

CASE STUDY:

Activities by the Guatemala Sugar Agroindustry supporting the implementation of the Sustainable Development Goal 4 (SDG 4) of the United Nations 2030 Agenda for Sustainable Development.







**ENSURE INCLUSIVE AND
EQUITABLE QUALITY
EDUCATION AND PROMOTE
LIFELONG LEARNING
OPPORTUNITIES FOR ALL**



SUSTAINABLE
**WATER &
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SOLUTIONS
NETWORK



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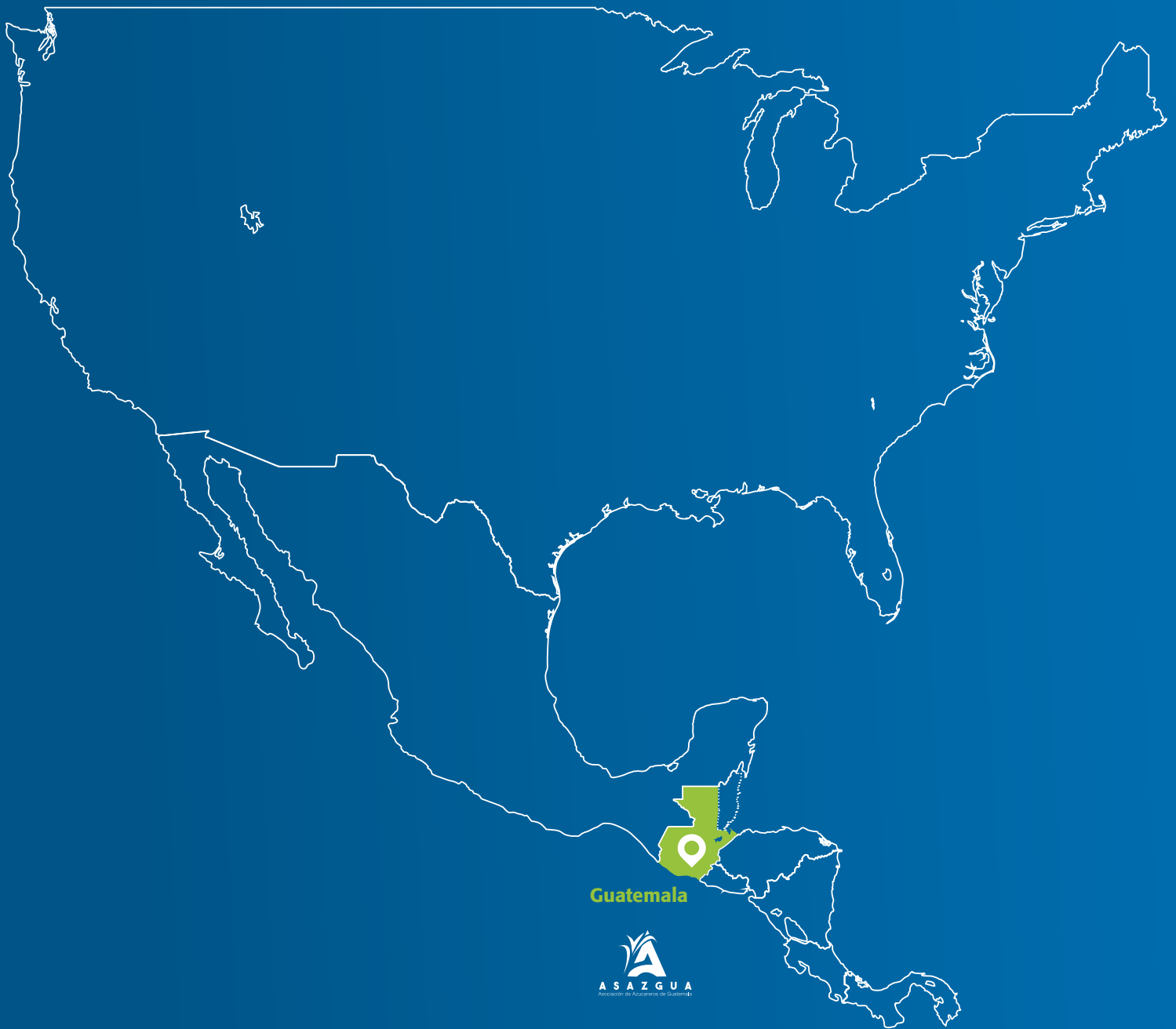
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Guatemala



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ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



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

Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

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

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

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

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

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

Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

Source: United Nations, 2015.



The volcanic soils of southern Guatemala are exceptional for the growth of sugarcane

THE GUATEMALA SUGAR AGROINDUSTRY

As of 2021, Guatemala was the third largest producer in Latin America and the sixth largest exporter of sugar in the world. Sugar is the second agroindustrial product most exported of Guatemala. The Guatemala Sugar Agroindustry generates almost US \$700 million in foreign exchange annually and provides more than 55,000 direct jobs and 278,000 indirect jobs in the country. Besides, the sector receives products and services from more than 6,000 small, medium-sized and large enterprises, which also generate more employment. Only 2.97% of the cultivable land in Guatemala is used for sugarcane production. Asazgua, the Association of Sugar Producers of Guatemala, was created in 1957 to coordinate the activities of the Guatemala Sugar Agroindustry. It includes 11 sugar producers and five technical organizations specialized in research, climate change, sugar exportation and social responsibility (Asazgua, 2020). In addition, since 2022, it counts with an organization specialized in innovation. The sugar producers that are members of Asazgua include: Pantaleon, Concepción, Palo Gordo, Santa Ana, Magdalena, Santa Teresa, La Unión, Madre Tierra, Trinidad (San Diego), La Sonrisa and El Pilar.

The Guatemala Sugar Agroindustry is committed to generating opportunities and prosperity for the people of Guatemala that support the country's sustainable development. It promotes decent and valuable jobs for the wellbeing of the population, while at the same time promoting environmental protection and conservation.

The Guatemala Sugar Agroindustry follows sustainable development principles as reflected by its strategic objectives and integrated actions and programs, supporting social wellbeing, economic growth, industrialization, and environmental protection. The activities of the sugar industry

in Guatemala are recognized as examples of "Good Practices" in the effective implementation of the United Nations 2030 Agenda for Sustainable Development and the Sustainable Development Goals.

Associated organizations supporting specific sustainable objectives of the Guatemala Sugar Agroindustry have been created in the last decades. In 1990 Fundazúcar was launched as the social branch for the development and implementation of programs and projects on health, education and development. In 1992 Cengicaña started research activities to develop new varieties of sugarcane, to have integrated pest management, to study land quality and to implement more efficient processes for the cultivation of sugarcane and for the production of sugar. In 1994 Expogranel, one of the most efficient boarding terminals for sugar export in the world, was launched to cover international markets in a more efficient and competitive manner. In 2010, the Private Institute for Climate Change Research (ICC) was created to perform research, activities and projects related to climate change. In 2022 the Innovation Hub was created to develop a program of innovative projects through the identification and optimization of products, activities, processes and business models of the Sugar Agroindustry.

At the international level, the Guatemala Sugar Agroindustry supports the work of ICC on climate change mitigation and adaptation with other countries of Central America. Also through Asazgua, it participates actively in the Global Network on Sustainable Water and Energy Solutions. This is an initiative led by the Division for Sustainable Development Goals of the United Nations Department of Economic and Social Affairs (UNDESA). The Network promotes integrated water and energy solutions that address climate change objectives worldwide.

SUSTAINABLE DEVELOPMENT STRATEGY

The Sustainable Development Strategy of the Guatemala Sugar Agroindustry is based on its vision, mission and objectives which promote a comprehensive and forward-looking transformative pathway to prosperity and peace for the people of Guatemala, at the same time supporting a healthy and sustainable planet. It follows an integrated approach based on transformation and adaptation to changes expected in the future due to new challenges. With its inclusive participation policy with multi-stakeholder

partnerships, the Sugar Agroindustry, through Asazgua, is committed to coordinating the work of enterprises, governmental entities and civil society to achieve the final goal of prosperity and sustainable development for Guatemala. The Guatemala Sugar Agroindustry is a global example of efficiency and technological advance representing a very relevant factor for the economy of Guatemala with important positive impacts also on the social and environmental dimensions of sustainable development.

Objectives

1. Increase productivity through development and improvements in the field and in sugar refineries
2. Provide technical training and capacity building for human resources
3. Develop projects and programs that increase the capacity of the production systems in the field and in sugar refineries, in distribution and commercialization of products, and of the export boarding systems.

One of the objectives of the Guatemala Sugar Agroindustry is to increase productivity through development and improvements in the field and in sugar refineries.



Vision

Before 2025 the Guatemala Sugar Agroindustry will be the most respected productive sector of the country due to diversification, competitive efficiency, generation of dignified jobs, and respect for the environment, suppliers and communities with whom it relates.

Given its policy of unified action, proactive attitude and strong socioeconomic support, the Sugar Agroindustry leads as a positive agent of change for integral development, boosting the progress of its members and the country.

Mission

The Guatemala Sugar Agroindustry mission includes the following: to act in united manner to cultivate and process sugarcane to produce sugar, electricity, ethanol and other products; to undertake other activities to increase the value of the associated enterprises with a positive impact on the integrated development of the country; to innovate constantly improving competitive efficiency; to facilitate national and international commercialization of sugar; and to ensure sustainability while building trust responsibly.



THE GUATEMALA SUGAR AGROINDUSTRY AND THE SDG 4

The Guatemala Sugar Agroindustry has multiple initiatives in place with the aim of ensuring inclusive and equitable education and promoting learning opportunities which are the main objectives of SDG 4. Activities supporting education and capacity development by the Sugar Agroindustry are being conducted through Asazgua, Cengicaña, ICC and Fundazúcar.

The most important activities of the sustainable development strategy of the Sugar Agroindustry supporting objectives of SDG 4 include: the Program of Opportunities to Study, the Technology Transfer and Training program of Cengicaña, Capacity Building on Climate Change, the Teacher Training and Pedagogical Coaching Program and the numerous programs on education in health for sustainable development. As a result of the combination of these initiatives, the Sugar Agroindustry is able to continuously support capacity building and education activities for the people of Guatemala particularly in the region of influence of the Sugar Agroindustry.

1. PROGRAM OF OPPORTUNITIES TO STUDY (SCHOLARSHIPS)



1.1. Program of Opportunities to Study (Scholarships)

Objectives and Description

The Program of Opportunities to Study of Asazgua is a scholarship program that provides the chance to young students to pursue studies in different subjects and at different levels. This initiative is considered very effective in the long-term for inducing a transformational change towards moving families out of poverty.

The program is implemented in different educational institutions including the Technical Institute for Training (INTECAP), the Universidad del Valle de Guatemala (UVG), the Guatemalan Institute of Radiophonic Education (IGER) and others. One of the main areas is technical careers with potential for specialized jobs such as industrial mechanics, automobile electromechanics, industrial electronics, maintenance of hydraulic circuits, computers, etc. The program is open to students between 15 and 25 years old especially for careers that are in high demand in the labor market.

Related Targets

This activity is directly linked to Targets 4.3 on ensuring equal access to women and men to technical, vocational and tertiary education including university and Target 4.4 on increasing the number of youths who have technical and vocational skills for employment and entrepreneurship. By providing scholarships to those with financial needs, the Sugar Agroindustry through Asazgua is also supporting Target 4.b on increasing the number of scholarships for people in developing countries.

Challenges

One important challenge faced in the implementation of this program is related to the scholarship selection program. There are many qualified young students with economic restrictions but only a limited number of scholarships can be awarded every year. Therefore, there is always the need to expand the program and the necessary funding to be able to support more students.

Lessons Learned

A major lesson learned from the implementation of this program is that scholarships provide unique opportunities that allow students with limited economic means to compete for jobs that are in great demand in the labor force. This program has proved to be effective in reducing inequalities and fomenting economic growth and prosperity in Guatemala.

Results

The Opportunities to Study program has provided scholarships to over 2,700 students who have already graduated in different careers allowing them to find jobs in many areas of interest in the country. The program demonstrates that the private industry can effectively support social objectives related to education that at the same time help to reduce inequalities.



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2. TECHNOLOGY TRANSFER AND TRAINING PROGRAM OF CENGICAÑA

Fotografía: Fredy Longo, Cengicaña

2.1. Technology Transfer and Training Program of Cengicaña

Objective and Description

The Guatemalan Sugarcane Research and Training Center (Cengicaña) was created by Asazgua in 1992 to support the technological advance of the sugar agroindustry, with the aim of improving the production and productivity of the sugarcane crop and its derivatives. It is funded by the Guatemala Sugarcane Agroindustry.

According to the Strategic Plan (2015-2025), the Vision of Cengicaña is “To be leaders in creating technology to increase the competitiveness of the Sugarcane Agroindustry in the region.” Its Mission is “To be the organization of the Sugar Agroindustry responsible for generating, adapting, and transferring quality technology for profitable and sustainable development”.

Research activities are carried out through the following research programs: Varieties, Integrated

Pest Management, Agronomy, Industrial Research, and Training and Technology Transfer. Also, Cengicaña conducts activities in its Agronomical Laboratory.

Cengicaña has developed a research and technological development system for sugarcane. Thus, it has established policies, a regulatory framework, plans, quality management, and a technology management system. Also, it conducts applied research for the cultivation of sugarcane in diverse areas of the agronomic system to increase the productivity. The research areas include: Plant Breeding, Plant Pathology, Biotechnology, Integrated Pest Management, Fertilization and Vegetal Nutrition, Irrigation, Agrometeorology, Geographic Information System and Sucrose Recovery. The research is performed jointly with the associated sugar mills.



According to the Strategic Plan (2015-2025), the Vision of Cengicaña is "To be leaders in creating technology to increase the competitiveness of the Sugarcane Agroindustry in the region."

The Technology Transfer and Training Program includes work areas on technology transfer, capacity building and productivity. Also, it counts with a library with comprehensive information and services that support the Sugar Agroindustry. The annual capacity building plan includes courses, certified diploma studies, seminars and master programs. In capacity development, 5,304 training events have been carried out for agroindustry personnel from 1992 to 2020 with 131,781 participants. At the postgraduate level, new professionals in the industrial and agricultural areas have been trained with the completion of 5 certified diploma programs in Sugar Engineering (300 professionals) and 4 in Sugarcane Engineering (380 professionals), both lasting 160 hours. Also, Supervision Diploma programs have been conducted with 18 events and 1,204 supervisors. Other capacity development activities include: Quality Management Diplomas in ISO 9001-2000, 9001-2008 and 9001-2015; Good Manufacturing Practices; Good Agricultural Practices and Good Laboratory Practices; and, 5 Master's Programs in partnership with the universities Del Valle de Guatemala and Galileo in which 300 professionals have been trained (Cengicaña, 2022).

In the area of technology transfer, projects are conducted on technology promotion, knowledge dissemination, follow-up and adoption, promotion and integration in the Guatemala Sugar Agroindustry and productibility analysis. In technology transfer,

together with the Specific Committees of each area, field days, updating seminars, workshops, presentations of results and follow-up and adoption activities are scheduled and carried out. The results obtained have been published in 1,602 technical-scientific documents available on the web portal (Cengicaña, 2022). The financial indicators of the profitability analysis for the adoption of varieties and technologies from 1992 to 2020, are favorable with respect to Net Present Value, Cost Benefit ratio and Internal Rate of Return.

In promotion and integration of the Sugar Agroindustry of Guatemala from 1996 to 2020, the Symposium on the Analysis of Harvest Results is organized and carried out in the areas of Manufacturing and Cogeneration with participation of 1,850 professionals and in the Field and Transportation with participation of 4,500 professionals. Also, information on productivity and handling per cane lot is received weekly. This information is reviewed, integrated, analyzed and sent to managers and professionals. From the 2010/2011 harvest to date, information has been received on 142,288 lots. From 2012 to 2019, 5,147 transfer events were held at the Center's facilities with 173,720 attendees from the Center, Agroindustry institutions, universities, and others (Cengicaña, 2022).

Related Targets

This activity is directly linked to Targets 4.3 on ensuring equal access to women and men to technical, vocational and tertiary education including university and Target 4.4 on increasing the number of youths and adults who have technical and vocational skills for employment and entrepreneurship. By providing a comprehensive platform for research and development and for capacity building, the Sugar Agroindustry through Cengicaña is also supporting Target 4.7 on ensuring that learners acquire the knowledge and skills needed to promote sustainable development.

Challenges

A major challenge is the coordination of capacity development activities and research programs with other institutions involved in similar initiatives both at the national and international level. Effective communication and timely knowledge exchange are challenging activities that are indispensable to ensure education in innovative technologies and processes and the respective building of capacities.

Lessons Learned

A major lesson learned from decades of experience is the need to maintain an extensive network of partnerships at the national and international level to be able to absorb and disseminate knowledge for the benefit of the Sugar Agroindustry as well as for the people in the region. The research and training programs have proved to be very valuable in the creation of professional jobs with good salaries that promote the economic sustainability of the region.

Results

Cengicaña offers a very large variety of education and capacity building programs to many people in Guatemala. Cengicaña has proved to be a strong, stable and effective platform for training, education, and technology research and innovation that supports economic growth and sustainable development in Guatemala and in the Central American region.

A major lesson learned from decades of experience is the need to maintain an extensive network of partnerships at the national and international level to be able to absorb and disseminate knowledge for the benefit of the Sugar Agroindustry as well as for the people in the region.



Fotografía: Fredy Longo, Cengicaña

A close-up photograph of a sugarcane stalk. The stalk is the central focus, showing its segmented structure. The upper part is green with some yellowing, while the lower part is a pale, fibrous white. Several green leaves are visible, some with water droplets on them. The background is a soft, out-of-focus brown, suggesting a field or farm setting.

Cengicaña has proved to be a strong, stable and effective platform for training, education, and technology research and innovation that supports economic growth and sustainable development in Guatemala and in the Central American region.



3. CAPACITY BUILDING ON CLIMATE CHANGE

3.1 Capacity Building on Climate Change

Objectives and Description

One of the main objectives in the climate change strategy of the Guatemala Sugar Agroindustry is the strengthening of applied research and the building of capacities for the development of the necessary knowledge and expertise on climate change mitigation and adaptation. The most important capacity building activities include:

- Research capacities which included the creation and financing of two research organizations by the Sugar Agroindustry (ICC and Cengicaña).
- Capacity building of the Sugar Agroindustry staff.
- Public awareness and capacity building in climate change and related themes including: ICC certificate courses for teachers, journalists and government representatives; talks and events each year; graduates from communities financed by Asazgua; training events in climate change themes, disaster and risk management and other related themes (trainings within project frameworks).
- Early warning and information systems in partnership with universities and government entities.

- Programs for the improvement of families, particularly for women (ICC, 2019).

The Capacity Building program of the ICC focuses on strengthening and developing the climate change adaptation capacities of the general population, of vulnerable groups, and of productive systems within the region.

The capacity building program is considered to be a crosscutting component among different initiatives and actions by ICC in the field. In addition, the program responds to the legal mandates set forth in the National Climate Change Policy and the article 23 of the Framework Law to Regulate Reduction of Vulnerability, Mandatory Adaptation to the Effects of Climate Change, and the Mitigation of Greenhouse Gases in Guatemala. In the same way, the program responds to the 6th article of the United Nations Framework Convention on Climate Change (UNFCCC), which calls for the development of efforts to improve access to information, outreach, education, training, participation, and cooperation in the face of climate change.

Up to 2019, 5,675 people from communities were trained through 45 certificate courses on community adaptation to climate change. Also, 1,078 teachers and students were trained through 31 certificate courses on climate change. They all received between 40 and 52 hours of training and complied with the conditions to participate (high attendance, homework, and tests). Additionally, 583 youngsters and teachers received a three-session course on climate change. Through 780 events including workshops, talks and symposiums, 38,862 people received training on several topics related to climate change (ICC, 2020).

Promotion and research of options for adaptation to climate change and variability and livelihood resilience for affected populations

Research is conducted on the main livelihoods, such as agriculture, in relation to adaptation measures for climate change and variability. This allows the development or customization of new technologies that strengthen families' food security in the face of climate- or weather-related hazards, such as floods or droughts.

Adaptation initiatives and actions are established in the face of climate change and related variability for those whose livelihoods depend on agriculture. In addition, it promotes the establishment of climate change adaptation demonstration plots, thus strengthening food security of families living in the Pacific Slopes of Guatemala.

Fieldwork is conducted related to socio-ecological resilience in the Pacific region of Guatemala, an emerging theme of relevance at a global level that is key to understanding the recovery of socio-ecological systems in the face of climate hazards.

Related Targets

This activity is directly linked to Targets 4.3 on ensuring equal access to women and men to technical, vocational and tertiary education including university and Target 4.4 on increasing the number of youths and adults who have technical and vocational skills for employment and entrepreneurship. By providing a comprehensive platform

for research and development and for capacity building on climate change, the Sugar Agroindustry through ICC is also supporting Target 4.7 on ensuring that learners acquire the knowledge and skills needed to promote sustainable development.

Challenges

One important challenge is the continuous need for the development of professionals with the technical and pedagogical background to act as instructors, professors, trainers, and other key stakeholders leading capacity building activities. Another important challenging objective is to ensure the implementation of fair selection processes that will allow participation of all stakeholders.

Unfortunately, staff at governmental organizations changes every four years when a new administration starts. Therefore, capacity building is constantly needed in the public sector.

Lessons Learned

Activities related to the building of capacities on climate change mitigation and adaptation need to be a permanent feature to ensure the transfer of knowledge to all relevant stakeholders and to future generations. These activities need to be inclusive and multi-disciplinary, ensuring that the social, economic, and environmental dimensions of sustainable development are covered.

Results

The Capacity Building program of the ICC has been essential to developing capacities and creating awareness on different aspects related to climate change and to disseminating very valuable information in the region. Many seminars, courses, and programs have been conducted for community leaders, professionals, decision makers, producers, and practitioners. From 2011 to 2019 almost 49,000 people have been impacted through 891 capacity building events (ICC, 2020). The ICC, Asazgua and partner organizations of the Guatemala Sugar Agroindustry are considered leaders in the successful dissemination of knowledge and in the implementation of climate change capacity building activities in Central America.

4. TEACHER TRAINING AND PEDAGOGICAL COACHING PROGRAM (PROCAPS)



4.1 Teacher Training and Pedagogical Coaching Program (Procaps)

Objectives and Description

This Teacher Training and Pedagogical Coaching Program is certified and accredited by the Ministry of Education of Guatemala. The program is designed to train teachers and directors of the public pre-primary and primary schools located in rural and urban areas of four departments of the Pacific Lowlands - Escuintla, Santa Rosa, Suchitepéquez and Retalhuleu.

One of the main objectives is to improve the quality of the teaching/learning process through the implementation of adequate classroom procedures for the actualization and training of teachers. The program develops skills, abilities, and didactic and planning knowledge through an innovative capacity development model that promotes improvements in the performance of teachers. The result is a positive impact on the teaching/learning process and on all relevant indicators.

The program began in 1990 with the academic support from the Universidad del Valle de Guatemala (UVG). The program is focused on the areas of communication,

language, and mathematics as the basis for other learnings. It was created within the framework of the National Base Curriculum of the Ministry of Education.

Related Targets

This program is directly linked to Targets 4.1 on ensuring that students complete equitable and quality primary education and Target 4.2 on ensuring that girls and boys have access to pre-primary education. Additionally, this activity supports the objectives of Target 4.c on increasing the supply of qualified teachers.

Challenges

One of the main challenges is the implementation of the improved curriculum by teachers that value the training, actualization and application of new methodologies for the improvement of the quality of education. It is also important to change the paradigm from traditional teachers to teachers that promote the building of an education that is inclusive, horizontal and that generates change.

The education of girls continues to be a main challenge in Guatemala. It is necessary to prioritize their education in the home by promoting the responsibility of both mothers and fathers.

Lessons Learned

A major lesson learned is that the sustained partnership among the Ministry of Education, the private sector and academia has effectively strengthened public institutions providing inclusive and quality education and better relevant indicators.

The field experience has demonstrated through time that the training of teachers and directors has a positive impact in the quality of education. Keeping the focus on the development of competences on reading, writing and mathematics empowers students in self-training and learning of other curriculum areas.

Results

The program has reached coverage of the 1,400 official schools located in the departments of Escuintla, Santa Rosa, Suchitepéquez and Retalhuleu, which corresponds to 100 % of primary and pre-primary schools in the region. In these departments, students have scores of 14 percentual points for reading and 12 points for mathematics above the corresponding national averages. More than 10,500 teachers have been trained and more than 300,000 students have benefited from the program. Over 1,500 school directors have received pedagogical coaching for transformational leadership that generates an integral educative project based on the improvement of the quality of education.

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5. MY HEALTH FIRST (MI SALUD PRIMERO) PROGRAM



5.1 My Health First (Mi Salud Primero) Program

Objectives and Description

Since 2016 Fundazúcar in partnership with the Ministry of Health implements the innovative program “My Health First”. The program is directed to health professionals of the first level of attention of the Ministry of Health in 27 municipalities of the Pacific Lowlands region. The program objective is the development of technical competencies and the improvement of the service attitude for preventive health. This is an important health service that supports the eradication of poverty and improves the wellbeing of the population particularly in poor and vulnerable communities.

The main objectives of the program include healthy children, family medicine and epidemiological registry to ensure that health posts provide an integrated service to good health and to sickness prevention. Around 500 people have been trained who are providing health services in 65 health posts located in the departments of Escuintla, Suchitepéquez, Retalhuleu, Jutiapa and Santa Rosa.

Related Targets

The “My Health First Program” supports the objectives of Target 4.4 on substantially increase the number of people with relevant skills including technical and vocational skills. The activity provides substantive support to the public health agency of Guatemala particularly in vulnerable communities.

Challenges

A major challenge is related to reaching health professionals in very isolated rural communities. Also, there is the need to continue expanding the coverage to more areas with vulnerable communities where effective health services are really needed.

Lessons Learned

One of the main lessons learned is that the health workforce needs to receive continuous training to be able to adapt

to the changing conditions of vulnerable communities and their health needs. Strengthening capacities is indispensable to learn new health procedures, programs and medications that promote sickness prevention and the wellbeing of the population.

Another lesson is that through this program trained health workers recognize and give more importance to the control and actualization of health statistics of the communities they serve in critical issues such as: vaccination control, infant malnutrition, local sicknesses, and pregnant women health data, among others. This allows better health service and more appropriate decisions.

Around 500 people have been trained who are providing health services in 65 health posts located in the departments of Escuintla, Suchitepéquez, Retalhuleu, Jutiapa and Santa Rosa.



Results

Positive results are observed in the populations of many communities with respect to their health and wellbeing as a consequence of the My Health First program. The 500 health workers who have been trained through this program are strengthening risk reduction and sickness prevention particularly in the poor and vulnerable communities. This is allowing healthier and more productive people available to compete for better job opportunities.

INTERLINKAGES WITH OTHER SDGs

Activities by the Guatemala Sugar Agroindustry related to education and learning opportunities (SDG 4) include interlinkages with other SDGs. One clear interlinkage is in relation to issues in the social dimension including health (SDG 3), reducing inequalities (SDG10) and Peace (SDG 16). The interlinkage between SDG 4 and SDG 1 (Ending poverty) is recognized, as the educational and training assistance provided by the Sugar Agroindustry comes at no cost to many people in Guatemala. Education and training activities are also related to environmental activities in the areas of climate change (SDG 13), terrestrial ecosystems (SDG 15) and water (SDG 6).



CONCLUSIONS



The Guatemala Sugar Agroindustry has important activities in its sustainable development strategy strongly supporting education and training. These activities include: the Program for Opportunity Studies (scholarships), the Technology Transfer and Training program of Cengicaña, Capacity Building on Climate Change, the Teacher Training and Pedagogical Coaching Program and the My Health First Program. By implementing and monitoring the results and efforts of these activities, the Sugar Agroindustry has been able to empower many people with knowledge and technical capacities that support the sustainable development of Guatemala particularly in the region of influence of the Sugar Agroindustry. The effort represents a critical part of the integrated approach followed by the Sugar Agroindustry in its social strategy that supports inclusive and equitable quality education and promotes lifelong learning opportunities.

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SUSTAINABLE
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