal education.
- Vocational training must be strengthened with programs to develop 21st century skills together with technical and professional competencies. These skills are needed for young people to access decent jobs.
- There is a risk that the capacities promoted in Agenda 2030 are added as yet another content to an already overloaded academic curriculum. Progress must be made with defining a pertinent and flexible curriculum that is built through participation and includes the opinions of those involved, including young people.
- The increase in differences in student achievement in the same school generates important pedagogic challenges, given that these are not associated with socioeconomic level but with teaching practices and the segregation that exists within schools.

The challenges posed by the Education 2030 Agenda redefine the core of foundational learning for the educational experience. A quality education can no longer be defined solely by the acquisition of the basic competencies of reading, writing and arithmetic.

While these are fundamental lessons, from which many people continue to be excluded, the acquisition of more profound knowledge and “analytical and problem-solving aptitudes and other high-level cognitive, interpersonal and social abilities” must also be ensured. Furthermore, quality education must promote “the development of the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED)” (UNESCO, 2015b: iv).
2.1. Inclusive, equitable and lifelong learning

All persons, regardless of their age, must have opportunities to gain the knowledge and skills proposed by E2030, with an inclusive, equitable and lifelong learning focus. Lifelong learning incorporates multiple and flexible learning pathways, entry and re-entry points at all ages, and strengthened links between formal and non-formal structures, including formal accreditation of the knowledge, skills and competencies acquired through non-formal and informal education (UNESCO-GEM, 2016:8). The following figure represents an important part of these educational spaces and opportunities.

Figure 1: Lifelong learning opportunities

Clearly, changes in education are not sufficient to transform society and, conversely, the quality and equality of education are conditional on the living conditions of any given population. However, education can be a vehicle for improving agency, voice, participation and the future path of vulnerable populations (UNESCO, 2016: 93). This is why it is so important for teaching practices to be inclusive and to address the diversity in students' learning speeds and styles, which represents a considerable challenge in a system that has traditionally overlooked this diversity.

It is equally important to recognize that not all learning occurs in schools and to validate community knowledge and learning acquired in non-formal and informal learning contexts. Relevant social and vocational competencies “are also developed through self-learning, peer-learning, work-based learning (...) or through other experiences of learning and skills development beyond formal education and training” (UNESCO, 2015a: 65-66).
Given the above, UNESCO reafirms that the concept of lifelong learning is key in today's world. Social life in cities and rural areas offers many different educational opportunities and training itineraries that give each person the chance to build his or her own training project oriented towards his or her personal and professional enrichment (UNESCO, 2011; 2014b; 2016).

In order to give this learning social value and empower students, there must be mechanisms for recognition, validation and accreditation (RVA) of knowledge, skills and attitudes learned through different contexts, experiences and life stages.

The UNESCO Institute for Lifelong Learning (UIL) has developed a Global Observatory of Recognition, Validation and Accreditation of Non-formal and Informal Learning (Global RVA Observatory) that gathers and shares best practice from RVA systems at different stages of development in countries and regions around the world. UIL also reviews and analyzes member state implementation of RVA policy and practices. These activities and studies can be found under the heading RVA studies.

2.2. Job skills

One area of special concern is job qualifications for youth since they must be prepared in order to gain access to decent work and to fully participate in society (UNESCO, 2012: 15-17).

Until now, job training in the region has taken the form of secondary and tertiary education or as an alternative for young people whose educational pathways were shortened because of economic or exclusion factors. Except for a few notable exceptions in the region, skills and training methods have fallen behind and, generally, their diplomas do not enjoy the prestige and status that they should.

In this context, Technical and Vocational Education Training (TVET) plays a key role in promoting the connection, complementarity and updating of training offered by the education system with the demands of the labor market and demographic trends. One of the strategic actions of TVET is to supply and update the competencies of the adult population which is the critical mass of the workforce, as well as facilitating the transition from school to work (OREALC-UNESCO, 2016). The increasing level of intra-regional migration also creates challenges relating to the recognition of qualifications from other countries, as well as the incorporation of the migrant population into the workforce. Therefore the challenges are not limited to the education system but its many connections with the formal and non-formal labor market.

Today, job training must be thought of in a radically different way and in relation to the defined principles of inclusion, equity and lifelong learning.
Strengthening the education of youth and adults and technical and vocational education that is offered at the secondary and tertiary levels is urgently needed in the region, both from a perspective of inclusion and because of the positive effect it can have on the countries' development.

Tertiary level education is facing a wide range of challenges. First, it must strengthen its links with work in educational areas oriented to vocational training with equality of opportunity of access. Higher education is fundamental to fostering innovation and increasing productivity in knowledge-based economies (UNESCO, 2016). It is important to safeguard equity with regard to productive and social pertinence of the professional profiles and accessibility to the training offered.

The countries of Latin America and the Caribbean should take initiatives to achieve a substantial transformation of their tertiary education systems (OREALC-UNESCO, 2014). A latent challenge in the region is to increase and strengthen scientific production and promote applied research linked closely to productive development, as well as linking the needs of society, professionals, their qualifications and free exercise of their knowledge.

The experience of CARICOM countries provides an interesting example. They have taken on the challenge of transforming job training in order to provide 21st century knowledge and skills. They address the problem jointly and have agreed upon a framework of training qualifications and standards that facilitates young people's entry into the workforce and performance in any of the CARICOM countries.2

These educational methods must be updated to ensure that foundation skills (reading, writing and calculation) are learned and to develop the transferable skills and specific technical-professional competencies that today's world demands. It should be mentioned that transferable skills are skills for the 21st century and include problem solving, communicating ideas, creativity, leadership and entrepreneurial abilities (UNESCO, 2012: 17).

In the school system, the relationship between education and work does not end at the adult and technical-professional level. In contrast, vocational training must be a cross-disciplinary area in primary and secondary education to the extent that the population as a whole is prepared at school to enter the job market. This should take place without reducing education to training the human capital required for economic development, but by

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2 Experience cited by Shawn Richards at the Regional Meeting of Education Ministers of Latin America and the Caribbean, "Education and Skills for the 21st Century". Buenos Aires, Argentina January 24 and 25, 2017
incorporating the development of skills demanded by the job market into education (UNESCO, 2015a: 37).

2.3. Education for sustainable development and global citizenship

In Agenda 2030, Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) hold an important place among the areas of learning that must be promoted in education. In Education for Sustainable Development (ESD), four areas of foundation skills have been identified:

- **Ecological literacy**: understanding the impact human beings have on the environment.
- **Systems thinking**: the capacity to understand the interconnection between different events and processes linked to consumption and the use of goods with an approach that enables one to make connections ranging from the origin of materials involved to the use of the different parts that comprise it.
- **Design and technology understanding**: knowledge of strategies to minimize the impact of technologies on the environment.
- **Cultural contexts**: the capacity to adapt relevant solutions to one's own cultural context. (UNESCO and UNEP, 2016: 33).

While there is consensus as to the importance of these domains, there is still no precise definition regarding the knowledge, skills, attitudes and values they contain, given their multi-faceted, cross-disciplinary and holistic character (UNESCO, IBE, 2016: 4). Therefore, progress must be made to outline these domains and identify indicators for monitoring them.

The concern for promoting capacities that favor sustainable development is complemented by an interest in building a sense of belonging that goes beyond the limits of the modern Nation State. In this context, the development of an awareness of bonds and interdependence with all humanity is considered a core challenge, from which comes the notion of *global citizenship*, which “refers to a sense of belonging to a broader community and a common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global” (UNESCO, 2015c: 14).

Global Citizenship Education (GCE) recognizes three key learning areas: cognitive, socio-emotional and behavioral.

The cognitive area is focused on the acquisition of knowledge and the development of critical thinking about global, regional, national and local issues. The socio-emotional area promotes a “sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity” (UNESCO, 2015c: 14). Lastly,
the behavioral area promotes the capacity to act effectively and responsibly at local, national and global levels for a more human, peaceful and sustainable world.

This approach differs from the traditional vision of citizenship or civic education in school programs, which mainly prioritize laws and regulations and a sense of national belonging. Therefore, the proposal invites each country to adapt the defined guidelines to their contexts and favors an appreciation of diversity and inclusive approaches at all levels (UNESCO, 2015a: 71-72).

On the other hand, in several of our countries, citizenship education curricula are not aligned with teacher training curricula. The region’s teachers are not trained in teaching and working methods consistent with a broad, global perspective on education for coexistence and citizenship. Consequently, traditional, formal and memory-based teaching methods predominate, even though they have little impact on consolidating values and deep attitudes for coexistence and citizen life. OREALC-UNESCO’s Regional Strategy on Teachers addresses the problem.

While the contents imparted within the school system are important, it must be emphasized that the focal points of global citizenship and sustainable development should transcend the classroom and become a fundamental part of people’s lifelong learning.

Although there is no detailed diagnostic on the incorporation of the elements that lead to the relevant areas of learning stressed by ESD and GCE in regional curricula, it is indeed possible to identify some of those aspects. The most up-to-date and relevant information can be found in a comparative study by UNESCO prepared recently that examined curricula in 78 countries around the world, including 18 countries in Latin America and the Caribbean (UNESCO, IBE, 2016).

That analysis identified that 16 of a total of 18 countries mentioned over 50% of the terms related to the topic of Health in their curricula. Fourteen of 18 countries included the topic of Human Rights, while 11 did so for the topic of Peace, Non-Violence and Human Security. Meanwhile the topic of Sustainable Development was only important in 8 of the 18 countries, leaving Gender Equity as the least present topic with only 3 out of 18.

The fact that curricular contents barely reflect on or question the gender inequalities in the social life of women in Latin America and the Caribbean is particularly noteworthy. The curriculum is the result of what society wants to teach new generations and by not including what it requires, inequality is reproduced and culturally normalized.

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3 In the area of global citizenship education, UNESCO has developed a framework of learning objectives that are intended to be a guide to support countries in developing this line of action in their curricula (UNESCO, 2015, Citizenship).
2.4. **Education 2030 learning: curricular challenges**

The change of direction in learning proposed by Education 2030 demands that curricula be reviewed and updated in order to encourage learning for sustainable development and global citizenship. The areas of learning that are promoted must be transformational and favor social inclusion, especially gender equity and the acceptance of diversity.

On the other hand, we must reexamine the conditions under which the curriculum is taught in schools, especially the organization of space, time and the availability of materials and digital resources, in order to facilitate the methodological innovation needed to develop the knowledge promoted by Education 2030.

In order to advance with this task, at least the following is needed:

2.4.1. **Building a relevant school curriculum in a decentralized, pertinent and participatory manner.**

The curricular challenges of Education 2030 must be resolved in a democratic manner so that the country’s curricular design expresses the particular learning needs of the general interests and favors social cohesion (UNESCO, IBE, 2015: 26).

National curriculum building must also be flexible in order to allow for the necessary local adjustments to ensure that the curriculum is relevant. To accomplish this, the content must be centered around what is called essential learning (Coll and Martin, 2006), key competencies (OCDE, 2005) or content centered around big ideas (Wiggins, 2010).

Curricular flexibility requires countries to ensure the capacity, at a local level, to contextualize the curriculum and design learning experiences that relate what is occurring in the school with what is occurring outside the school, integrating and recognizing diverse sources of knowledge, learning and teaching.

2.4.2. **Promoting an integrated vision of knowledge**

The curricular challenge lies in responding to new learning requirements without adding more content, but by significantly modifying expectations of what is to be taught. Fundamentally, this entails changing the classic disciplinary structure of the school curriculum, which fragments knowledge into subjects with contents that do not relate to one another and that are, in general, decontextualized from the students’ realities (UNESCO, IBE, 2015: 9).

Designs should be selected that allow for the curricular integration of subjects or areas of knowledge and between levels throughout one’s education.
2.4.3. Connecting the curriculum with students' new directions and demands.

The attainment of Education 2030 is a great opportunity to address the crisis involving the direction of formal/traditional education, especially of secondary education (Tiramonti, 2005; Tenti Fanfani, 2008; Terigi, 2009).

In this context, it is necessary to revive young people's interest by transforming and adapting the curriculum and transforming the most common methods of learning. From a regional perspective, OREALC-UNESCO Santiago has initiated a pilot consultation process where they ask young people, role models and social stakeholders *what and how they want to learn*4. This approach provides important information about the opinion of youth with regard to surveying their learning requirements.

The opinions of young people in the region show a critical perspective on the situation of learning. The results show that the new learning needs are framed within the complexity of the world that young people in the region are facing today. Likewise, their responses confirm a demand for a more holistic curriculum that enables students to understand, among other topics, how the world is organized and to manage the multidimensionality of their current reality, which facilitates the development of transformational capacities. Furthermore, it suggests a demand for a broader notion of learning, which recognizes a good school as the foundation for this learning, but also promotes other educational spaces outside of school and other ways to learn.

Argentina, Brazil, Chile and CARICOM countries have undertaken initiatives for secondary education reform that will transform the curricula and meaning of this educational level for millions of young people. These changes are consistent with the E2030 guidelines and serve as interesting points of reference for Latin American and Caribbean countries as a whole.

2.4.4. Teaching challenges and classroom assessments

It is not enough to transform mandated curricula. Instead, we must also transform the curricula experienced by students, which implies modifying methodological and assessment practices entrenched in schools.

The substantial change lies in directing teaching towards learning for all, recognizing and appreciating student diversity in the broadest sense. For diversity-focused teaching, it is key to work with an educational assessment that is based on the students' prior learning with respect to the competencies that are looking to be developed. From this perspective, teaching and assessment are integrated into the process and the latter acquires a key role,

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4 Other consultation initiatives have taken place in the region, such as the regional consultation "Secondary Education in Latin America and the Caribbean" and the consultation process “Ampliando Voces: Miradas y Propuestas para la Educación de Personas Jóvenes y Adultas en la perspectiva de sus sujetos” (Broadening voices:Proposals and perspectives for youth and adult education in the eyes of its subjects) both coordinated by the Latin American Campaign for the Right to Education (CLADE).
not as a penalty given at the end, but rather as information that provides guidance throughout the entire educational process.

Thus, changes start by modifying assessment and teaching. Several studies demonstrate the impact of educational assessments on student learning, especially for students with more problems (Black and Wiliam, 1998; Hattie, 2009). It has been demonstrated that the practice with the greatest impact on student learning is effective feedback. Although there are differences regarding the size of the effect, there is consensus regarding the importance of strengthening educational assessments in schools (Hattie, 2015; Wiliam 2015).

The implementation of changes in assessment practices requires a strategic design at the classroom and school level. These changes tend to meet resistance in beliefs and assessment practices that have been entrenched in school systems for a very long time.
Chapter 3. Teachers as key stakeholders in the 2030 Agenda

- Teachers play a key role in training students in skills for the 21st century. The teacher is a guide who supports student development from early childhood and throughout the learning process for children, youth and adults.
- Initial teacher education needs to be strengthened and reoriented, so as to prepare teachers to generate learning experiences that develop 21st century skills, work taking account of the diversity of students in the classroom and carry out educational assessment.
- Lifelong learning broadens the area in which teachers work. Along with favoring the gap in accreditation of teachers in primary and secondary education, it is important to prepare specialized educators to work in primary education, technical and vocational education, adult education and in educational programs developed in the community, outside the school environment.
- The specification of indicators for monitoring Education 2030 provides an opportunity for deepening educational inclusion, overcoming the historical social gaps, such as that of gender, as well as the new demands of modern society, such as those generated by migrants.

The professional role of teachers is fundamental to the attainment of quality education, which is why the Education 2030 Agenda has included a specific goal for teachers. However, this goal only defines an increase in the availability of qualified teachers, reducing the certification problem. While this is important, it diminishes the professional role of teachers and the complexity of requirements imposed by new educational expectations (UNESCO, 2016: 328).

The E2030 Agenda requires teachers to have new capacities to guide students in developing 21st century skills, and these should be considered in initial and continuous teacher education processes. Furthermore, the lifelong learning perspective expands the teachers' sphere of action into other educational modes that lie beyond their performance in primary and secondary school education. From this perspective, it is imperative to prepare specialized educators to work in primary education, technical-professional education, adult education and in educational programs developed in the community, outside the school environment. The teacher is a guide who supports student development from early childhood and throughout the learning process for children, youth and adults (UNESCO, 2015a: 57).
3.1. Teaching capacities for developing 21st century skills and lifelong learning

The EFA initiative introduced an inclusive requirement that disrupted the traditional selective orientation of the school system, with its aim for all children to achieve basic competencies in reading, writing and arithmetic.

The E2030 Agenda maintains this inclusive purpose, but with more ambitious learning requirements, setting the bar high in terms of the potential role of education in sustainable development and social coexistence. This has led to rethinking the objectives and contents of education, and subsequently, those of teacher professional development. The challenge is to train teachers who can facilitate the learning process, understand diversity, be inclusive and develop competencies for coexistence, as well as environmental protection and improvement. They should stimulate a respectful and safe environment, promote self-esteem and autonomy and implement multiple pedagogical and didactic strategies.

Considering the new demands placed on learning by the E2030 Agenda (outlined in the preceding chapter), initial and continuous teacher education should support an inclusive vision of learning that works toward gender equity and the elimination of all forms of discrimination and disadvantages. Through a pedagogy of diversity, teachers should generate motivating and challenging learning experiences that strengthen the self-esteem, identity and autonomy of all students. Teachers should be prepared to collaborate with other teachers and build learning communities.

At the same time, teacher education should build professional capacities for the assessment of an educational classroom that supports students from an inclusive standpoint; develop local curriculum plans that are relevant; promote learning opportunities for green competencies (ecological literacy) and global citizenship, as required by Education for Sustainable Development.

Teachers should facilitate student use of digital technology in 21st century skills development, promoting data search and processing, problem resolution, reflexive analysis and communication that respects diversity and differences.

In other words, the E2030 Agenda redefines and strengthens the ethics and values behind the profession in the context of an inclusive and humanized education.

The emphasis on learning should not lose sight of an approach that integrates the teacher's role with the curriculum, pedagogy and assessment. The teacher has a relevant role in curriculum decisions, especially if she or he must adapt learning to student diversity and generate learning experiences that effectively consider this diversity and lead everyone to further their knowledge and competencies (UNESCO, IBE, 2015: 17).
Given the all-encompassing and integrated nature of 21st century skills, the E2030 Agenda strains the disciplinary organization of the school curriculum and therefore the formation of teachers focused on teaching specific subjects. Therefore, we need to promote a holistic and integrated approach to initial and continuous teacher education in our countries, rather than simply lumping together isolated subjects on education for sustainable development, global citizenship education or digital literacy.

The preparation of teachers and community educators to offer lifelong learning opportunities plays an important role in the 2030 Education Agenda. These spaces and experiences, in addition to promoting learning experiences in the areas they propose, stimulate the personal development and wellbeing of individuals and their communities (UNESCO, 2015a: 58).

There is an urgent need in formal education to prepare professionals who can address different initial education models, whether these are through formal institutions or family and community support strategies. Likewise, the preparation of teachers who specialize in adult education is paramount. As adult education expands, it receives a growing number of school dropouts.

In the area of education for work, the preparation of teachers for professional technical education continues to be a challenge. This is the greatest shortfall in the region, which limits the application of innovative teaching methodologies and technologies. Jamaica’s experience is notable, where certification is available in four types of competency needed for this role: technical, academic, pedagogic and attitudinal and which are accredited by the Vocational Training Development Institute (OREALC-UNESCO, 2016e).

There is a need to support synergies between formal education and technical and occupational training institutes, as well as educational experiences that occur in the same work environments, recognizing the value of different learning contexts and the complementarity that can be established between these (UNESCO, 2015a: 51).
3.2. Challenges in policy formulation in initial and continuous teacher education

2.1. Definition of the role of the teacher

The new requirements superimpose a historical debate in the region on the teacher profile and role required to sustain pedagogical processes.

This dispute has been presented as the contrast between a primarily bureaucratic perspective, oriented towards the implementation of a standard, and a professional perspective, oriented towards the students' learning experience (Darling-Hammond, 2001: 140).

On the other hand, this discussion can also be seen in the existing tension between 'accountability' policies that reduce the profession to a standardized pedagogic model that claims to be universal (Hargreaves and Brown, 2013) and ‘capacity’ policies based on trust in and autonomy of the teacher to make curricular and pedagogical decisions.

In an effort to improve the quality of education, the region has suggested a merit-based professionalized approach, based on the acknowledgment of the merits of individual professional performance (UNESCO, 2015d). This approach has the risk of not valuing collaboration between teachers, even more so if what is required is a generation of spaces for interdisciplinary action and an assumption of ethical and inclusive perspectives (IBE 2015: 10). On the other hand, a strengthening of the teaching profession also requires more attractive, motivating and stable living and working conditions, including higher salaries (UNESCO, 2015; UNESCO, IBE, 2015).

2.2. Professional certification

As part of the efforts to professionalize teaching, it is essential that all teachers are certified, i.e., that they have passed through a systematic preparation process that involves the development of fundamental ethical values, knowledge and competencies in their professional field.

The region still has some way to go in this regard. Recent data for Latin American and Caribbean (LAC) countries (2011 to 2016) shows that 83% of primary school teachers and 78% of secondary school teachers are certified. There are significant disparities between countries. Whereas some countries show 100% certification among primary and secondary school teachers (for example, Aruba, Barbados, Bermuda and Cuba have 100% certified teachers in preschool, primary and secondary school), others have less than 30% certification (for example, Suriname). As seen in the analysis, this situation does not vary greatly from 2000 (UNESCO, OREALC, 2014: 119). In preschool education, average certification is 63%, which is lower than the other levels, showing that efforts at this level need to intensify.

The institutional nature of initial teacher education between countries is heterogeneous. In some countries, teacher education is imparted during secondary school (normal schools),
and in others, during higher education in public and private institutes and/or universities over one to five years. In this area, there is a concern over signs of a lack of professionalism implied by the existence of teachers with no prior studies and the institutional dispersion that provokes the growing privatization of the educational system, including teacher training.

In the field of teacher education, it is vital to ensure certification, improve initial teacher education processes and ensure that these are effectively oriented towards facing the challenges set forth in the E2030 Agenda. Teacher education must focus on fundamental ethics, knowledge of subject matter and new contents, methods for addressing more complex cognitive skills, and problems associated with inclusion, coexistence and gender relations, among others. Likewise, a possible regional emphasis would be to favor the development of teacher specialization programs for formal educational levels and models and community education programs that increase lifelong learning opportunities. The region must make progress on teacher qualifications for preschool, primary and secondary education.

2.3. The policy of continuous teacher training

The changes behind the E2030 vision and goals fundamentally require a transformation of current educational practices implemented by active teachers. In this process, the role of continuous teacher education is very important.

There are also different visions currently under debate on teacher education within the region. One the one hand, there is the continuing education approach, and on the other the professional development approach (Avalos, 2007; Terigi, 2010). On one side of the debate are the teachers (and other educational professionals such as directors), their will to learn and capacity to collectively self-educate, and on the other, educational strategies, generally designed externally from a perspective of deficit, where the teacher is a mere receptor of supposedly unfamiliar knowledge or techniques (Avalos, 2007: 80).

Although continuous education can offer a range of possibilities, it is traditionally characterized by an offering of unrelated courses, defined without consultation or feedback and based on external interests, generally with little collaboration and reflection (Terigi, 2010; Avalos, 2007; Ingvarson et al, 2005; Marcelo, 2001; UNESCO, OREALC, 2014).

There is a wide range of evidence of the poor results and lack of effectiveness of continuous education implemented in the region. The E2030 Agenda appeals to educational institutes and at the same time offers a great opportunity to develop a new vision of the problem and redesign professional development programs around the diverse interests and competencies required by contemporary society.
Chapter 4. Quality, assessment and monitoring of Agenda 2030

- Continued assessment of the results of student learning is important, but so is examination of other processes and conditions under which educational experiences take place, as these are part of a quality educational experience (UNESCO, 2015b).

- Assessments should address the concept of quality, taking account of: a) 21st century skills, digital literacy, education for sustainable development and global citizenship education; b) processes and conditions and c) the relevance of education to the lives and cultures of the students.

- It is vital to not only continue assessing learning in traditional areas but also to gradually incorporate the assessment of non-cognitive skills and capacities for sustainable development and global citizenship.

4.1. An innovative focus on quality in education

The concept of quality of education has evolved over time. Initially, the school-based acquisition of some basic skills in reading, writing and arithmetic was considered a quality education. Later, the concept was expanded and education was established as a fundamental right. In addition to being effective and efficient, learning now had to be relevant, pertinent and equitable (UNESCO, 2007: 5).

Now, the E2030 Agenda has again redefined quality education, expanding the notions of the knowledge acquired, the meanings and opportunities to learn. Quality education is the right “to meaningful and relevant learning” (UNESCO, 2015a: 33). The key directions in this definition are as follows:

First, fundamental core learning includes 21st century skills, digital literacy, education for sustainable development and for world citizenship. Second, the processes and conditions under which education occurs are considered an inherent aspect of quality. This third expansion of the concept of quality education demands recognition of the fact that learning occurs throughout an individual’s entire life and in multiple contexts, including at school, work, through institutions and the wide arena of everyday life. Finally, the notion of equity—which until this point, had referred to access to and the results of learning—now expands toward a concept of inclusion that highlights the pertinence of education to the
lives and culture of the subjects. The following figure shows these dimensions and relationships.

Figure 2: Expansion of the concept of quality education

4.2. **Assessing and monitoring the new focus on quality in education**

One of the general premises of the educational quality agenda is that assessment processes are essential to gauging achievements and challenges along the way and thus contribute to decision making and continuous improvement. Under this premise, the changes to the concept of quality place new demands on assessment and monitoring the educational agenda. This requires consensus building regarding E2030 monitoring and the indicators that will be used to measure its different facets. Likewise, consensus must be reached on regional priorities as well as the elements and learning that will be the object of future quality assessments. The greatest challenge during this consensus-building process will be ensuring that the monitoring and quality assessments do, in fact, measure the new educational objectives set forth in E2030 and that assessments are used effectively for public dialogue and decision making.
4.3. Monitoring the 2030 Agenda: Setting indicators and procedures

Beginning in 2015, a framework of global, theme-based indicators was developed to monitor SDG4 and specific goals. However, the weaknesses that remain in many indicators impact their effectiveness for assessing the progress and accomplishments of the agenda's various dimensions. For example, indicators must be established in order to verify adequate comprehension of themes related to sustainable development and world citizenship; knowledge of ecological content; development of students' skills for reflection and critical thinking. Indicators for monitoring curricular changes, ongoing training programs and new relationships between the school and its surroundings are also needed, among others.

The tools for assessing and monitoring the education of preschool-aged children (Fiszbein, Guerrero, Rojas, 2016), technical-professional training and adult education are also weak. One reason is that the tools do not capture the variety of educational opportunities and programs that exist.

Thus, respecting the existing framework for monitoring E2030, consensus is still needed regarding more specific indicators and regional priorities in terms of monitoring educational levels and models.

4.3.1. Assessing quality: assessing new learning, educational processes and conditions as well as lifelong learning

(a) New areas of learning

There is broad consensus on the need to assess national curricular content for the inclusion of skills involved in education for sustainable development and world citizenship; however, little information is available regarding educational offerings, teaching and learning in these areas. Consequently, one of the region's first tasks is to gather curricular data (UNESCO, Institute for Statistics, 2016: 20).

Another important point of consensus lies in the need to observe areas beyond traditional cognitive abilities (Icheon, 2015), such as digital literacy in and outside the school environment. However, assessment priorities and the methodologies to be applied—e.g., developing critical and analytical thinking, conflict resolution skills, creativity, team work and business skills, among others—still require consensus. Assessing the practical and attitudinal aspects of this new learning presents novel and special challenges.
(b) Processes and conditions of educational experiences
Continued assessment of the results of student learning is important, but so is examination of other processes and conditions under which educational experiences take place, as these are part of a quality educational experience (UNESCO, 2015b).

For example, the way in which inclusion and diversity are handled; peer group work; students' work in and with the community; opportunities to research problems that interest them as well as to create and maneuver in different environments are very important processes that reflect the new concept of educational quality.

(c) Lifelong learning
Agenda E2030 recognizes and values the large number of people who are learning outside the school system in various community spaces as well as through formal and informal work. How can the quality of their learning be assessed and validated? The Programme for the International Assessment of Adult Competencies (PIAAC) could be a starting point. Based on the idea of lifelong learning, competencies are vital to improving people's jobs and increasing countries' productivity and growth. Monitoring the level of such competencies is very important to developing good social and economic policies.

Furthermore, it is necessary to create institutions that enable learning acquired within the framework of lifelong learning to be assessed and certified in non-school spaces. Institutions that are more flexible in recognizing and assessing this type of learning would offer new educational opportunities to many adults and young people in our countries. The UIL's Global Observatory of Recognition, Validation and Accreditation of Non-formal and Informal Learning (http://uil.unesco.org/es) provides support for policies and experiences in the area.

4.3.2. The region's strengths and challenges regarding quality assessment

E2030 has the region reflecting on quality assessment. There are great conceptual and methodological challenges to assess, for example, non-cognitive, socio-emotional skills; civic and citizenship education; ICT use; social inclusion and challenges related to examining the processes that take place in schools and classrooms (UNESCO, 2016a).

It is difficult to make simultaneous progress on all the assessment innovations required by the E2030 Agenda. Consequently, each country must prioritize on the basis of their requirements and possibilities and in accordance with their reality and context.

However, assessment instruments and modalities beyond those commonly applied have been created. These advances are important to recognize and constitute a regional strength. The following are some examples:
The Latin American Laboratory for Assessment of the Quality of Education (LLECE) currently includes 19 educational systems which cooperate on matters related to assessing quality in primary education. Its experience, integrated focus and holistic perspective have provided insight into the relationship between academic performance and other variables and processes in the educational experience. Such variables include interpersonal relationships at school, family relationships and the effect of information and communications technology (ICT) on learning (UNESCO, LLECE, 2015).

LLECE’s leadership, along with the methods and procedures for creating the processes that will assess the quality of education in the region (OREALC-UNESCO, 2016a), require continued strengthening. One challenge currently facing the LLECE is agreeing on the indicators and common international metrics for E2030 that will be used in the Fourth Comparative and Explanatory Study (Cuarto Estudio Regional sobre Calidad Educativa, ERCE) (UNESCO, Institute for Statistics, 2013). Through analysis of videos taken at a sample of schools, it is also seeking a deeper understanding of the processes and conditions at school and in the classroom.

To date, the LLECE has exclusively dealt with assessing primary education (with tests given to 3rd and 6th graders). Particularly with the concept of lifelong learning in mind, it is appropriate to consider other needs in the discussion of the region’s priorities. These include learning at the secondary level; job training and several adult education programs; as well as focusing monitoring on those populations most excluded from learning and with the greatest gaps in results.

(ii) National experiences and international assessments

(a) Assessing conditions and processes
Progressively, learning assessments have incorporated other variables indicative of the quality of education, such as school atmosphere and gender equality. As an example, questionnaires were given to students, parents and teachers during national standardized testing in Chile. Data was gathered on self-esteem and motivation, school atmosphere and coexistence, involvement and citizenship education, as well as healthy lifestyle habits. The assessment of educational quality accounted for these factors in addition to learning results.

Similarly, Brazil and Colombia have created quality indices that cross learning achievement data with other crucial, related factors. On Brazil’s Basic Education Development Index (Índice de Desenvolvimento da Educação Básica, IDEB) these variables are the pass rate and school dropout rates. Colombia’s Synthetic Index of Education Quality (Índice Sintético de Calidad Educativa, ISCE), adds data on school atmosphere to the aforementioned (Ferrer
and Fizbein, 2015). These examples of national data gathering systems are ways of synthesizing data that are more complex than usual. Their use could contribute to the educational quality associated with E2030.

(b) Assessing new learning

Non-cognitive skills: Seen as complementary to the national tests that measure school achievement in areas of traditional learning in Colombia, in 2014 and 2015 SER, from Bogotá used a few pen and paper questions and a great deal of in-action observation of students to assess 9th graders on citizenship and coexistence, physical well-being and the arts. With observation scales and rubrics in hand, evaluators observed, for example, the students' ability to organize themselves, reach agreements, produce strategies and create shared objectives (UNESCO, 2015e: 52).

World citizenship: The International Civic and Citizenship Education Study (ICCS) gathered data on student beliefs, attitudes and behaviors as they relate to civic and citizenship education. To complement the knowledge test, the study collects data on teaching practices, school atmosphere, the school's role in promoting peaceful interaction among young people, the use of social media as a tool for civic involvement, and concern regarding threats to sustainable development. While this assessment may be a reference point, it is important to keep sight of the greater challenge set by E2030: promoting world (as opposed to national) citizenship. The region still needs to agree on how this citizenship will be assessed.

Digital literacy: The International Computer and Information Literacy study (ICILS) assesses students' computer literacy and information management by putting them in front of a computer. Test subjects must complete different tasks, like searching and managing information for a research project. Criteria and procedures for assessing abilities in this area also need to be agreed upon.

Education for sustainable development: There is no systematic data in this area. However, the region does have experiences with building green schools, self-sustaining schools and other similar initiatives. These experiences need to be explored and regional assessment criteria agreed upon.

4.4. Information management

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5 In 2015, 20,000 students were assessed in the arts, 55,000 in physical wellbeing and 60,000 in citizenship and coexistence. See Celis, J. (2016).

6 Conducted by the International Association for the Evaluation of Educational Achievement (IEA) and applied to 8th graders, the 2016 project is the institution's fourth in this area (ICCS 2009, CIVED 1999, and Six Subject Survey, 1971). Five countries in the region participate in the ICCS: Chile, Colombia, the Dominican Republic, Mexico and Peru.
There is broad consensus that the primary purpose of assessment is to improve learning. This agreement is a beacon to guide discussions on the type and scope of quality assessments in education and monitoring the E2030 that will be conducted in coming years. It is important to consider how the data gathered by the different entities and at different levels of the educational system, including the regional monitoring system, will be used. It is also important to build regional consensus on the information that will be shared and communicated in a sensitive manner in order to avoid comparison and competition between countries.

Regarding data use and management, it is important to note the negative consequences that "accountability" can produce when students' results in standardized measurements are used to classify and issue judgments on the quality of schools and teachers.

In some systems, this quality judgment has high stakes, carrying sanctions for the teachers of under-performing students and/or economic or other incentives for positive results. Several studies show the weakness of these inferences and how counterproductive they are to the internal atmosphere, self-efficacy and student learning expectations.\(^7\)

An excess of standardized measurements with high stakes for schools and teachers is not effective in terms of quality because it creates significant tension between the curriculum and teaching practice (UNESCO, 2007:26).

When schools are pressured to perform in the limited number of areas measured on the test, the curriculum is reduced and less time is spent on other skills and abilities important to student education.

The effect this pressure has on the pedagogical practices of teachers and administrators is also worrying. Many believe that success in the tests can be guaranteed through strategies of delivering information, rote memorization and the mechanical application of contents. This impacts deeper understanding of subjects and the development of more complex abilities, like those included in the new focus of quality education. As countries and as a region, it is crucial to continue seeking balance between the functions of accountability and developing the assessment and monitoring systems that accompany the educational process in a broad and comprehensive sense.

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\(^7\) Letter from 100 academics to Andreas Schleicher, Director of PISA at OECD, May 2014. https://www.theguardian.com/education/2014/may/06/oecd-pisa-tests-damaging-education-academics
Chapter V. Alliances in Latin America and the Caribbean for E2030

- Alliances among multiple stakeholders are important for mobilizing and sharing knowledge, experience, technologies and financial resources in order to support the achievement of sustainable development.

- Governments must create transparent and participative structures in order to ensure that society, in its different forms of organization, can genuinely influence priorities and monitor and evaluate progress in the education sector.

- Countries should define spaces for ongoing dialogue among state, private sector and social stakeholders based on their experiences and institutions. All of them contribute to defining coordinated action strategies, observing and publicly monitoring the E2030 goals.

- The work proposed by OREALC/UNESCO will be centered around promoting coordination mechanisms among member states, incentivizing agenda convergence among multilateral agencies and partner entities, guaranteeing an active role for social stakeholders of all types and contributing to the regionalization of SDG 4 through consultation and discussion mechanisms.

5.1. The importance of alliances

Education plays a key role as a catalyst for the development and fulfillment of all the other SDGs, particularly those related to poverty eradication, health, gender equality, economic growth and employment, sustainable consumption and production and, lastly, climate change.

This broad vision of education requires multi-sectorial work to generate the conditions conducive to reaching SDG 4 and through it the other 16 goals. Achieving the goals is an effort that transcends the capacities and fields of action of any one government or stakeholder. Policies, which have broad public support, are needed at state level.
As noted by UNESCO’s Assistant Director, achieving SDG 4 requires new ways of working and collaboration within and among countries as well as within and among sectors or intersectorial partnerships. Networks and partnerships with the private sector, media, parliamentarians and civil society stakeholders must be encouraged. UNESCO is mandated to collaborate and support these processes of building an active and collaborative society around the SDGs. Some of the partners that can help put an international agenda as broad as the SDGs into practice are: local and national public authorities, civil society, universities, the scientific community, the private sector, organizations as well as international and regional networks that include multiple interested entities (UNESCO, 2016).

The Education 2030 framework for action encourages thinking about public policies not as mere government actions but as actions in a broader sense that are built and realized in the public space with the participation of different social stakeholders (UNESCO, 2007).

In that sense, the role of governments is to build an institutional framework that establishes spaces with transparent, participative structures in order to ensure that all stakeholders can genuinely influence priorities, the design and content of policies as well as the implementation, monitoring and evaluation of their results. In other words, the implementation of E2030 is an opportunity to reformulate the governance of education systems as a place for the public and private sectors to come together with unions and civil society stakeholders in order to collaborate on goals, student and professional education as well as lifelong learning regardless of age, gender and social condition.

Sustainable Development Goal 17, which is entitled “Strengthen the means of implementation and revitalize the global partnership for sustainable development”, recognizes that multiple alliances are an important vehicle for mobilizing and sharing knowledge, experience, technologies and financial resources in order to support the achievement of sustainable development. It identifies different stakeholders, fields of action and levels at which partnerships are formed and the state cooperates with civil society, the private sector and multilateral organizations (UNESCO, 2016).

These partnerships are very important in Latin America and the Caribbean. The ministers viewed them as such in the Lima Declaration (2014), stating that, considering the political, economic and cultural reality of the region, "multi-stakeholder partnerships" are an excellent means of "ending inequality".

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8 Dr. Qian Tang, Assistant Director-General for Education at the Regional Meeting of Education Ministers of Latin America and the Caribbean, "Education and Skills for the 21st Century". Buenos Aires, Argentina January 24 and 25, 2017

9 Cecilia Barbieri Inputs for discussion, the Regional Meeting of Education Ministers of Latin America and the Caribbean, "Education and Skills for the 21st Century". Buenos Aires, Argentina January 24 and 25, 2017
5.2. Steps towards a strategy of alliances

The United Nations system member states have given UNESCO a mandate of coordinating the E2030 Agenda. In the region it proposes to work together with Santiago-based OREALC to contribute towards uniting the actions of member states and multilateral agencies in the education sector and facilitating interaction with various social actors.

The SDG Framework for Action introduced a vision of sustainable development and education in the future. UNESCO was mandated to coordinate efforts by different agencies and stakeholders for the fulfillment of SDG 4.

OREALC/UNESCO Santiago proposes structuring partnership work in the region on four levels:

- Promoting mechanisms for coordination among member states and all partners at the national and regional levels.
- Encouraging convergence of the agendas of multilateral agencies and partner entities involved in program design and implementation.
- Ensuring the active and innovative participation of social stakeholders of all types.
- Contributing to the regionalization of SDG 4 through consultation and discussion mechanisms that allow countries to adapt and contextualize goals according to national priorities, requirements and educational reforms underway.

5.2.1 Promoting coordination mechanisms among member states.

At the beginning of this process and in order to guarantee solid global coordination, UNESCO convened an SDG 4 Steering Committee as a global SDG 4 / E2030 coordination mechanism. The Committee is responsible for tasks such as providing strategic guidance to member states in the application of SDG 4 and to the global education community, coordinating with other international entities and formulating recommendations for interested parties.

The Committee is composed of 34 members and the three member states for Latin America and the Caribbean at this point are Argentina, Brazil and Bolivia. The Plurinational State of Bolivia is its Vice-Chair. The members of the Steering Committee serve for two-year terms. It is worth noting that Quality Education for All and the Regional Education Project for Latin America and the Caribbean (PRELAC) closed in 2014 and there is currently a need for sustained coordination mechanisms.

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10 There is one representative of regional organizations for each of the six regions, one OECD representative, one representative of teacher organizations, two NGO representatives following a rotation system, one representative of the Global Educational Alliance, one representative of UNESCO, UNICEF and the World Bank, each with a permanent position, and one representative of the remaining sponsor agencies following a rotation system, the member states with three representatives for each of the six regions and one representative of the E-9 group companies following a rotation system.
to define the new regional coordination governance body that can provide continuity and renew a space for coordination and cooperation among countries for the fulfillment of the SDG Goals and provide a guiding framework for action.

5.2.2 Encouraging agenda convergence between multilateral agencies

Agenda 2030, in general, and SDG 4, in particular, facilitate agenda convergence and synergies with current regional strategies that share similar objectives, including: the Inter-American Educational Agenda (OAS), the 2021 Educational Goals (OEI) and educational initiatives promoted by the Latin American Parliament (Parlatino). This is in addition to all the program and project initiatives promoted by multilateral organizations that contribute, along with governments, to designing, implementing and evaluating policies in order to improve the quality and equality of education, e.g., UNICEF, ECLAC; UNDP, ILO and UN Women, among others.

The E2030 Agenda is a clear and concrete call to join forces and avoid duplicating efforts. Resources are scarce and the utmost coordination is needed to achieve the desired effectiveness.

All of the United Nations system institutions share the vision set out in E2030. Those in the field of education have included the concepts of rights to education and the goals set out in SDG 4 in their declarations. There is thus a transversal commitment to the SDGs and a shared vision based on knowledge, values and action guidelines that facilitate agenda convergence and coordination.

In order to strengthen joint work in the region, the areas shared by the agencies in the key areas of SDG 4 and E2030 must be identified in order to create a space for partnerships implementing SDG 4 of Agenda 2030.

The following are some possible areas of synergy:

- Promoting the right to a quality education for all by 2030.
- Developing the capacity of countries to carry forward policies that follow the SDG 4 guidelines.
- Joint design of interventions and programs, monitoring and assessment systems, sustainability analysis, etc. (e.g. teacher education; changes in secondary education; education and work).
- Launch and support of observatories that monitor policies and exchange good practices.

5.2.3. Ensure the active participation of civil society in its diverse expressions
In order to achieve the E2030 goals, diverse participatory processes and the involvement of various civil society stakeholders are necessary.

Latin America has a broad and rich civil society that is stimulated by organizations with objectives, populations and territories of varying scope. The construction of the E2030 agenda included the participation of civil society at the national and regional levels through consultations and campaigns that contributed towards defining the vision and principles of action that were eventually approved. Examples include: Latin American Campaign for the Right to Education (CLADE); National Campaign for the Right to Education (Brazil); citizens' agendas for education fostered by NGOs and collectives associated with CEAAL (Latin American Adult Education Council, in Nicaragua, Guatemala, Honduras, Costa Rica and Panama), among other experiences (Global Campaign for Education, 2015b).

On the other hand, successful partnerships have mobilized the private sector and other civil society stakeholders, which have had a significant impact on policy definition and innovation in the field of education. Examples include the following movements: Todos Pela Educação (Brazil); Mexicanos Primero (Mexico), Educar 2050 (Argentina) and Plan Maestro (Chile).

National governments are responsible for defining the strategies and policies for implementing the E2030 agreements in each country. These definitions must favor and harness each country's experience with participation in civil society so that the voice of the citizens is heard. At the same time, this guarantees support for and involvement in achieving the goals set forth.

There is no doubt that the success of E2030 in the region is linked to the level of participation and the alliances that are built with the various civil society stakeholders. There is a need to encourage and develop various strategies in fields of work and interaction such as those described. On the other hand, it is advisable that countries draw on their experiences and institutions as well as UNESCO support to define spaces for ongoing dialogue among public and private, governmental and non-governmental stakeholders. All of them contribute to defining coordinated action strategies, observing and publicly monitoring the E2030 goals.

5.2.4. Contributing to the regionalization of SDG 4 through consultation and discussion mechanisms

In order to make this global agenda pertinent to the circumstances of the countries of Latin America and the Caribbean, OREALC/UNESCO has promoted two lines on an ongoing basis.

- Policy discussions (government stakeholders, non-government and government stakeholders, and non-government stakeholders)
- Regional thematic consultations
The first line aims to learn about and compare the national priorities, requirements and educational reforms underway in each country. To do so, during the initial year of the agenda, various spaces of ‘Political Discussion’ have been developed with: (a) governments (assessment and policies on teachers, teaching and learning, global citizenship, and technical and vocational education training), (b) organizations and social movements (education of young people and adults, meanings of education) and with (c) governments and social stakeholders (global citizenship, youth and curricular transformations).

Second, the Regional Youth Consultation “Diles qué quieres aprender” (Tell Them What You Want To Learn) was conducted as a pilot project with the virtual participation of over 60,000 young people between the ages of 15 and 25 in order to learn what they think about the lessons that are necessary as we approach 2030.
Chapter 6. Actionable policy recommendations towards Education 2030 in Latin America and the Caribbean

Within the context of E2030, education has the potential to reduce poverty, promote healthier environments, create a culture of innovation and construct cohesive societies that live in peace. Education plays a key role as a catalyst for the sustainable development and fulfillment of the other SDGs by 2030. Thus, it is essential that quality education provides each and every student with the skills they need to face the challenges posed by the world of today.

Although Latin America has shown significant progress in education during the last 15 years, quality remains a challenge in the region. Educational gaps persist, particularly among society's most vulnerable groups. The region must make progress with a new vision of education based on the principles that education is a fundamental human right and the basis for the realization of other rights.

The challenge is significant, especially if posed from the standpoint of lifelong learning and the interrelationships between education and sustainable development. As such, it requires more ambitious, integrated and long-term policies that articulate many educational opportunities, both formal and non-formal. At the country level, a more profound change is needed, one that implies a new perspective on education and learning. These are changes that must be adapted to national and local circumstances and they must also be innovative, particularly in terms of curricular content and harnessing ICTs.

With the objective of ‘regionalizing’ the E2030 Agenda, making progress with building a regional vision and generating strategies and programs for the leadership, coordination and implementation of E2030 during the 2017-2030 cycle in the region, the following are some of the crucial aspects that member states must keep in mind for action moving toward Education 2030 in Latin America and the Caribbean.

Some of these key themes correspond to inconclusive goals from previous educational agendas that form part of our countries' central policy concerns. Others correspond to challenges posed in the E2030 Agenda that constitute emerging themes, which the region as a whole must assume in accordance with each country's circumstances and priorities.
6.1. Educational situation and the main challenges facing Latin America and the Caribbean in the E2030 framework

In order for educational policies to effectively ensure inclusive, equitable quality education and promote lifelong learning opportunities for all, they must bring together some initial characteristics and social, economic and cultural conditions for achieving the specific goals of E2030.

Those initial conditions are the country's outstanding development challenges. These issues arise and are important, given their implications in the entire context of development and implementation of a long-term agenda like E2030.

In the last twenty years, the economic situation of countries in Latin America and the Caribbean has been quite favorable. Today, countries are experiencing a less dynamic economic situation, as the economic growth rate, among other indicators, is decreasing.

This trend affects employment, particularly of the youngest people, and leads to people migrating within or out of their country of origin. This, in turn, aggravates problems associated with urban life, including housing and healthcare problems and worrying indices of violence in some countries across the region.

At the same time, demographic transition shows that the region's population is aging. In addition to migration between countries, this phenomenon presents key challenges in terms of education needs, job training, recognition of job skills between countries, social security, healthcare, pensions, and other areas of social development in the region.

On the other hand, despite the region's economic growth, inequality continues and is also reflected in educational systems. In addition to its economic expression, social inequality has a cultural dimension that symbolically affects people’s bonds and relationships in their daily lives and with society as a whole.

The countries of Latin America consist of heterogeneous societies where ethnic distinctions are ever more important. This creates the need to promote the notion of intercultural education for all, creating the conditions that make a bilingual intercultural education project viable in certain countries and geographic areas, systematizing indigenous languages, creating appropriate curricular designs and educational materials, and educating teachers in bilingualism and interculturality.

The region has shown significant progress in terms of gender equality in regular education; however, inequality in gender relationships deserves special attention due to the
importance education (both within and outside school) has in changing the beliefs, stereotypes and power relationships that affect and discriminate against women.

Despite progress with learning achievements, there is still work to be done, as more than half the students are concentrated in the lowest performance levels, especially in more vulnerable student populations.

The regional priorities have been on preschool and primary school education. There has been significant progress in terms of coverage at these levels; however, there is still room for final efforts to reach the most remote, out-of-school populations.

6.2. Education to transform lives: lifelong learning to advance Agenda 2030 for Sustainable Development

Incorporating the extended learning timeline implied by lifelong learning, as proposed by the Education 2030 Agenda, presents a challenge for member states in the sense that it posits the task of reformulating their educational systems, which are traditionally seen as closed structures organized into specific levels and for specific age groups.

This requires a broader, more integrated approach to the different forms of learning, the boundaries of which are intertwined with other, non-formal modes. It also requires the creation of mechanisms and careers coordinated with a system which, while common to all, never loses sight of the diversities and the social dynamic of learning.

This perspective gives rise to strategic guidelines and policy recommendations for specific countries.

*Lifelong learning opportunities*

Governments should offer youth and adults many more professional development and education options within the context of the “lifelong learning” approach.

In other words, they must guarantee free access to a good public school and a solid educational experience, promoting equity, inclusion and the quality of learning.

On the other hand, policies must contribute to the development of multiple educational opportunities beyond the classroom, favoring personal and collective learning processes. Contemporary times require a system capable of coherently engaging all levels of education with the diversity of the existing informal and non-formal educational spaces. This connection facilitates the existence of qualification frameworks that recognize the learning
and skills acquired through different contexts and training pathways during a person's lifetime.

**A secondary education that is relevant and pertinent for youth today**

Young people who are vitally immersed in the world today stress the need to rethink the way in which secondary education transpires. Throughout the region, the demands of young people, as diagnosed by OREALC-UNESCO, coincide with the demand to focus education on 21st century skills development, sustainability and global citizenship. Young people demand an active pedagogy, connected with life and their interests, with new patterns in gender relations and coexistence, overcoming traditional academic practices that are centered on the simple regurgitation of information. Information technologies that are widely used by young people are resources with great potential to incorporate new practices into secondary school and generate a greater connection with the outside world.

**Quality tertiary higher education**

The first challenge in tertiary education systems in the region is to ensure equity in their expansion and leverage social mobility and promotion. This implies the introduction of reforms in the selection and admission processes of institutes. Countries should introduce equity criteria into access, which, as a minimum, provides room to contextualize merit, considering the social condition and origin of young people. An agenda for the future defines higher education as a right, along with primary and secondary education. Our countries need to prepare for what this challenge implies.

The second challenge is to generate the capacity for scientific and technological production. Universities should increase and strengthen scientific production and promote applied research that is closely linked to productive development and the social issues that affect countries' circumstances. Universities produce public goods in close relationship with their societies and should broaden their participation in networks and knowledge exchange at the international level.

**Higher education for work**

Education needs to directly connect with work, with a promotion of educational fields aimed at job training, not just in terms of access, but also safeguarding the quality, relevance and pertinence of this educational experience in providing access to a decent job. Today's workplace requires the development of basic skills (reading, writing, arithmetic, digital literacy), transferable skills (problem solving, analytical skills, creativity, entrepreneurship) and specific technical and professional skills.
Flexible career paths need to be created at all levels and the recognition and transfer of learning needs to be facilitated to enable young people and adults to progress towards higher levels of education as part of lifelong learning strategies.

**Technical and Vocational Education Training (TVET)**

As a key to promoting the connection, complementarity and updating of training offered by the education system with the demands of the labor market and demographic trends. One of the strategic actions of TVET is to supply and update the competencies of the adult population which is the critical mass of the workforce, as well as facilitating the transition from school to work.

The increasing level of intra-regional migration also creates challenges relating to the recognition of qualifications from other countries, as well as the incorporation of the migrant population into the workforce. Therefore the challenges are not limited to the education system but its many connections with the formal and nonformal labor market.

The Education Ministers gathered in Buenos Aires (January 24 and 25, 2017) subscribed to the E2030 Agenda vision and priorities. They committed to designing and implementing policies that contribute to resolving inequalities in educational systems and reforming secondary, technical-vocational and higher education in order to improve efficiency and effectiveness by extending the boundaries and interacting with the world of work and people's lives.

**Education for Global Citizenship and Sustainable Development**

Lifelong education involves developing programs in Education for Sustainable Development (ESD) and Global Citizenship Education (GCEd). These are fundamental so that learners: a) acquire the knowledge, values and attitudes to promote human rights, gender equality and a culture of peace and non-violence, b) enjoy secure lives, participate responsibly in society, embrace diversity, live and work together harmoniously and c) contribute to sustainable development, the protection of the environment and life on the planet and be able to confront the challenges of climate change (Lima 13).

**Digital literacy as a fundamental capacity**

In 2015, over 20 million personal computers and tablets were made available to students in Latin America and the Caribbean. UNESCO Santiago aims to guarantee that educational programs and methods are kept up to date with the rapidly evolving technology in the region and that these effectively contribute to learning.
Digital skills acquisition is increasingly more important in the educational sphere. ICTs are not simply a powerful learning tool, but are also a necessity for inclusion in the knowledge society.

**Learning cities**

The dynamics of human settlements: mega cities, intermediate cities and new settlements are where most of the poor population on the continent is concentrated. Cities and lifelong learning practices that occur in their communities and territories offer educational spaces with great potential for attaining E2030 and sustainable development. Urban life can be used in different ways to teach how to deal with problems that impact social cohesion and to reduce social segregation as well as the violence that is often expressed in many major cities. The educational potential of the city should be harnessed by recognizing that we learn in it and also about it.

**6.3. Learning to learn: Key skills for 21st century educators. What needs to be done in Latin America and the Caribbean?**

In teaching terms, the challenge of the Education 2030 Agenda is to propose policies on the capacities of professionals, in which the teaching role of the school system is highlighted. Teacher training is directly related to the institutions, curricula and practices of initial training, which need to be prioritized in national agendas for the implementation of E2030.

Policies on teachers must be comprehensive and systematic. The following are some specific guidelines for consideration in teacher training and work:

**Curricular considerations**

The curriculum should be enriched with contents and methods that respond to 21st century skills development, education for sustainable development and global citizenship education. These contents must be approached with a holistic focus that reorganizes the curriculum with more flexible and integrated relationships between subjects and centered on the active learning by students.

This requires curricular policies that also address school regulations, especially the organization of school time and space so it is possible to make changes in pedagogical practices in accordance with new requirements for knowledge.
**Teachers and pedagogy**

The initial training and continuous professional development of teachers needs to be strengthened and redirected to prepare them to generate learning experiences which develop 21st century skills.

Learning 21st century skills and knowledge requires a new pedagogy that stems from a basic principle: children have rights. This implies the assumption that students are active in their learning process and that the development of their potential based on their context and culture should be fostered.

E2030 calls on governments to develop strategies to attract and motivate the best candidates for teacher training and ensure that they work where they are most needed. For this, countries must make progress on legislative measures and policies to ensure adequate education and conditions for the profession and its development. Likewise, countries should promote mechanisms for institutionalized social dialog between teachers and the organizations that represent them, ensuring their full participation in the design, implementation, monitoring and assessment of educational policies.

**Teacher certification**

The region must progress in primary and secondary school teacher certification. However, lifelong education should also stimulate professional preparation for initial teacher education. This requires preparation of specialized teachers for technical and vocational education at the secondary level, adult education and education in social and community spaces beyond the classroom. In most countries in the region, specialist training for these types of education does not exist.

**Lifelong learning broadens the area in which teachers work.**

Teachers have a key role in training students in skills for the 21st century. The teacher is a guide who supports student development from early childhood and throughout the learning process for children, youth and adults.

Specialist educators need to be trained to work in initial education, technical and vocational education and adult education, and to work in education programs developed in the community outside the school environment.
6.4. A renewed approach to quality education for sustainable development and assessment challenges

The concept of quality education has evolved over time. Initially, the school-based acquisition of some basic skills in reading, writing and arithmetic was considered a quality education. Later, the concept was expanded and defined as a fundamental right that, in addition to efficacy and efficiency in learning, requires relevance, pertinence and equity, taking account of the concept of quality promoted by UNESCO, which in recent years has been a reference point in the region.

The E2030 Education Agenda has been recognized as a holistic, ambitious, aspirational and universal agenda inspired by the vision that education transforms the lives of individuals, communities and societies, leaving no one behind (UNESCO, 2015b). The action framework highlights three fundamental principles: (a) education is a fundamental human right and the basis for guaranteeing other rights; (b) education is a public good for which the State is responsible; and (c) gender is inseparably linked to the right to an education for all (UNESCO, 2015b:28).

In order to achieve more equality and inclusion in education, this Agenda focuses particularly on more vulnerable and marginal groups.

This gives rise to the following strategic orientations and policy recommendations for countries:

**Rethinking the concept of quality**

The concept of quality must be reformulated in light of the E2030 principles, expanding the notions of the knowledge acquired and the meanings and opportunities to learn.

**E2030 learning assessment and monitoring**

A strengthening of regional monitoring and follow-up systems has the potential to contribute to meeting Education 2030 goals and their strategic approaches.

One of the general premises of the educational quality agenda is that assessment processes are essential to gauging achievements and challenges along the way and thus contribute to decision making and continuous improvement.

In the context of E2030, reflecting on quality assessment implies evaluating new learning, educational processes and conditions as well as lifelong learning. It is imperative that we do more than continue to assess learning in traditional areas, gradually incorporating the assessment of non-cognitive skills, digital literacy, capacities for sustainable development
and global citizenship, processes and conditions, and the pertinence of education to the lives and cultures of the students.

National and regional E2030 assessment mechanisms are needed that are in keeping with the circumstances of each country in the region. The active participation of the educational community is needed in all assessment dimensions in order to achieve consensual progress and objective accountability to the public.

The region must have specific monitoring mechanisms that consider the countries’ particular contexts and progress toward attaining E2030 goals:

- In that sense, the work performed by the Latin American Laboratory for Assessment of the Quality of Education (Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación, LLECE), created in 1994, is worthy of recognition. This leading network of learning quality assessment units in the region's formal school system is comprised of 19 Spanish-speaking countries. English-speaking Caribbean countries are being gradually incorporated. Recognizing the urgency of considering other aspects of learning that are key to people being able to address the challenges of the world around them, LLECE is currently working with countries to ensure and monitor learning outcomes that go beyond basic skills.

- This also includes work undertaken by the UNESCO Statistical Institute in the framework of the Technical Cooperation Group (TCG). The regional monitoring mechanism established should be sustained by a group of indicators to be proposed by the TCG.

- It is also important to recognize the role of the Global Education Monitoring Report (GEM) as the mechanism for monitoring and presenting information on E2030 and aspects related to education in the other SDGs.

6.5. Partnerships and instruments for the implementation of E2030—building partnerships

Regional partnerships

Alliances among multiple stakeholders are important for mobilizing and sharing knowledge, experience, technologies and financial resources in order to support the achievement of sustainable development.

OREALC/UNESCO Santiago must coordinate and facilitate debate and consultation at the regional level. In order to make progress towards attaining its goals by 2030, these instances
must involve the *convenors* of the UNS, other agencies and regional and sub regional stakeholders of interest, as well as other partners. Agencies must target their programs, instruments and interventions and act jointly to support countries in implementing E2030, considering the diverse national circumstances. This will require periodic, high-level technical meetings that regard E2030 and its impact on attaining the other SDGs as a central objective.

**Country-level commitments**

The institutionality and governability of educational systems in the region's countries should be strengthened in order to encourage accountability and transparency and increase participation by all stakeholders on all levels of the educational system, while simultaneously overseeing the strengthening of quality public education as a guarantee for building democracy and fairer societies.

In keeping with the cultural, social, political and collective rights of all citizens, it is advisable to increase funding for education in our countries, where possible.

It is fundamental that the proposed expansion of the agenda also incorporates an in-depth review of how to make these changes possible throughout the educational system and in its relationship with other sectors of society.

An essential element in the E2030 revision is the regional and national adaptation in those areas that are most pertinent to each country, to include diverse goals within the unique political processes, to be developed internally.

Governments must create transparent and participative structures in order to ensure that society can genuinely influence priorities and monitor and evaluate progress in the education sector as we approach 2030. Countries should define spaces of ongoing dialogue among public and private, governmental and non-governmental stakeholders.


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<tr>
<th>Acronyms</th>
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<tbody>
<tr>
<td>UNCHR</td>
<td>United Nations High Commissioner for Refugees</td>
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<td>LAC</td>
<td>Latin America and the Caribbean</td>
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<tr>
<td>CARICOM</td>
<td>Caribbean Community</td>
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<td>CECC/SICA</td>
<td>Central American Educational and Cultural Coordination Organisation/ Central American Integration System</td>
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<tr>
<td>ECLAC</td>
<td>Economic Commission for Latin America and the Caribbean</td>
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<td>CLADE</td>
<td>Latin American Campaign for the Right to Education</td>
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<td>GCE</td>
<td>Global Campaign for Education</td>
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<td>ESD</td>
<td>Education for Sustainable Development</td>
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<td>GCED</td>
<td>Global Citizenship Education</td>
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<td>E2030</td>
<td>Education 2030 Agenda (SDG-4)</td>
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<td>ICILS</td>
<td>International Computer and Information Literacy Study</td>
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<td>ICCS</td>
<td>International Civic and Citizenship Study</td>
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| IDEB     | Basic Education Development Index, Brazil  
*Índice de Desenvolvimento da Educação Básica* |
| IEA      | International Association for the Evaluation of Educational Achievement |
| ISCE     | Synthetic Index of Educational Quality, Colombia  
*Índice Sintético de Calidad Educativa* |
| LLECE    | Latin American Laboratory for Assessment of the Quality of Education  
*Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación* |
<p>| MERCOSUR | Southern Common Market |
| OAS      | Organization of American States |
| SDG      | Sustainable Development Goals |
| SDG-4    | Sustainable Development Goals. Education (E2030) |</p>
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<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Cooperation and Development</td>
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<td>ILO</td>
<td>InternationalLabour Organisation</td>
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<tr>
<td>OREALC-UNESCO</td>
<td>Regional Bureau of Education for Latin America and the Caribbean</td>
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<tr>
<td>PIAAC</td>
<td>Programme for the International Assessment of Adult Competencies</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<td>PRELAC</td>
<td>Regional Education Project for Latin America and the Caribbean</td>
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<td>SERCE</td>
<td>Second Regional Comparative and Explanatory Study</td>
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<td>TERCE</td>
<td>Second Regional Comparative and Explanatory Study</td>
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<tr>
<td>USAN</td>
<td>Union of South American Nations</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<tr>
<td>UNDG LAC</td>
<td>United Nations Development Group for Latin America and the Caribbean</td>
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<tr>
<td>UN Women</td>
<td>United Nations Entity for Gender Equality and the Empowerment of Women</td>
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