

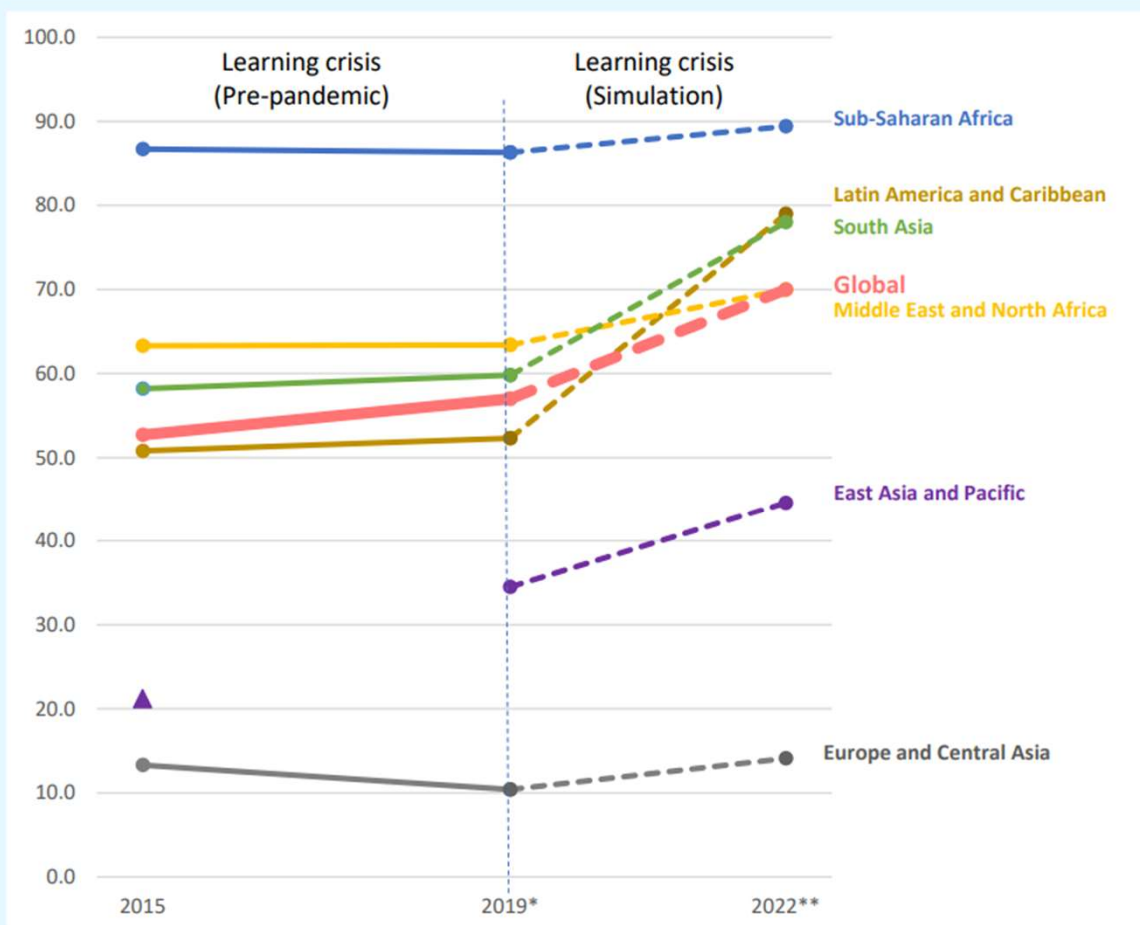


SDG 4 Steering Committee Meeting

Pátzcuaro, México
May, 2023



Figure 1. Learning Poverty Globally and by Region—2015 and 2019, with 2022 Simulation Estimates



Note: Numbers for 2022 are simulations. The global figure is for all low- and middle-income countries. Regional and global figures are all population-weighted averages. For the East Asia and Pacific region, the 2015 and 2019 averages are not directly comparable, due to major improvements in data quality and availability and new assessments recently available for the two years. This report follows the World Bank regional classification; for details, please see [this page](#).² For methodological details and all other simulation results, see Azevedo et al. 2022.

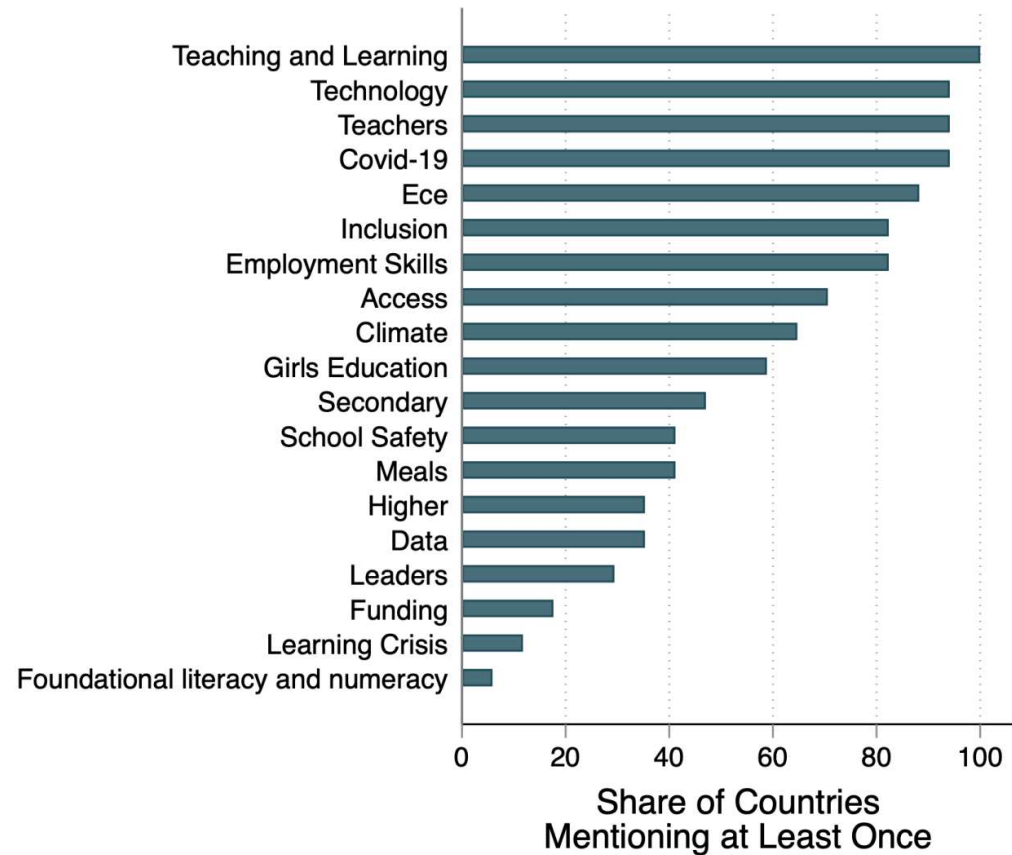


Transforming Education Summit

United Nations, New York, 16, 17 & 19 September 2022

Transforming Education Summit (TES) Outcomes

Priorities in LAC Countries



Source: GCDEV Analysis, Sep. 2022

TES Commitments & Calls to Action

Foundational Learning

[Commitment to Action on Foundational Learning](#) to mobilize governments to accelerate efforts related to learning recovery and education transformation.

Education in Crisis Situations

[Commitment to Action: Education in Crisis Situations](#) to support governments towards transforming education systems to better prevent, prepare for, respond to and recover from crises.

Gender Equality

[Call to Action on Advancing Gender Equality and Girls' and Women's Empowerment in and through Education](#), to put gender equality at the heart of education sector plans budgets and policies on by governments, donors, UN agencies and partners including civil society.

Digital Education

[Call to Action on Assuring and Improving Quality Digital Public Education for All](#) to establish national strategies and budgets with short-, medium-, and long-term targets, to advance progress across all three keys, in order to unlock the power of digital learning.

Transforming Education to transform the world

[Greening education partnership](#)

Financing education

[Investing more, more equitably and more efficiently in education](#)

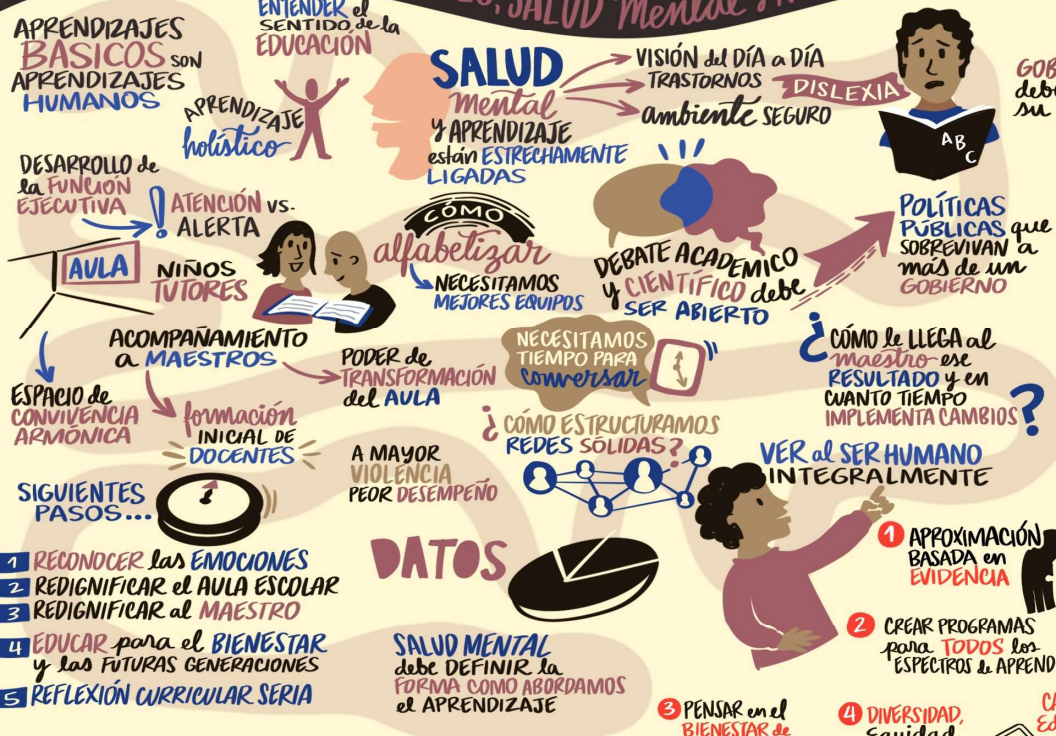
UN COMPROMISO DE ACCIÓN

Garantizar los aprendizajes básicos para transformar la educación en América Latina y el Caribe.

DÍA 2

BOGOTÁ, COLOMBIA, 22 y 23 DE MARZO DE 2023

COMPETENCIAS SOCIOEMOCIONALES, SALUD MENTAL y APRENDIZAJES BÁSICOS



ROL del SECTOR PRIVADO y las ORGANIZACIONES de SOCIEDAD CIVIL



Commitment to Action on Foundational Learning

Ensure foundational learning as a key element to transform education

<https://www.unicef.org/learning-crisis/commitment-action-foundational-learning#commitment>

1. Low learning levels – the barrier children face

- a. The pre-COVID learning crisis has been made even more severe by the pandemic. Currently it is estimated that, globally, six out of every ten children suffer from learning poverty: they are unable to read and understand a simple text by the age of ten.

2. Foundational learning – why it is important

- a. The share of children unable to read with comprehension at age ten is a signal of the overall quality of education in a country. Foundational learning¹ provides the building blocks for all other learning, knowledge, and higher order skills that children and youth need to attain through education.
- b. Foundational learning is critical to enable all children to reach their full potential and participate in society.
- c. Ensuring foundational learning for all contributes to productive citizenship, sustainable development, inclusive growth, gender equality, national cohesion, peace and prosperity, and bolsters progress on all other Sustainable Development Goals.

3. Transforming education through foundational learning – A Commitment to Action

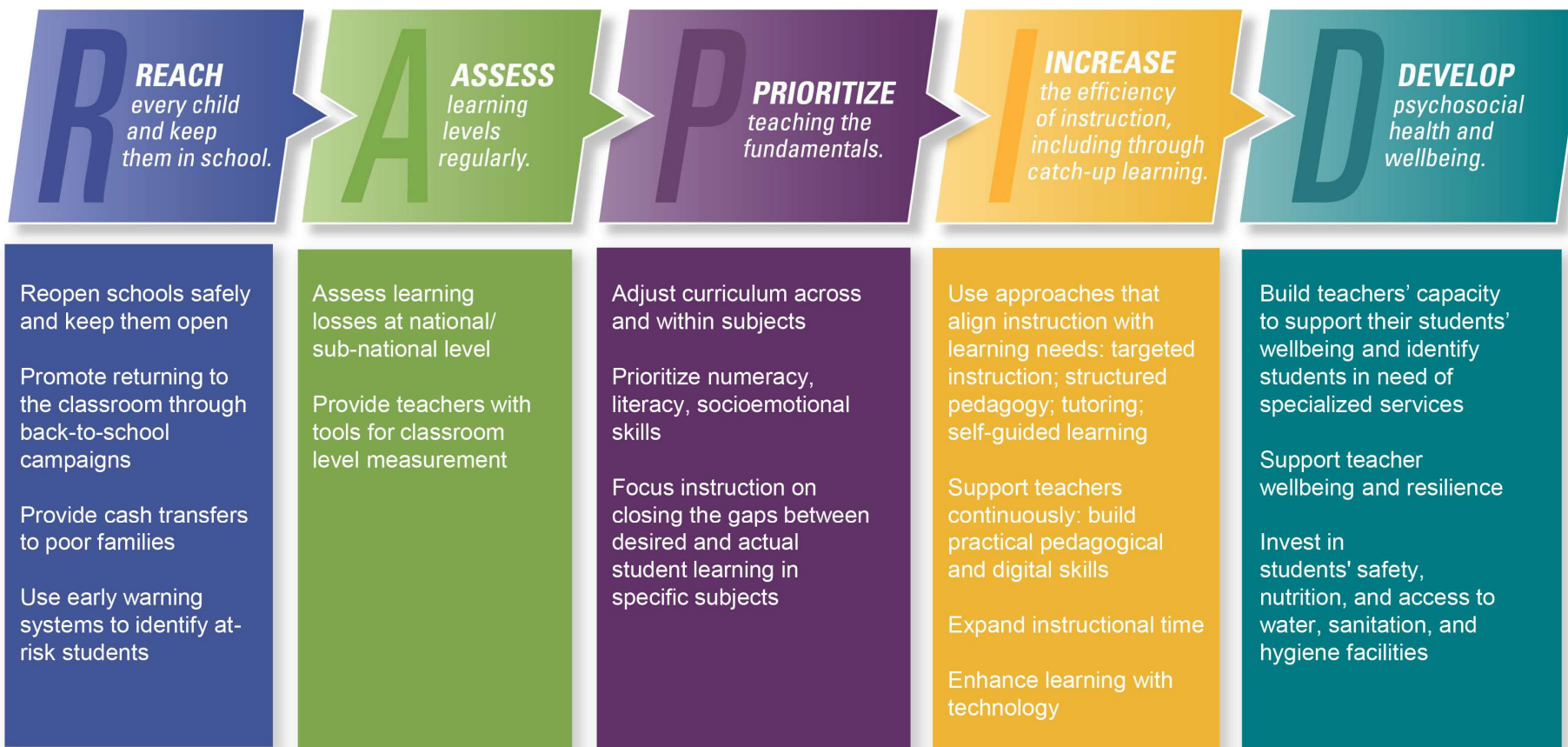
- a. We commit to taking urgent and decisive action, where learning levels are low, to ensure all children, including the most marginalized², develop foundational learning to realize their full potential.
- b. We commit to **reducing the global share of children unable to read and understand a simple text by age ten, by half, by 2030**. This commitment requires **achieving national SDG 4 targets³** in each country.
- c. To ensure recovery and accelerate learning, we will work immediately to **enroll all children and keep them in school, particularly marginalized girls; increase access to remedial and catch-up learning and teach children at their current learning levels; support teachers**, giving them the tools that they need; and **support the health, nutrition and psycho-social well-being** of every teacher and child.
- d. We will work together to **close the education resource gap**, and enable the investments, leveraging technologies and other reforms, needed to effectively advance foundational learning.

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10.1 Implement a comprehensive set of evidence-based policies focused on addressing learning recovery and accelerate learning in the short and the long term. [The RAPID Framework for Learning Recovery and Acceleration](#) presents a menu of evidence-based policy options for urgently addressing learning losses caused by the pandemic and providing students with the support they immediately need:



Endorsements from Governments	Endorsements from Organizations	
<p>Armenia Belgium Brazil Bulgaria Cambodia Central African Republic Chile Colombia Cote d'Ivoire Dominican Republic Ecuador Egypt Gambia Ghana Liberia Malawi (Mexico) Guanajuato State Nigeria Panama Philippines Rwanda Senegal Sierra Leone Suriname United Kingdom United States</p>	<p>American Institutes for Research Basic Education Coalition Chemonics International Education Development Center FHI 360 Food for the Hungry Global Partnership for Education Inclusive Development Partners IREX Keenly Humanitarian Assistance for New Afghanistan Organization Link Education International Luminos Fund NewGlobe RESULTS IDB</p>	<p>Right To Play International RTI International School-to-School International Sightsavers SIL International SIL LEAD Teach For All Teach for Sri Lanka Team4Tech The Hempel Foundation VVOB – education for development Winrock International World Education World Learning World Vision Worldreader</p>

Country	Learning Poverty 2022	Target from Commitment 2030	Target (Number of Boys) 2030	Target (Number of Girls) 2030	Target (Total Number) 2030
Argentina	59%	29.5%	96,922.40	92,300.04	189,222.44
Belize	76%	38.0%	1,388.33	1,323.73	2,712.06
Brazil	47%	23.5%	334,845.16	321,734.62	656,579.78
Chile	27%	13.5%	15,579.20	14,988.92	30,568.12
Colombia	51%	25.5%	94,479.80	90,667.93	185,147.72
Costa Rica	34%	17.0%	5,508.43	5,286.66	10,795.09
Dominican Republic	78%	39.0%	39,551.66	38,105.73	77,657.39
Ecuador	66%	33.0%	49,870.59	47,829.21	97,699.80
El Salvador	69%	34.5%	17,455.97	16,682.30	34,138.27
Guatemala	79%	39.5%	74,974.36	72,625.10	147,599.45
Honduras	79%	39.5%	42,729.72	40,794.81	83,524.53
Mexico	48%	24.0%	232,986.24	225,610.32	458,596.56
Nicaragua	79%	39.5%	27,759.02	26,923.20	54,682.22
Panama	79%	39.5%	15,411.72	14,641.66	30,053.38
Paraguay	78%	39.0%	26,934.77	25,749.36	52,684.13
Peru	44%	22.0%	65,461.22	63,086.21	128,547.43
Suriname*	57%	28.5%	1,570.35	1,514.35	3,084.70
Trinidad and Tobago	21%	10.5%	966.84	932.09	1,898.93
Uruguay	44%	22.0%	4,056.36	3,840.43	7,896.79
Av / Total	59%	29.3%	1,148,452.10	1,104,636.66	2,253,088.76

<https://databank.worldbank.org/source/population-estimates-and-projections>

<https://www.worldbank.org/en/topic/education/brief/country-learning-poverty-briefs>

PERU

Effective in increasing the coverage of early childhood education and contributed to reducing the access gaps identified.

The net attendance ratio for children 3 to 5 years old, **increased from 61.6 % in 2006 to 80.9 % in 2015.**



EL SALVADOR

Five Million Futures Initiative

Moment of leverage: In June 2022, the Government of El Salvador approved the law *Crecer Juntos*, guaranteeing the right to quality education from early childhood.

Investment: US\$2 million total over three years

Reach: 3,390 Children, 7,600 Parents and Caregivers, 2,400 ECE teachers and essential workforce.

Pre-primary Gross Enrollment Ratio (GER): 58.3%, 2021

Adjusted Net Enrollment Rate, one year before primary school (ANER): 47.8%

Target Net enrollment Rate (NER): 71%, 2025





DOMINICAN REPUBLIC

Building the Foundations for Learning Program (CON BASE)

National **Foundational Literacy and Numeracy (FLN)** model for lower primary to improve the quality of the classroom teaching.

CON BASE consists of three core areas:

- Improving **teacher quality**
- Coordinating **institutional management**
- An information and **monitoring system**
- ❖ Reached all **18 educational regions** in the country.
- ❖ More than **6,000 teachers** supported **learning recovery in Grade 3** using the Teaching Guides that benefited **157,784 students**.
- ❖ **446,934** students benefited from **26,885 teachers** who received training through the CON BASE programme.



MEXICO

MatematIA –Digital learning platform

- The use of the platform reinforces the learning of mathematics and reduces dropout rates through an artificial intelligence model that adapts the curriculum based on the level and pace of learning of each student.
- The content is **based on the curriculum** of the Ministry of Public Education.
- **Focused on remedial learning** in upper secondary education to ensure that all students acquire the necessary knowledge to learn mathematics.
- **530** exercises covering **53 mathematical topics**: including required and evaluation topics, as well as additional themes.
- **Coverage**: From September 2021 to June 2022 the platform hosted **53,398 students**.

ARGENTINA

ICT-Mediated Rural Secondary Schools

UNICEF Argentina provides technical support to provinces for the development of an innovative secondary educational model to guarantee access and **completion of schooling for rural adolescents**.

The model is developed to guarantee access to secondary education for adolescents who live in remote rural areas and reduce the existing digital gaps between students from rural communities and urban areas through the inclusion of teaching and learning methods that integrate ICT.

Coverage

The programme has reached **40,000 students**

The initiative continued its expansion with the opening of three new schools, making a total of 11 secondary schools reaching **119 scattered rural areas of Argentina**.





HONDURAS

Tutorial Learning System

- The Tutorial Learning System developed initiatives, methodological strategies and educational materials to **strengthen skills for life and work** for adolescents, especially in rural areas in subjects such as Communication, Mathematics, Agricultural Science, Technology and Community service.
- In 2022 the programme reached **8,596 students** (3960 girls and 4636 boys) + **536 teachers** (330 women and 206 men).



BRAZIL

1 Million Opportunities

1MiO is an innovative multi-sector partnership that aims to create a million opportunities for vulnerable teenagers and young people aged 14 to 24 to access **quality education or training in transferable, digital and entrepreneurial skills** as well as job-specific skills.

Only in 2022, more than **60,000** adolescents and young people were part of the 1MiO network, more than **31,000** opportunities of decent work were generated, **114** courses on different topics were distributed, and in total **142,726** learning opportunities were broadcasted through the platform.



ANGUILLA
ANTIGUA AND BARBUDA
BAHAMAS
BARBADOS
BRITISH VIRGIN ISLANDS
CUBA
CURACAO
DOMINICA
DOMINICAN REPUBLIC
GRENADA
GUYANA
HAITI
JAMAICA
MONTSERRAT
SAINT KITTS AND NEVIS
SAINT LUCIA
SINT MAARTEN
SAINT VINCENT AND GRENADINES
TRINIDAD AND TOBAGO
TURKS AND CAICOS ISLANDS



The Ministers of Education, High-level Authorities of the Education Sector, and representatives of Regional and National Disaster Risk Management Agencies, of **20 Caribbean countries and territories** signed the Sint Maarten Declaration on School Safety in June 2022. Reaffirming their commitment to support the implementation of the Caribbean Safe School Initiative embracing the Comprehensive School Safety Framework (CSSF) and the Caribbean Model Safe School Programme as internationally recognized approaches to reducing the risk of various hazards in the education sector.

TRINIDAD & TOBAGO

In Trinidad and Tobago, UNICEF ECA is providing **237 students (138 girls and 99 boys)**, mostly from Venezuela, with accredited online education.

UNICEF and the Archdiocese Ministry for Migrants and Refugees identified **222 out-of-school** age children to support their integration into online learning.

UNICEF ECA is supporting **237 Venezuelan refugee and migrant children** with English as second Language courses provided using Content and Language Integrated Learning methodology.

Students will receive an online learning readiness student self-assessment and a well-being self-assessment. Based on the results, a curriculum will be put in place to support students transitioning to DAWERE (the Venezuelan online education accreditation system).



PANAMA

In 2021 Panama initiated a process to establish a **roadmap towards inclusive education** in which an analysis of the main critical issues was initiated establishing priorities and opportunities for action, including:

- The establishment of **quality standards** for inclusive education in Panama,
- The **implementation of incentives** to promote resource centers
- **Teacher training**
- The promotion of **social participation** in actions dedicated to cultural change.

Difficulty to analyze the effectiveness of these measures, including the reallocation of resources, administrative and institutional transformations.

Additionally, **it is NOT possible to define how many children with disabilities will benefit from these reforms**, as disability-disaggregated data on school attendance are not available.



VENEZUELA

AfroVenezuelan students recover their cultural practices with intercultural education

- Most of them are located in the **Mirandinas, Vargas, Yaracuy, Maracaibo and Bolivar states.**
- **3.5%** represents the population identified as Afro-Venezuelan and black (781,000 people).
- More than **50,000** children and adolescents are being progressively supported with an intercultural education proposal.



ECUADOR

Kayambi Nation provides Bilingual Intercultural Education from Early Childhood

- Revitalizing **Kichwa language and culture** of the Kayambi Nation.
- **28 early childhood centers.**
- More than **6,000 children** from 0 to 5 years old participating in an initiative carried out in their mother tongue and based on students' culture.





Thank you!