

SDG4 REGIONAL STEERING COMMITTEE MEETING

Concept Note and Agenda

May 15-16, 2023, Pátzcuaro, Mexico

The SDG-4 Regional Steering Committee contributes to the educational recovery and transformation goals adopted at the [III Regional Meeting of Ministers of Education of Latin America and the Caribbean](#) through strengthening regional educational cooperation as well as political and technical dialogue. As such, the Committee also supports countries in fulfilling the Transformation Education Summit commitments by prioritizing education and accelerating the achievement of the SDG4 – 2030 targets.

Regional context

Over the past sixty years the Latin American and Caribbean region has built a tradition of collaborative work in education through major intergovernmental initiatives, including the following:

- The Major Project for the Expansion and Improvement of Primary Education in Latin America, which in the period 1957-1966 has emphasized the eradication of illiteracy and the promotion of adult learning in the region.
- The Major Education Project, PROMEDLAC, which from 1979 to 1999 has focused on improving the quality of education and establishing evaluation mechanisms. The Latin American Laboratory for Assessment of the Quality of Education (LLECE), founded in 1995, is a result of this regional initiative.
- The Regional Project for Education in Latin America and the Caribbean, PRELAC, developed initiatives between 2002 and 2017 to improve quality and governance in education and brought the region's contributions to the global dialogue, actively contributing to the SDG4 targets.

After PRELAC's closure, and within the 2030 Agenda and the *Incheon Declaration "Education 2030"* (May 2015), and the Framework for Action "*Education 2030*" of the same year, the Sustainable Development Goal (SDG) 4 brings to the fore; "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*". This goal emphasizes the nature of education as a fundamental human right, essential for individual and collective well-being, condition for peace, and a sustainable development driver.

An education coordination mechanism has been created at the regional level to strengthen national efforts toward the achievement of the **SDG4 targets**. Thereby, reaffirming the tradition of cooperative work within the region.

On January 2017, following Incheon, the *I Regional Meeting of Ministers of Education of Latin America and the Caribbean* framed its Education 2030 regional vision for the SDG 4 targets achievement captured in the [2017 Buenos Aires Declaration](#). On July 2018, at the *II Regional Meeting of Ministers of Education of Latin America and the Caribbean*, the SDG 4 Regional Steering Committee (RSC) was created under the [Cochabamba Agreements](#) around the principles of representativeness, inclusion, sequencing and coherence. Likewise, the first Roadmap for the period 2018-2021 was drawn for the achievement of SDG 4-E2030 in Latin America and the Caribbean.

The end of the first period of activity of the Regional Coordination Mechanism (2018-2021) overlapped with the mid-term deadline to achieve the proposed SDG 4 targets. At this stage of the timeline, reports and research on education have shown the significant challenges faced by Latin America and the Caribbean to reach the 2030 targets, especially, since COVID-19 has exacerbated educational inequalities and restricted the right to education for the most vulnerable populations.

Within this context, on May 2022, the [III Regional Meeting of Ministers of Education of Latin America and the Caribbean](#) was held in Buenos Aires as part of the preparation for the Transformation of Education Summit (TES). This meeting emphasized educational recovery and transformation as a priority in the region as well as strengthened technical-political dialogue. The meeting's commitments were included in the [2022 Buenos Aires Declaration](#) which resulted in the approval of the new [Roadmap of the Regional Coordination Mechanism \(2022-2025\) for the advancement of Sustainable Development Goal 4 \(SDG4\)](#).

This roadmap redefines the functions and structure of the Regional Coordination Mechanism in order to strengthen, deepen and make regional educational cooperation more effective. This would be accomplished through consultation mechanisms, deepening political and technical dialogue, advocacy, knowledge management, monitoring and follow-up, harmonization and agendas integration, and formulation of regional programs, projects or public goods. The new configuration of the SDG 4 Regional Steering Committee is composed of 20 members; 11 countries and 9 organizations.

The 11 Committee's Member States are as follows:

- **Seven representatives from the sub-regions of Latin America and the Caribbean;** two Member States representing South America (Chile and Ecuador), two from Central America (El Salvador and the Dominican Republic) and three from the Caribbean (Anguilla, Cuba and Saint Lucia),
- **Two Member States representing the region in the SDG 4 – Education 2030 High Level Steering Committee** (Argentina and Colombia),
- **Two representatives of the E-9/UN**, the group of the most populous countries in the world (Brazil and Mexico).

Additionally, 9 intergovernmental organizations are included:

- **Four intergovernmental organizations:** the Central American Educational and Cultural Coordination of the Central American Integration System (CECC/SICA), the Caribbean Community (CARICOM), the Organization of American States (OAS) and the Organization of Ibero-American States (OEI).
- **Three organizations representing civil society at the regional level:** The Latin American Campaign for the Right to Education (CLADE), Education International through its office in Latin America (IEAL), and an organization that represents young people.
- The United Nations Children's Fund (UNICEF).
- The United Nations Educational, Scientific, and Cultural Organization (OREALC/UNESCO Santiago) as Executive Secretariat.

The RSC is co-chaired by the representatives Member States in the SDG 4 High-Level Steering Committee (HLSC), allowing a strong articulation with the objectives of the global coordination mechanism and providing the region the opportunity to hold a representative voice in the HLSC. Currently, the regional representatives to the SDG 4 Regional Steering Committee are the Ministries of Education of Argentina and Colombia, and the Organization of Ibero-American States (OEI).

The [Transformation of Education Summit \(TES\)](#), held on September 2022, in New York, had the purpose of renewing the global commitment to education as a public good through action mobilization, ambition, and solidarity in the searching of solutions for the existing commitments. In the Summit, the Secretary-General of the United Nations called on the SDG 4 High-Level Steering Committee (HLSC) to ensure effective follow-up to the commitments by strengthening global, regional and national cooperation. Soon after, on December 2022, in Paris, the [SDG 4 High-Level Steering Committee Meeting](#) was held to announce global guidelines for the Summit commitments follow-up. Therefore, the RSC takes the lead by carrying out the national commitments follow-up, and on the action frameworks of the [III World Higher Education Conference](#), in Barcelona (2022), the [Seventh International Conference on Adult Education \(CONFINTEA VII\)](#), in Morocco (2022), and the [World Conference on Early Childhood Care and Education](#), in Tashkent (2022).

As the HLSC has presented its follow-up strategy through a specific annual work plan, the RSC's Executive Secretariat (OREALC/UNESCO Santiago) is coordinating the elaboration of a regional work plan for the new 2022-2025 period which will be analyzed and validated at the first in-person **meeting of the Regional Steering Committee on May 15 and 16, 2023, in the city of Pátzcuaro, Mexico.**

SDG 4 Regional Coordination Mechanism Roadmap

Background information including agreements, meetings, reports and contributions from the regional member states and international agencies – as well as the progress made by countries after the Cochabamba Roadmap 2018-2021 – have motivated the need to think about a common and agreed work project that consolidate the advances and the huge challenges faced to guarantee the Agenda 2030 goals.

While the Road Map approved in Cochabamba asked for key initiatives and a schedule thought in a urgency context, and yet relative stability, after more than two years of the pandemic the conditions now force us to propose a much more ambitious and focused plan which is nourished by the recent years learning. We need to recover guarantee conditions for a fundamental right that has been damaged by exogenous and endogenous factors for a large part of our society.

The Latin American and Caribbean region is facing a highly complex scenario that requires decisions and actions impossible to postpone. The amazing progress of reducing inequality, poverty and extreme poverty for almost all the countries in the region has been unfortunately stopped by the catastrophic effects of the COVID-19 pandemic. Its impact has returned the region to levels of inequality from two decades ago, and this situation has contributed to deepen the already structural educational gaps that existed in the region, compromising the guarantee of the right to quality education for a large part of our children, adolescents, and young people.

The RSC leads the process of compliance with the Regional Roadmap 2022 - 2025 ensuring representativeness, articulation and communication between the Ministries of Education and different actors in the region. In order to carry out its implementation, a work plan proposal has been built through a participatory process with the support of OREALC/UNESCO Santiago, as RSC's Executive Secretariat, and contributions from the subregions of Central America, South America, and the Caribbean, as well as from the 8 RSC organizations.

National Consultations and Commitment Statements

Based on the UNESCO International Commission global report *"the Futures of Education and lessons learned from the COVID-19 pandemic"*, during 2022, a focused, intensive and inclusive preparatory process was carried out to prepare the TES. Out of the 163 Member States invited to share their [National Consultations and Commitment Statements](#) between April and August, 119 National Consultations and 133 Commitment Statements were received and agreed to take immediate measures to transform educational systems.

On December 2022, UNESCO analyzed these Consultations and Statements resulting in 9 central priorities:

1. Recovery from covid-19
2. Resilience to future shocks
3. Educational exclusions
4. Transforming the teaching profession
5. Renewal of curricular content and methods
6. Higher education, research and innovation
7. Learning and digital transformation
8. Education financing
9. Governing education as a common good

By the Summit closure, 19 out of the 33 countries of Latin America and the Caribbean contributed with these Statements; Antigua and Barbuda, Argentina, Belize, Brazil, Chile, Cuba, Dominica, Dominican Republic, Ecuador, Grenada, Guatemala, Guyana, Honduras, Jamaica, Panama, Peru, Saint Kitts and Nevis, Saint Lucia, and Saint Vincent and the Grenadines. Currently, 29 countries have contributed with their Statements.

SDG 4 Regional Steering Committee in-person meeting

With the purpose of complying with the SDG 4 High-Level Steering Committee mandate, the Regional Steering Committee (RSC) will lead the implementation of the aforementioned Regional Roadmap 2022-2025 through a work plan whose objectives consolidate the agreements established in the 2022 Buenos Aires Declaration:

2022 Buenos Aires Declaration	Guaranteeing the right to education - accelerating the implementation of Agenda 2030		
General objective			
2022 Buenos Aires Declaration	Educational recovery	Educational transformation	Drivers
Specific objectives	<ul style="list-style-type: none"> - Fundamental learning for all, including youth and adults. - School re-entry and early warning. - Education and human mobility. - Wellness, nutrition, and physical and socioemotional health. 	<ul style="list-style-type: none"> - Digital transformation - Education for Sustainable Development. - Intraculturality and Interculturality. - Harmonious and cultural coexistence of peace. 	<ul style="list-style-type: none"> - Teacher assessment, support and training. -Data and monitoring. - Education financing. - Intersectoral and civil society coordination. - Coordination of SDG 4.

As a strategic principle, this 2022-2025 period work plan seeks to ensure representativeness, articulation and communication between Ministries of Education and other stakeholders interested in carrying out concrete actions towards the 2030 Agenda fulfillment. Based on this principle, the plan contains projects and activities, as well as the responsible agency and estimated deadlines for their execution during the 2022-2025 period.

The main work plan milestones are:

- ✓ Political Dialogue Meetings
 - o Technical meeting (Mexico, May 2023)
 - o Extraordinary Ministerial meeting (Chile, October 2023)
- ✓ Transforming Education Summit (TES) follow-up:
 - o Youth engagement on the National Statements of Commitment follow-up.
 - o National Statements of Commitment follow-up.
- ✓ Permanent Forum for Educational Recovery and Transformation
 - o Meetings/webinars for political dialogue.
 - o Educational Innovation leader network (national coordinators).
- ✓ Consultation Mechanism
 - o Follow-up on the international Summits Action Frameworks (HLSC mandate)

The objectives and expected results of the SDG4 Regional Steering Committee Meeting are:

Objetives:	Expected outcomes:
<ul style="list-style-type: none"> ● Review regional educational cooperation progress to support countries in their efforts to achieve SDG 4. 	<ul style="list-style-type: none"> ● Progress of educational cooperation review.
<ul style="list-style-type: none"> ● Present the results of the National Consultations and Statements of Commitment that the region carried out within the TES framework and establish agreements to follow-up on the fulfillment of the aforementioned commitments. 	<ul style="list-style-type: none"> ● National Consultations and Statements of Commitment analysis and agreements established to monitor the fulfillment of national commitments at the Education Transformation Summit.
<ul style="list-style-type: none"> ● Analyze and approve the work plan associated to the Road Map 2022-2025. Define coordinated actions in order to implement work plan activities which include the follow-up to the regional action frameworks of the III World Conference on Higher Education, the Seventh International Conference on Adult Education (CONFINTEA VII) and the World Conference on Early Childhood Care and Education. 	<ul style="list-style-type: none"> ● Review and approval of RSC's work plan 2022-2025, and operational agreements for its implementation.

The SDG4 Regional Steering Committee Meeting, on May 15 and 16, **will be held in preparation for the next extraordinary meeting of Ministers of Education of Latin America and the Caribbean** where a Regional Strategy for Educational Reactivation and Transformation will be drawn based on the 2022-2025 work plan.

Our hosts

Regional Cooperation Center for Adult Education in Latin America and the Caribbean (CREFAL)

The “*Centro Regional de Educación Fundamental de la América Latina*”, of which the acronym (CREFAL) is still preserved, was founded on May 9, 1951, under the support of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the government of Mexico. Since then, its headquarter has been Quinta Eréndira, located in the city of Pátzcuaro, in the state of Michoacán, Mexico.

In 1990, CREFAL acquired the category of autonomous international organization after the “*Creation and Operation of the Regional Cooperation Center for Adult Education Agreement in Latin America and the Caribbean*” signed between UNESCO, the Organization of American States (OAS) and many countries

from Latin America and the Caribbean (Argentina, Brazil, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Uruguay, Venezuela),

Throughout 72 years of uninterrupted activity, CREFAL has supported Youth and Adult Education in Latin America and the Caribbean through different and projects, by getting back the approaches from UNESCO and ratified in successive International Conferences. In recent years, its programs and activities have focused on training of trainers, design of digital materials, exchange of experiences, documentation, support for research and collaboration between specialists and public and social organizations, as well as the recovery and protection of the EPJA's memory.

Based on an international solidarity pillar and committed to cooperation, CREFAL will continue to promote mechanisms and actions that allow knowledge exchange and good practices with the aim of recognizing the transformative power of learning and education for young people and adults.

UNESCO Office in Mexico

Since 1967, Mexico has hosted a national office that is responsible of working on projects that promote education, science, culture, communication and information in the Mexican Republic through different projects and collaborations, and providing technical assistance as a strategic actor and specialized among different State agencies, levels of government, institutions, civil society organizations and communities.

The UNESCO Office in Mexico works through the Education, Sciences (Natural and Social), Culture and Communication and Information sectors, with a strong commitment to transform the Mexican reality and achieve sustainable development in a context of peace.

UNESCO Mexico's Education sector monitors the progress and challenges of the Mexican educational system to guarantee the right of education for all people throughout life. Likewise, it provides technical assistance to academic, government and civil society bodies to implement initiatives aimed at reaching the 2030 Agenda goals. In this regard, it leads the dialogue on the transformation that education requires to build fairer, more inclusive, peaceful and sustainable futures.

The activities of the Mexico's Office have been aimed at incorporating the goals of the 2030 Education Agenda into different programs of the Mexican educational system, by providing tools for students and teachers towards the consolidation of education for peace and world citizenship, promoting equality in favor of women, protection and revitalization of cultural diversity and its positioning as the articulating axis of sustainable development, the strengthening of indigenous languages and their peoples, as well as the protection and reinforcement of freedom of speech through a communication for development perspective.

Acknowledgements

Special mention must be made to the support of CREFAL and PROFUTURO in organizing and financing this meeting.

Preliminar agenda

TIME	ACTIVITY
15 MAY, 2023	
09:00 – 09:30	Guests register
09:30 – 11:00	Opening ceremony and presentation of the SDG 4 Regional Steering Committee (2022-2025 period) <ul style="list-style-type: none"> ● Welcome ● Gabriela Vázquez Olivera, “Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe” Director. ● Claudia Uribe, OREALC/UNESCO Santiago Office Director ● Alexander Leicht, Head of UNESCO Office in Mexico (a.i.) ● Ministry of Education of Argentina RSC Co-Chair ● Ministry of Education of Colombia RSC Co-Chair ● Secretariat of Public Education Mexico
11:00 – 11:15	Coffee break
11:15 – 13:15	SESSION 1: Progress and priorities of the technical and political dialogue to support the achievement of SDG 4 <ul style="list-style-type: none"> ● Update on the SDG 4 High Level Steering Committee work, in charge of the regional representatives: Ministries of Education of Argentina, Colombia and OEI. ● Progress of regional and subregional technical and political dialogues: <ul style="list-style-type: none"> - Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI) - Organización de Estados Americanos (OEA) - Coordinación Educativa y Cultural Centroamericana del Sistema de la Integración Centroamericana (CECC-SICA) - Comunidad del Caribe (CARICOM) - Campaña Latinoamericana por el Derecho a la Educación (CLADE) - Fondo de las Naciones Unidas para la Infancia (UNICEF) - Internacional de la Educación (IEAL) ● Committee Members discuss around the advances and priorities of technical and political dialogue to support the achievement of SDG 4
13:15 – 14:30	Lunch
14:30 – 16:00	SESSION 2: Advances in regional educational cooperation to support the achievement of SDG 4 <ul style="list-style-type: none"> ● Monitoring the progress of SDG 4 in the region (ECLAC) ● Studies, information and evaluation for recovery and educational transformation to mobilize actions that contribute to the fulfillment of the 2030 Agenda (LLECE/UNESCO SANTIAGO) ● Regional Networks: Education for Sustainable Development, Education for Global Citizenship, Human Mobility and Education for People with Disabilities
16:00 – 16:15	Coffee break
16:15 – 18:00	<ul style="list-style-type: none"> ● Research and publication project: "Regional cooperation to strengthen education systems and leverage the achievement of SDG 4 in Latin America and the Caribbean" ● Education of Youth and Adults of the Regional Center for Fundamental Education of Latin America (CREFAL) work. ● Committee Members discuss around the progress of regional educational cooperation to support the achievement of SDG 4

18:00 – 18:30	Visit to the exhibition of the regional educational cooperation trajectory within the seventy-second anniversary of CREFAL context
19:30 – 21:00	Welcome dinner
21:00	Transfer to CREFAL

16 MAY, 2023	
08:30 – 09:00	Guests register
09:00 – 10:30	<p>SESSION 3: Milestones of the RSC’s Work Plan for the 2022-2025 period</p> <ul style="list-style-type: none"> Youth engagement for the TES Statements of Commitment follow-up and participation of a youth organization in the RSC. Results of the National Consultations and Statements of Commitment analysis. Permanent Forum for Educational Recovery and Transformation <ul style="list-style-type: none"> Regional dialogue and actions for educational recovery Educational Innovation leaders Network. Regional follow-up to the action frameworks of international conferences: <ul style="list-style-type: none"> Third World Conference on Higher Education, Seventh International Conference on Adult Education (CONFINTEA VII) World Conference on Early Childhood Care and Education.
10:30 – 10:45	Coffee break
10:45 – 13:00	<p>SESSION 4: Analysis and approval of the RSC Work Plan Proposal for the 2022-2025 period</p> <ul style="list-style-type: none"> Discussion on the proposed RSC Work Plan and definition of commitments and agreements for its implementation (WORKING TABLES). Plenary for work tables discussion. Approval of the RSC Work Plan proposal.
13:00 – 14:30	Lunch
14:30 – 16:30	<p>SESSION 5: Support tools for regional educational cooperation</p> <ul style="list-style-type: none"> UNESCO initiative to leverage financing for the regional objectives of recovery and educational transformation Proposal for the Advisory Council of the Regional Steering Committee
16:30 – 16:15	Coffee break
16:15 – 17:00	<p>SESSION 6: Meeting results and agreements</p> <ul style="list-style-type: none"> Results and agreements

Meeting Venue

Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL).
Address: Av. Lázaro Cárdenas #525, Col. Revolución. C.P. 61609, Pátzcuaro, Michoacán

Guests

- Member States representatives of the SDG 4- Education 2030 High-Level Steering Committee: Argentina y Colombia.
- Member States representatives of subregions: two representatives of South America (Chile and Ecuador), two representatives of Central America (El Salvador y República Dominicana) and three representatives of the Caribbean (Anguilla, Cuba y Santa Lucía).
- Representatives of the C-9/ONU: Brazil and Mexico.
- Inter-governmental organizations la Coordinación Educativa y Cultural Centroamericana del Sistema de la Integración Centroamericana (CECC/SICA), la Comunidad del Caribe (CARICOM), la Organización de Estados Americanos (OEA) y la Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI).
- Representative organizations of civil society in the field of education at the regional level: La Campaña Latinoamericana por el Derecho a la Educación (CLADE), la Internacional de la Educación por medio de su oficina en América Latina (IEAL).
- Heads of UN agencies in the region, international/regional organizations and their corresponding teams.
- The United Nations Children's Fund (UNICEF).
- The United Nations Educational, Scientific and Cultural Organization (UNESCO) as executive secretariat.

Modality

The first SDG 4 Regional Steering Committee meeting for the 2022-2025 period will be held in the city of Pátzcuaro, Mexico, on May 15 and 16, 2023. It is expected to be in person, with the option of hybrid attendance.

Working language

There will be simultaneous interpretation in Spanish and English. Working documents will be available in Spanish, English and Portuguese.

Information and contact

Further information is available on the event's website:

<https://www.unesco.org/es/comite-directivo-regional-patzcuaro>

The following e-mail addresses are also available for any question:

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