

Report

SDG 4 – E2030 IMPLEMENTATION ROADMAP FOR LATIN AMERICA AND THE CARIBBEAN

Technical Follow-up Meeting to the
Regional Meeting of Ministers of Education
of Latin America and the Caribbean
Santiago, Chile, April 6 – 7, 2017



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This report provides a summary of the discussions at the Technical Follow-up Meeting to the Regional Meeting of Ministers of Education of Latin America and the Caribbean, held on 6-7 April, 2017 in Santiago, Chile.

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Introduction

Background

The UNESCO Regional Bureau for Education in Latin America and the Caribbean, OREALC/UNESCO Santiago, organized the Technical Follow-up Meeting to the Regional Ministerial Meeting in Buenos Aires, on 6 and 7 April 2017, in Santiago, Chile.

At this meeting, as agreed in January 2017 by the Education Ministers of Latin America and the Caribbean, the regional educational community and other stakeholders during the regional ministerial meeting, a technical group, representative of the countries of Latin America and the Caribbean and their educational partners, got together to work on an initial proposal of a roadmap for the implementation of Sustainable Development Goal 4 – Education 2030 (SDG 4 – E2030) in the region.

As recognized in the regional ministerial meeting, the successful implementation of the education agenda and the attainment of the educational commitments adopted by Member States in the Buenos Aires Declaration require collaborative and harmonized steps by all countries. Therefore, in order to translate the regional commitments into action and to advance together towards the education goals by 2030, the technical group during the course of two days discussed and agreed upon short-term actions to be taken and milestones to be reached for the period 2017 and 2019 - and beyond - and on policies and strategies to be undertaken at the regional and national levels both by countries and partners. These agreements will be included in a draft roadmap which will then be shared with the countries in the region for further revision and subsequent approval.

Meeting objectives

The objectives of the meeting were to:

- Prepare a regional roadmap for the implementation of the SDG 4 – E2030 Agenda that indicates the steps to follow in the fulfillment of the priorities established by the Buenos Aires Declaration.

Expected results

- A draft of a consensual roadmap for the implementation of E2030, including a follow-up mechanism and common work plan corresponding to the educational expectations of the region.
- A common plan for how to review and approve the roadmap for the countries of Latin America and the Caribbean in order to implement the strategies and measures which are required for the fulfillment of SDG 4 – E2030 in the region.

Participants

Current country representatives of Latin America and the Caribbean in the Steering Committee SDG4/E2030, namely, Argentina, Brazil and Bolivia, as well as from Grenada (nominated by the GRULAC in Paris in representation of the Caribbean), and also representatives from civil society and teacher's organizations (CLADE and Education International), regional organizations (OAS and OEI), UNICEF and UNESCO experts.

Working methodology

In order to provide a basis for the discussions, OREALC/UNESCO Santiago prepared a preliminary working document. The document built upon the results of the discussions in the regional ministerial meeting, the Declaration of Buenos Aires and the reports of discussions and agreements in the Global Education Steering Committee. It was structured around four main themes and one transversal theme.

As such, the two workdays were divided into seven sessions, which corresponded in great measure to the thematic division of the working document. Discussions revolved around the following strategic issues: a) advocacy and communication; b) review, monitoring and reporting; c) policies and strategies d) financing and governance. Further, a final point on the agenda was the discussion of ways to work together and on the following steps.

In each of the sessions specialists from UNESCO introduced the issues as a basis to start off the debate. Discussions were organized in plenary and allowed for an interactive and open debate. All sessions were supported by visual tools, which were mainly used to organize and visually present the main ideas of each session. At the end of each day, discussion points and agreements were summarized.

Follow-up actions

The technical group agreed that OREALC/UNESCO Santiago would elaborate a consolidated draft roadmap that would reflect the agreements obtained in the meeting. It was also decided that the proposed roadmap would be presented to the countries in the region in various regional and sub-regional events for further feedback. The final section of this report summarizes in greater detail the meeting agreements.

Summary of the discussions

I. Opening session

This session opened with welcoming remarks from Ms. Cecilia Barbieri, Director a.i. OREALC/UNESCO Santiago. She recalled the commitments adopted by ministers in the Declaration of Buenos Aires and analyzed how they reflected the Sustainable Development Goal 4 commitments in the context of Latin American and Caribbean educational situation and social and economic reality. She referred to the meeting's objectives and expected results and how their attainment would be an important step towards supporting countries in the region in fulfilling their education commitments (see presentation [here](#)).

II. Introduction

Presentation on lessons learned from Education for All (EFA)

Mr. Atilio Pizarro, Coordinator of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), OREALC /UNESCO Santiago introduced this session by providing an analytical overview of the previous global education commitments, assumed by the Education for All movement, looked at the down and upsides in their implementation at the regional level and emphasized how LAC countries can avoid the mistakes from the past and get the most out of past successful practice (see full presentation [here](#)).

EFA overview and lessons learned:

- Late start: it took too long for the region to organize itself and set a common vision and establish joint working mechanisms to advance with the education commitments.
Lesson: Swift action is needed.
- Dispersion of efforts: the existence of two agendas – Millennium Development Goals (MDG) and EFA – triggered the creation of diverse indicators in order to measure different targets and resulted in unsystematic efforts.
Lesson: Articulation and coherence between all education and development agendas at the national, regional and global level is essential.
- Overburden: multiple commitments led to excessive reporting.
Lesson: It is necessary to identify priorities that lead towards one direction in order to avoid duplication of efforts.
- Strategic regional framework: The Regional Project for Education in LAC (EFA/PRELAC) identified five strategic priority areas, in line with the region's main education challenges.
Lesson: It is necessary to contextualize the education agenda according to the region's needs and capacities.

- Insufficient clarity in the functions of the Intergovernmental Committee for the Regional Project for Education in Latin America and the Caribbean (EFA/PRELAC): dysfunctional communication between the regional representatives in the Intergovernmental Committee and the rest of the countries.

Lesson: It is necessary to ensure fluid top-down and horizontal channels of communication between regional committee/groups and countries.

- Effective High Level Technical Meetings: the high-level technical meetings provided a space for dialogue, partnership building and fostering South-South cooperation.

Lesson: It is important to ensure continuity of the High Level Technical Meetings.

Presentation of the first draft of the E2030 roadmap

Ms. Cecilia Barbieri, Director a.i. OREALC/UNESCO Santiago began by analyzing how the commitments expressed in the Declaration of Buenos Aires are linked with the SDG 4 targets and explained how this exercise revealed that the region's priorities were more in line with the qualitative targets rather than the quantitative ones. This greater focus on the quality of education is consistent, given the region's progress in access to education. She stressed, however, that the two dimensions were equally important and need to be taken into account (see presentation [here](#)).

She then presented the preliminary working document that UNESCO Santiago prepared as a basis for the discussions during the meeting, explaining its structure and main proposals:

- Structure:
 - Four main themes: (1) advocacy and communication; (2) review, monitoring and reporting; (3) policies and strategies; (4) financing and governance;
 - One transversal theme (5) joint collaboration mechanisms.
- Proposals:
 - Specific actions within each working area to be undertaken by countries and partners at the national and regional level;
 - Detailed actions between 2017 – 2019 (being 2019 the reporting year for the SDG 4), but with a long-term perspective;
 - Milestones, key initiatives and a timeline for 2017 – 2030 to be continuously reviewed and updated.

Analysis and discussion of the structure and thematic areas of work of the roadmap

The technical group then debated the structure and thematic areas of work of the roadmap.

Summary of the debate:

The technical group considered that the actions proposed in the document, under each thematic area, should be oriented towards increasing the alignment of countries' priorities and partners' agenda with the new education agenda so as to avoid dispersion of efforts. Furthermore, it was also mentioned that this effort to align agendas depends on technical actions and, mostly, on political will. Therefore, the roadmap document should aim to have an articulation mechanism, bringing together different interests and expectations and building upon the education commitments adopted at the global and regional level, which, ultimately, are grounded in the Right to Education. In addition to underscoring the need for political coordination between all education partners in the region, there was mention of the need to understand the strengths and comparative advantages of each education agency and strategically capitalize on that.

Agreements:

- The technical group agreed on the structure and thematic working areas presented in the preliminary document.

III. Session 1 - Theme 1: Advocacy and communication

The technical group subsequently proceeded to discuss in detail each of the thematic working areas, in the order presented in the preliminary document. Session 1 was focused on advocacy and communication.

Presentation of the strategy for advocacy and communication of OREALC/UNESCO Santiago

Mr. Andrés Pascoe, from the Section of Knowledge Management in OREALC/UNESCO Santiago, presented the strategy for advocacy and communication of the Office as a contribution for the debate.

He stressed that the underlying idea behind all actions of the advocacy and communication strategy was to ensure that all actors assume the education agenda and the education targets as their own. This entails three steps: 1) raising awareness of E2030 through targeted messages for different actors; 2) bringing actors to own the agenda and understand how E2030 is beneficial; and 3) implementing the agenda by bringing actors to an understanding of how they can contribute to its achievement (see presentation [here](#)).

Discussion of strategies and activities for advocacy and communication for the roadmap

Following the presentation, the technical group discussed the proposed strategies and activities presented in the working document and suggested concrete proposals to be undertaken at the regional and national level by both countries and partners.

Summary of the debate:

In line with the presentation, the technical group considered that now is the time to raise awareness and that this has to be done with a sense of urgency. There was agreement that the raising

awareness requires a common message across the region, namely that education is a right and a public good. However, the group also emphasized that messages and information materials need to be put in the context of national and local realities, ensuring that they reach and are tailored to all actors. In this regard, there was particular insistence on the fact that additional efforts should be made in making sure that the education agenda reaches classrooms and teachers and it was further suggested that diverse sets of actors, such as non-governmental organizations and the private sector, could have an important role in that effort.

The technical group also referred to the integrated and cross-sectorial nature of the sustainable development agenda and how education in particular plays an essential role in the achievement of the other development goals. The content of the awareness raising messages, campaigns and other advocacy tools should highlight and promote this idea.

It was also mentioned that given the limited amount of resources, regional coordination, sharing of resources (human and financial), information and best practices are fundamental.

Proposed strategies and activities:

- Develop a SDG 4 – E2030 Regional campaign strategy
- Articulate communication actions and activities with other existing global and regional campaigns (e.g. the Global Action Week for Education and the World's Largest Lesson campaign).
- Develop a web-based platform to share communication resources and materials
- Capacity training of education employees, journalists and other media stakeholders
- Education advocacy days
- Side events or advocacy days on education and its relation with other sustainable developments goals during the High Level Political Fora
- Focus on campaigns at the local level

IV. Session 2 - Theme 2: Review, monitoring and reporting

Session 2 of the meeting was focused on the thematic area review, monitoring and reporting. The session started with a presentation by Juan Cruz Perusia, regional advisor for Latin America and the Caribbean of the UNESCO Institute for Statistics, UIS-OREALC/UNESCO Santiago, and by Mr. Atilio Pizarro, Coordinator of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), OREALC /UNESCO Santiago. Subsequently, the technical group debated the subject and proposed strategies and activities to include in the roadmap.

Presentation of the advances and challenges for the follow-up mechanisms and monitoring of E2030 in the region

Mr. Juan Cruz Perusia began his presentation by recalling that four levels of monitoring (global, regional, national and thematic) are defined by countries and are applicable to all sustainable development goals. While the global level indicators are common worldwide, the other levels allow for adaptation and contextualization, attending to the specificities of regions and countries. Regarding

the education indicators to monitor SDG 4 at the global level, he mentioned that, for now, twenty-nine had been selected out of the forty-three comprised in the Education Framework for Action. As for future regional actions, suggested the establishment and definition of a regional monitoring mechanism, which would provide the opportunity to introduce studies on specific issues considered as priorities for the region, the definition of regional indicators, and the strengthening of capacities to produce data at the regional and national level (see presentation [here](#)).

Mr. Atilio Pizarro focused his presentation on the monitoring of learning outcomes and its implications within the new education agenda. This requires monitoring cognitive and non-cognitive learning and developing comprehensive evaluation systems, which take into account effective, equitable and relevant learning. In this regard, the work that the LLECE has developed precisely focuses on broadening the scope of evaluations so as to assess cognitive, socio-emotional and behavioral learning in order to best support countries in the region in this undertaking and ensure continuous enhancement of the quality of education, while monitoring progress towards the education targets. In addition to supporting the recommendations and actions put forward in the previous presentation, namely the establishment of a regional monitoring framework and the elaboration of regional reports, he particularly emphasized the necessity of strengthening national capacities and developing national evaluation systems according to the needs of each country (see presentation [here](#)).

Discussion of strategies and activities for review, monitoring and reporting

Summary of the debate

The technical group concurred with the idea that the establishment of a regional monitoring framework was important for the region to advance towards the education goal and its respective targets by 2030. At the same time, it was noted, that this regional monitoring framework should be aligned with the global one and should not impose an extra burden on countries, who are already struggling financially and technically to find the means to obtain relevant data for indicators and are strained with reporting. The idea to develop and focus regional reports on a set of subjects that are most pertinent to the educational challenges of the region and provide them with a more qualitative outlook was welcomed.

With respect to evaluation of learning outcomes, reference was made to the necessity of reaching greater clarity on the definition of quality education and in developing indicators that go beyond those used for traditional assessments of learning outcomes. Mention was also made to the importance of assessing and monitoring learning processes, inclusion, equity, and school environments, in other words, the need to maintain a balance between all dimensions and not prioritize only a few. In this regard, it was brought to the attention of the group that the thematic indicators were an opportune level to bring forth issues of concern to the region.

As for the strengthening of capacities, the technical group concurred that this was central during these first years of implementation of the education agenda. In this sense, it was brought up that the LLECE has been able to provide capacity training in certain countries. However, it was also mentioned that this is costly and that resources are limited.

Proposed strategies and activities

- Development of a regional monitoring framework proposal (and an additional document that would assess its technical and financial implications at the country level)
- Production of regional reports on specific topics of concern of the region, in particular, on quality education related issues
- Strengthening of capacities through workshops and dissemination of information
- Articulation of regional monitoring frameworks

V. *Session 3 - Theme 3: Policies and strategies*

In this session the discussion focused on policies and strategies at both national and regional levels for fulfilling SDG 4 and the Buenos Aires commitments. The session started with a presentation by Mr. Atilio Pizarro, who provided inputs and topics for the debate.

Presentation on policies and strategies for achieving SDG 4 and commitments set in the Buenos Aires Declaration

Mr. Atilio Pizarro began his presentation by arguing that in a region where education policies and programs tend to be of a rather short-term and that shift according to political changes, the new sustainable development and education agendas are an opportunity for considering a long-term perspective up until 2030, allowing for policy continuity. He continued by saying that at the national level this would imply aligning education priorities with SDG 4-E2030 principles and targets.

As for UNESCO, the other co-convenors and other education partners, who have been called upon to provide technical assistance to countries in the region, he suggested that a stakeholder mapping, identifying the areas in which each organization is working on, would enable the detection of areas for collaboration as well as areas in which more work needs to be developed. This, in conjunction with conducting a survey that would gather information on countries' main priorities and challenges, would support the preparation of coherent and effective technical assistance from education partners in the region. Lastly, he also mentioned that the next High Level Technical Meetings would focus on lifelong learning, teacher and inclusive and quality education and the evaluation of relevant and pertinent learning (see presentation [here](#)).

Discussion of activities for policies and strategies

Summary of the debate

During the debate, the technical group strongly supported the idea of concentrating on certain strategic themes during the next few years and in identifying moments and spaces for discussion to work and exchange information within the chosen thematic areas. Among these, teachers, lifelong learning, equity and inclusion, quality education and the evaluation of learning outcomes were pointed out as most critical to focus upon during this first phase. It was mentioned that it would make sense to integrate issues regarding teachers within the broader concept of education community subjects.

The need for effective sharing of knowledge and ensuring that timely information reaches countries was reiterated during the discussion. It was noted that a lot of information already exists but it is essential to bring it together coherently.

Among the actions for partners at the regional level, the mapping of the work that each organization is already developing was considered fundamental. At the national level, it was considered that countries would also need to identify their needs and align their priorities with the education goal and commitments.

Lastly, the issue of fostering multi-sectorial alliances and producing inter-sectoral research and policy was considered of significant importance as it is at the heart of the 2030 Agenda for Sustainable Development.

Proposed strategies and activities

- Mapping of working areas among regional education partners
- Mapping of country priorities and needs through a survey
- Joint regional working plan on teachers to present in the 2018 regional ministerial meeting
- E2030 regional roadmap, endorsed by the education co-convenors, to be presented at the 2018 regional ministerial meeting
- Rethinking education quality as the focus of the next High Level Political Forum

VI. Session 4 - Theme 4: Financing and governance

In this session the discussion focused on financing and governance for education. The session started with a presentation by Mr. Carlos Vargas, Senior Project Officer in the Division for E2030 Support and Coordination at UNESCO, who provided inputs and topics for the debate.

Presentation on financing and governance

Mr. Vargas began his presentation by recalling the global commitments on financing and governance expressed in the Declaration of Incheon and in the Education 2030 Framework for Action, namely those concerned with public funding of education expenditures, efficiency and accountability and prioritizing groups most vulnerable. In order to fulfill these commitments, there is need to better understand national accounting systems and the amount of resources that go into education and how they are distributed within the public education system. Furthermore, alongside this, there is a need for equity analyses that look into which groups benefit the most and least from public education spending as well as efficiency analyses that examine, for example, school dropout rates and teacher efficiency. Lastly he touched upon a few of the action proposals in the preliminary document, adding that the issue of financing comprised two levels: 1) financing education to reach the targets; 2) addressing research and diagnosis gaps regarding education financing (see presentation [here](#)).

Discussion of strategies and activities for financing and governance

Summary of the debate

The technical group commented on the difficulty of collecting and systematizing information regarding the financing of education both at the national and regional level. Nonetheless, it was considered an essential starting point so as to take informed decisions concerning the allocation of education funds. The group mentioned that there are already institutions in the region that focus on gathering this sort of data, such as IE and CLADE. As a way forward, it was suggested that the roadmap could delineate how the co-convenors could join forces with these institutions.

It became clear from the discussion that there are indeed two levels of financing, one that involved funding of the education targets, and the other, more at the regional level, which involved the funding and governance for the realization of the roadmap.

The issue of capacity training was also considered vital and, in this respect it was mentioned that there are institutions in the region that provide training in the area that could be worth partnering with.

It was also pointed out, particularly by participants from civil society, that while education funding and achieving the education targets are the responsibility of the state, the presence of public-private partnerships and private actors create contradictions. They called for states to assume greater responsibility for reaching and funding the education targets through greater tributary distribution and transparency, rather than through reverting to the logic of loans. However, the issue was not entirely consensual as some participants considered that dialogue on financing with the development banks should be kept ongoing.

According to an instrument for monitoring education financing in Latin America being developed by CLADE, funds for public education have been lessening.

Proposed strategies and activities

- Mapping of existing regional initiatives on education financing
- Mapping of South-South cooperation
- Creating synergies and joint working plans between the co-convenors
- Resource optimization by seeking collaboration with organizations that are already working in the area, particularly in training
- Reach out and coordinate with regional and sub-regional intergovernmental organizations so as to obtain support in the implementation of the roadmap and in training
- Undertake further research and open platforms for debate on education financing

VII. Session 5 - Theme 5: Joint collaboration mechanisms

It was intended that this session would focus on discussing proposals for arrangements on joint collaboration mechanisms at the regional and national level. However, due to time limitations, efforts were concentrated solely on reaching agreements regarding the structure and organization of a regional coordination mechanism to support the implementation of the roadmap and guide the work of the region up until 2030.

Presentation on a regional collaboration mechanism

Ms. Cecilia Barbieri initiated the session by referring that in order to facilitate and coordinate the work within the four thematic working areas at the national and regional level and ensure coherence between the work of sub-regional and regional organizations, reflection is required on the type of structure the regional coordination would assume and how it would function.

She mentioned that whatever its structure, the mechanism ought to ensure that communication between the Global Education 2030 Steering Committee and among countries is fluid and timely. In this sense, the group may consider whether its composition ought to reflect the composition of the representatives of Latin America and the Caribbean in the global steering committee, adapting the same mechanism for member rotation, or whether it would make sense to readapt and consider inviting other co-convenors and actors. An option could be to create a parallel advisory group, whose composition would vary depending on the topic, that would allow different education partners and organizations to participate in regional discussions and advise on strategies and actions.

Further consideration is also required on how often this group would meet and how to advance and coordinate the work on the four thematic areas. The High Level Technical Meetings present an opportunity to discuss and reflect critical themes for the region and could be articulated with the work being developed in each thematic working area.

Discussion of strategies and activities on joint collaboration mechanisms

Summary of the debate

The technical group concurred that effective communication across all levels is fundamental and for that it would therefore make sense for the regional group to somehow reflect representation in the global steering committee. This notwithstanding, it was also noted that its composition would require a certain degree of flexibility in order to ensure that all sub-regions are represented because, at the moment, this does not happen, for example, in the global steering committee, where only countries from the southern cone and Andean region are represented. As such, it was proposed that the group ought to ensure constant representation of all four sub-regions - southern cone, Andean, Central America and Mexico and the Caribbean.

It was brought to the attention of the group that in order to ensure that representation would be *de facto* regional, those representing would need to commit to their functions, that is, of representing the region as a whole and not their countries.

It was then proposed that the regional group would meet two times a year, once before the ministerial meeting and again before the global steering committee.

The idea for the creation of groups for each thematic working area was well received, however it was considered more practical, for now, to identify focal points for each area. After the global steering committee meets in June 2017 and defines how these same thematic working groups would function at the global level, it will be clearer how to articulate the work at the regional level and functions will be defined for each.

Proposed strategies and activities

- Regional technical group composed of eleven representatives, mainly on a rotational basis: five countries (four – one from each sub-region, plus one more country; three would coincide with those representing LAC in the global steering committee); two United Nations agencies (UNESCO and UNICEF); two regional organizations (OEA and OEI); and two civil society institutions (IE and CLADE)
- Two meetings each year
- Four focal points, one for each thematic working area
- An advisory council of flexible composition
- High Level Technical Meetings before ministerial meetings (topics of focus to be defined)

VIII. Session 6 – Milestones and key events

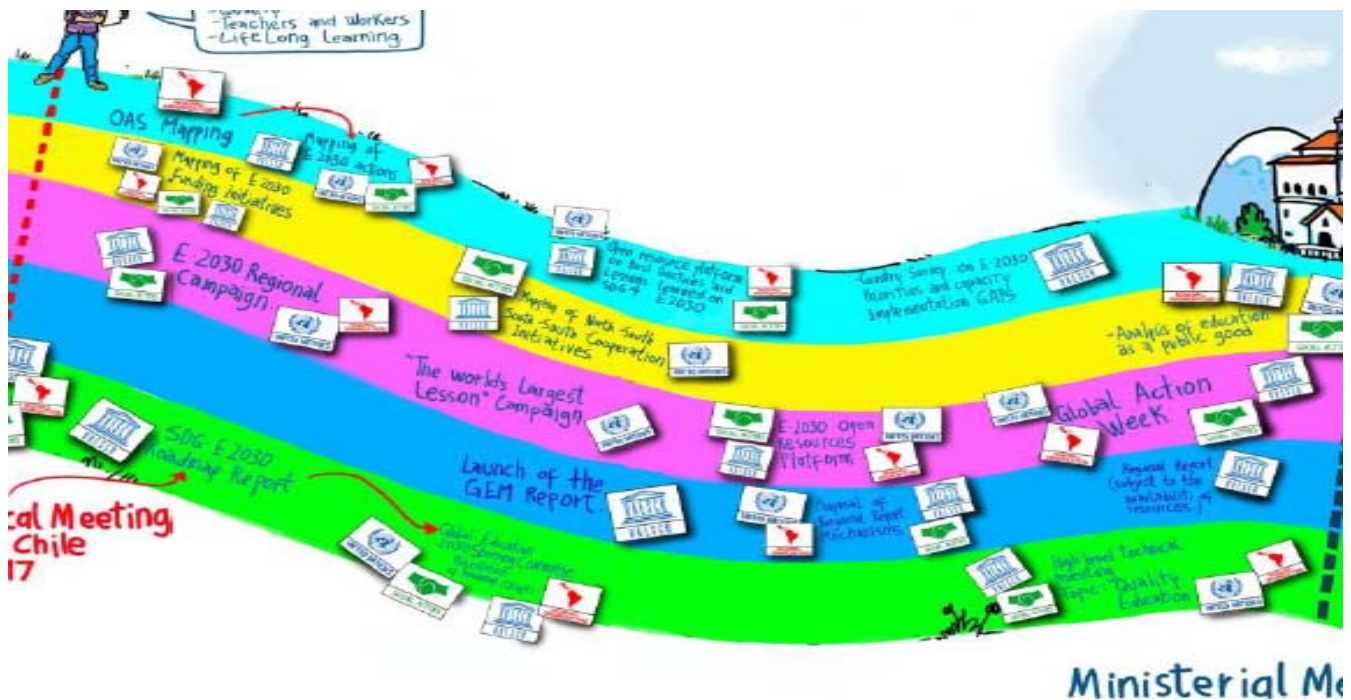
The afternoon sessions were aimed at consolidating the discussions, systematizing the agreements between the group and defining the next steps to review and approve the proposed roadmap.

This session in particular aimed at identifying milestones for tracking progress towards regional goals and key events of each country and organization represented in the technical group. Participants were requested to write down their key events on a common roadmap up until 2030. The idea was to align all events in a common course of action and time frame and observe to what extent participants could join forces and add on to initiatives.

The following pictures and tables provide a precise summary of the results of this session. To be noted that in 2018, for the first time in the region, efforts are being made to align the regional ministerial meeting in education with other intergovernmental ministerial meetings in the region, demonstrating will from countries and regional education partners to collaborate together and make good use of resources.



Advocacy and Communication
Launch of the Ibero-American Institute for Early Childhood, 3 May 2017
Latin-American Campaign for the Right to Education (SAME), April and September 2017
Launch of UNICEF Annual Report, June 2017
Campaign “World’s Largest Lesson”, September 2017
Prize for Human Rights Education, OEI, November 2017
Policies and Strategies
LAC GCED Network Meeting, UNICEF, October 2017
OEI Executive Council Meeting (work plan 2017 – 2018), August 2017
Network for Inclusion and Special Educational Needs (RIINEE), November 2017
Regional Conference on Higher Education (CRES), June 2018 (Cordoba, Argentina)
Monitoring and Reporting
Statistics Capacity Building Workshop for the Caribbean, June 2017
TCG Meeting, SDG 4 Thematic Indicators, 31 May – 2 June 2017
OREI - CLADE, Annual Report
CONFINTEA VI Mid-Term Review 2017, 25 – 27 October 2017
High Level Political Forum, July 2017
Global Review on Education, 2019
ERCE (Pilot), 2019
Global Indicator Framework (refined), March 2020
ERCE, 2028
Joint Collaboration Mechanisms
Capacity training in evaluation of learning outcomes, LLECE, May, June, October 2017



IX. Session 7 – Proposals and next steps

In this final session, the technical group built upon the previous discussions and agreed in greater detail on the strategies and action proposals to be included in the roadmap. The following synthesizes group agreements for each thematic working area.

Advocacy and communication

- **Develop a long-term regional SDG 4 – E2030 advocacy and communication campaign:** The advocacy and communication working group will develop a regional campaign proposal by August 2017. The campaign should be devised in articulation with existing advocacy events, namely with the Global Action Week for Education and the World’s Largest Lesson (scheduled for September 2017). Campaign implementation will be rolled out before the regional ministerial meeting to be held in Sucre, in the Plurinational State of Bolivia, on July 2018.
- **Build upon existing resources education platforms to further develop a SDG 4 – E2030 communication resources platform:** The open resources platform should, building upon what already exists, provide access to materials and information that can be shared across the region. During the first phase, resource materials will focus in four topics: equity and inclusion, quality, teachers and education workers and lifelong learning. The working group will draft a proposal by August 2017.

Strategies and policies

- **Regional thematic focus:** During 2017 up until the regional ministerial meeting in July 2018, regional education partners will focus their work in four areas: (1) equity and inclusion; (2) quality; (3) teachers and education workers; and (4) lifelong learning. The working group on strategies and policies, once constituted, will establish approaches and sub-topics within each area by August 2017.
- **Mapping of SDG 4 - E2030 actions of agencies and organizations:** Building upon previous mappings of the main actions of regional education organizations, the working group will complement, organize and structure the map around the four regional focus areas mentioned above and identify areas in which further actions are needed. The structure of the proposed matrix to be sent to agencies and organizations will be finalized by July 2017.
- **Mapping of country education priorities and implementation capacities:** OREALC/UNESCO Santiago will design a country survey to gather information on education priorities and capacity limitations in their implementation by the end of 2017.
- **High Level Technical Meeting on quality education:** Building upon OREALC/UNESCO Santiago's work on quality education, the working group will elaborate a proposal for the next high level technical meeting by July 2017. This will result in a conceptual document on quality education to support discussions in the 2018 regional ministerial meeting
- **Build upon existing resources to further develop an open resource platform on best practices and lessons learned on SDG 4 – E2030:** Identify and collect resources on best practices and lesson learned on policy formulation and implementation of policies and projects in the region.

Review, monitoring and reporting

- **Define a regional reporting mechanism:** The working group will define a proposal on a regional reporting mechanism based on global and thematic indicators by August 2017. The thematic indicators have yet to be analyzed however their incorporation will allow to put the education agenda in the context of the region.
- **Mapping of existing sources of information for the thematic indicators:** Analyze how to articulate various sources of existing information with the thematic indicators.
- **Strengthening of national capacities on gathering data and monitoring education targets:** During 2017 capacity training workshops will be taking place in various countries that will at the same time allow to identify major challenges. By the end of 2017 the working group will elaborate a capacity training strategy and invite partners to support its implementation (this activity is subject to the availability of resources).

Finance and governance

- **Mapping of funding initiatives for E2030:** The working group will elaborate a matrix in order to gather information on the various funding initiatives by agencies, by regional and intergovernmental organizations and civil society.
- **Mapping of North-South and South-South cooperation** initiatives by September 2017.
- **Seek synergies and optimize resources:** Create synergies and joint working plans between the co-convenors and other education partners.
- **Strengthen existing monitoring financing mechanisms:** the working group will analyze the results of the mapping exercise and elaborate a strategy.
- **Analysis of the sources and modalities for allocating funds in education:** the working group will draft a regional research proposal by September 2017.

Joint collaboration mechanisms

- **Regional coordination group:** The regional group or committee, with UNESCO as its secretariat, would have the responsibility to coordinate and guide the work within the four thematic working areas and ensure communication across all channels and coherence among all actors.
Group composition: 11 members – representatives of the region from five countries, ensuring continuous representation of the four sub-regions (Southern Cone, Andean, Central America and Mexico, and the Caribbean; three of the countries will coincide with the region's representatives in the Global Steering Committee), UNESCO, UNICEF, OEI, OAS, IE and CLADE (on a rotational basis, in alignment with the global steering committee).
Structure: Four working groups, each with a focal point; an advisory council of flexible compositions (co-convenors, experts, youth groups, etc). OREALC/UNESCO would function as secretariat;
Frequency of meetings: The group would meet two times a year (always before the global steering committee meetings and ministerial meetings)
Terms of reference: The draft terms of reference for the regional steering committee will be elaborated by OREALC/ UNESCO Santiago, which will be endorsed by the regional coordination group.
- **High Level Technical Meetings:** The next High Level Technical Meetings will focus on the four areas identified above – inclusion and equity, teachers and education workers, quality and lifelong learning-, in preparation for the regional meetings.
- **Regional Ministerial Meetings:** For purposes of coordination, sharing information and optimization of time and resources, efforts will be made to strategically hold regional ministerial meetings back-to-back with other relevant regional ministerial education meetings.

Next steps

- **Draft roadmap:** OREALC/UNESCO Santiago will integrate agreements into the preliminary working document and share the draft roadmap with the technical group for

comments. It will be presented by the regional representatives in the global steering committee in June 2017.

- **Roadmap adoption:** The technical group is responsible for disseminating and presenting the draft roadmap to ministers and other partners throughout the year in various regional and sub-regional events. The roadmap will be officially validated in the regional ministerial meeting in July 2018.
- **Preparation for the ministerial meeting in Sucre:** 1) The Plurinational State of Bolivia will initiate bilateral dialogues with ministers of education in the region; 2) The Ministry of education of Bolivia and UNESCO will start the preparation of meeting documents (e.g. a diagnosis on teacher training); 3) The Ministry of Education of Bolivia will initiate coordination with OEI, OAS and CELAC.

Annex 1. Meeting agenda

Technical follow-up meeting to the 2017 Regional Ministerial Meeting in Buenos Aires: SDG 4 - E2030 implementation roadmap for Latin America and the Caribbean

April 6 and 7, 2017
Santiago, Chile

Background

In January 2017 Education Ministers of Latin America and the Caribbean, together with the regional educational community and other partners, met in Buenos Aires and established a common vision around educational priorities, agreed upon strategic guidelines and discussed necessary regional coordination mechanisms for attaining the educational goals set for 2030. The commitments accepted by the Member States are expressed in the Buenos Aires Declaration.

The ministerial meeting also recognized that, in order to successfully implement the SDG 4 – E2030 Agenda in the region, collaborative and harmonized steps by all the countries would be necessary. It was therefore agreed that, in order to translate the regional commitments into action and to advance together in the implementation of the SDG 4 – E2030 Agenda, a meeting of a technical group, consisting of representatives of Latin America and the Caribbean countries and educational partners, would be convoked by OREALC/UNESCO Santiago. This group will work out an initial proposal of a road map to be considered by the countries of the region for subsequent approval.

Objective

To prepare a regional roadmap for the implementation of the SDG 4 – E2030 Agenda that indicates the steps to follow in the fulfillment of the priorities established by the Buenos Aires Declaration.

Expected Results

- A draft of a consensual roadmap for the implementation of E2030, including a follow-up mechanism and common work plan corresponding to the educational expectations for the region.

- A common plan for how to review and approve the roadmap for the countries of Latin America and the Caribbean in order to implement the strategies and measures which are required for the fulfillment of SDG 4 – E2030 in the region.

Methodology

The two work days will be divided into seven sessions in which four strategic issues will be dealt with in order to conceptualize the roadmap: a) advocacy and communication; b) review, monitoring and reporting; c) policies and strategies d) financing and governance. Further, a final point on the agenda will be a discussion of ways to work together on the issues and the following steps.

In each of the sessions specialists from UNESCO will introduce the strategic issues as a basis to start off debate. Discussion will be organized in plenary and group sessions in order to identify strategies, measures and the follow-up steps to take at regional and national levels.

Participants

Representatives of Latin America and the Caribbean in the Steering Committee SDG4/E2030, namely, Argentina, Brazil and Bolivia, and from Grenada, as well as representatives from CLADE, Education International, OAS, OEI, UNICEF and UNESCO experts.

	Sessions	Expected Result	Methodology	Facilitator
DAY 1: THURSDAY, APRIL 7, 2017				
08:45 – 09:00	Registration of participants			
09:00 – 09:30	Welcome and introduction of the participants Presentation of the objectives, methods and expected results of the meeting			Cecilia Barbieri , Director a.i. OREALC/UNESCO Santiago
09:30 – 10:30	<ul style="list-style-type: none"> ▪ Presentation on lessons learned on EFA, and review of previous commitments ▪ Presentation of the first draft of the E2030 roadmap ▪ Analysis of the structure, and planned focus for the work of the roadmap 	a) Identify the key themes of the Buenos Aires Declaration and their linkage with the education targets b) Agree upon the structure and strategic themes for the conceptualization of the roadmap	1. Presentation on lessons learned on EFA and review of previous commitments (10 min) 2. Presentation of a working document – first draft of the roadmap E2030 – whose goal is to promote debate and start the initial discussion (10 min) 3. Plenary Discussion (40 min)	Atilio Pizarro , head of the Section for Planning, Managing, Monitoring and Evaluation, OREALC/UNESCO Santiago Cecilia Barbieri , Director a.i. OREALC/UNESCO Santiago
10:30 – 11:25	Session 1 Theme 1: Advocacy and communication Contributions for the debate: strategy for advocacy and communication of OREALC/UNESCO Santiago	a) Agree upon the strategies and activities for awareness-building and communication on the roadmap, at both national and regional levels	1. Presentation of the strategy for advocacy and communication of OREALC/UNESCO Santiago, in order to provide inputs for the debate (15 min) 2. Plenary Discussion of the strategies and activities at regional level (20 min) 3. Plenary Discussion of the strategies and activities at national level (20 min)	Andrés Pascoe , Section of Knowledge Management of OREALC/UNESCO Santiago

	Sessions	Expected Result	Methodology	Facilitator
	Definition of strategies and activities for theme 1			
11:25 – 11:40	Coffee break			
11:40 –13:25	<p>Session 2 Theme 2: Review, monitoring and reporting</p> <p>Presentation of the advances and challenges for the follow-up mechanisms and monitoring of E2030 in the region</p> <p>Definition of the strategies, activities and actions of theme 2</p>	a) Agree upon the strategies and activities for follow-up and monitoring of the roadmap at both national and regional levels	<ol style="list-style-type: none"> 1. Presentation of the advances and challenges of the monitoring mechanisms of E2030 in LAC (25 min) 2. Plenary discussion of the strategies and activities at regional level (40 min) 3. Plenary Discussion of the strategies and activities at national level (40 min) 	<p>Juan Cruz Perusia, regional advisor of UNESCO Institute for Statistics, UIS-OREALC/UNESCO Santiago</p> <p>Atilio Pizarro, head of the Section for Planning, Managing, Monitoring and Evaluation, OREALC/UNESCO Santiago</p>
13:25 –14:45	Lunch			
14:45–16:30	<p>Session 3 Theme 3: Policies and strategies</p> <p>Contributions for the debate: policies and strategies for achieving the commitments set in the Buenos Aires Declaration</p>	a) Agree upon the policies, strategies and actions at both national and regional levels for fulfilling SDG 4 in the region	<ol style="list-style-type: none"> 1. Presentation of proposals for policies and strategies for fulfilling the Buenos Aires Declaration (25 min) 2. Plenary Discussion of the strategies and activities at regional level (40 min) 3. Plenary Discussion of the strategies and activities at national level (40 min) 	Atilio Pizarro , head of the Section for Planning, Managing, Monitoring and Evaluation, OREALC/UNESCO Santiago

	Sessions	Expected Result	Methodology	Facilitator
	Definition of the strategies, activities and actions for theme 3			
16:30 –16:45	Coffee break			
16:45 –17:30	Summary of the day and main conclusions	a) Summarize the main conclusions for day 1 b) Identify the questions that remain to be defined for day 2	1. Presentation in plenary of the main conclusions and identification of the points to define (15 min) 2. Final Discussion (30 min)	Francisco Miguens, National Director of International Cooperation and Deputy Secretary of the Argentine National Commission for UNESCO, Ministry of Education and Sports, Argentina
	End of day 1			

	Sessions	Expected Result	Methodology	Moderator
DAY 2: FRIDAY, APRIL 7, 2017				
09:00 –10:20	Session 4: Theme 4: Financing and governance Contributions for the debate: the importance of an efficient, equitable and effective governance and financing of public education	a) Agree upon the policies, strategies and actions at both national and regional levels for the issues of financing and governance	1. Presentation on financing and governance for E2030 (10 min) 2. Plenary Discussion of the strategies and activities at regional level (35 min) 3. Plenary Discussion of the strategies and activities at national level (35 min)	Carlos Vargas-Tamez, Senior Project Officer, Division for E2030 Support and Coordination, UNESCO Paris

	Sessions	Expected Result	Methodology	Moderator
	Identification of strategies, activities and actions for theme 4			
10:20 –10:40	Coffee break			
10:40 –12:30	<p>Session 5: <i>Crosscutting theme: Joint collaboration mechanisms</i></p> <p>Contributions for the debate: proposals for arrangements on joint collaboration mechanisms at the regional and national levels</p>	<p>a) Agree upon joint collaboration mechanisms at national and regional levels</p> <p>b) Identify the concrete actions for the creation of joint collaboration mechanisms in the region</p>	<ol style="list-style-type: none"> 1. Presentation of the proposals for regional and national joint collaboration mechanisms (20 min) 2. Plenary Discussion at regional level (40 min) 3. Plenary Discussion at national level (40 min) 	<p>Cecilia Barbieri, Director a.i. OREALC/UNESCO Santiago</p> <p>Henry Renna, coordinator of E2030 social actors, OREALC/UNESCO Santiago</p>
12:30 –14:00	Lunch			
14:00 –15:30	<p>Session 6: <i>Identify milestones and key events</i></p>	<p>a) Agree upon the milestones and key events to develop until 2019</p>	<ol style="list-style-type: none"> 1. Workshop for discussion of a proposed chronogram for the coming years (90 min) 	<p>Henry Renna, coordinator of E2030 social actors, OREALC/UNESCO Santiago</p>
15:30 –16:30	<p>Session 7: <i>Further steps</i></p>	<p>a) Define the review and approval mechanism of the roadmap between the countries of Latin American and the Caribbean</p> <p>b) Agree upon immediate measures for the dissemination of the roadmap in the region</p>	<ol style="list-style-type: none"> 1. Discussion and exchange of ideas in plenary (60 min) 	<p>Susana Postigo, General Planning Director, Ministry of Education, Plurinational State of Bolivia</p>

	Sessions	Expected Result	Methodology	Moderator
16:30 –16:45	Coffee break			
16:45 –17:15	<i>Main Conclusions</i>	a) Summarize the main conclusions		Cecilia Barbieri , Director a.i. OREALC/UNESCO Santiago
	End of day 2			

**Annex 2.
List of participants**

	COUNTRY	NAME	SURNAME	POSITION	ORGANIZATION
1	Argentina	Francisco	Miguens	Director Nacional de Cooperación Internacional y Secretario Adjunto de la Comisión Nacional Argentina de Cooperación con la UNESCO	Ministry of Education
2	Bolivia	Susana	Postigo	Directora General de Planificación	Ministry of Education
3	Bolivia	Luis	Carrasco	Especialista II Encargados del Equipo de Investigación Sectorial Indicadores y Análisis Educativos	Ministry of Education
4	Brazil	María Auriana	Pinto Diniz	Subjefa Asesoría Internacional	Ministry of Education
5	Brazil	Camilla	Croso	Coordinadora General	Campaña Latinoamericana por el Derecho a la Educación - CLADE
6	Costa Rica	Combertty	Rodríguez	Coordinador Regional Principal	Internacional de la Educación - IE
7	Spain	Carmen	Rodríguez	Secretaria Técnica para Cooperación Internacional	OEI
8	United States of America	Ariel	Fiszbein	Consultant	OAS
9	Grenada	Angella	Finaly	Senior Planning Officer	Ministry of Education, Human Resource Development and the Environment
10	Panama	Vincenzo	Placco	Programme Specialist	UNICEF

11	UNESCO	Carlos	Vargas	Senior Project Officer	UNESCO
12	UNESCO	Cecilia	Barbieri	Director a.i.	UNESCO
13	UNESCO	Atilio	Pizarro	Coordinator of the Latin American Laboratory for Assessment of the Quality of Education (LLECE)/ Chief of Planning	UNESCO
14	UNESCO	Mathilde	Stoleroff	Associate Programme Specialist	UNESCO
15	UIS, UNESCO	Juan Cruz	Perusia	Advisor for LAC	UIS
16	UNESCO	Henry	Renna	E2030 Social Actors	UNESCO
17	UNESCO	Adriana	Viteri	Technical Assistant	UNESCO
18	UNESCO	Carolina	Jerez	Public Information	UNESCO
19	UNESCO	Loreto	Bilbao	Assistant to the Director	UNESCO
20	UNESCO	Luis	Pino	IT	UNESCO

Annex 3. Areas of work (photograph)

