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**DRAFT ANNOTATED AGENDA FOR THE**

**Eleventh Inter-American Meeting of Ministers of Education**

**Virtual meeting – November 10-11, 2022**

**“Towards Building a New Educational Hemispheric Pact in Contexts of Change”**

(Approved during the regular meeting held July 26, 2022)

1. BACKGROUND

Faced with a global health crisis that has led to mass school closures and the consequent challenge of retaining students in formal learning processes and preventing from dropping out, education authorities have emphasized that education is a right and, as such, a commitment that states cannot evade. The ministries of education have accordingly focused their efforts on consensus-building for a new education compact that will guarantee the continuity of instruction at the system’s different levels and will ensure attention for those most affected by those circumstances through an integrated and systemic response that offers sustainable and adaptable solutions to changing contexts.

This unprecedented education crisis has underscored the importance of developing adaptable and flexible educational systems that can respond effectively and equitably to challenges of various kinds. The high-level dialogue on public policies and program actions within the framework of the Organization of American States (OAS) has generated a call to action among authorities from the region’s countries toward building a consensus for an education compact that incorporates the perspectives, views, and identities of all the stakeholders involved.

In resolution [AG/RES. 2955 (L-O/20),](http://scm.oas.org/IDMS/Redirectpage.aspx?class=AG/doc.&classNum=5717&lang=s) “Advancing Hemispheric Initiatives on Integral Development: Promoting Resilience,” the General Assembly recognized that the pandemic had reinforced the urgent need for OAS member states to formulate and implement policies, strategies, and programs aimed at reducing their vulnerability and building their resilience to external shocks.

In 2021, resolution AG/RES. 2967 (LI-O/21), “Advancing Hemispheric Initiatives on Integral Development: Promoting Resilience,” instructed the Executive Secretariat for Integral Development (SEDI) to strengthen its development cooperation mechanisms in order to bolster the member states’ technical and institutional capacities at the community, national, and regional levels, and to forge sustainable multisectoral alliances and partnerships to help the member states, with a particular focus on assistance for their post-COVID recovery.

As a corollary to the incorporation of mandates at the three levels of government, the Ninth Regular Meeting of the Inter-American Committee on Education (CIE), held in November 2021, adopted the central theme for the Eleventh Inter-American Meeting of Ministers of Education: “Toward the construction of a new hemispheric education compact in a context of change.”

1. PROPOSED TOPICS
2. **Consideration and formalization of agreements**

As established in Article 21 of the Rules of Procedure for Sectoral and Specialized Meetings of Ministers and High-level Authorities in the Framework of the Inter-American Council for Integral Development, the preparatory meeting for the ministerial meeting will adopt agreements on the following points, which will be formalized at the ministerial’s first plenary session:

* 1. Election of the chair
  2. Composition of the style committee
  3. Final agenda of the meeting
  4. Allocation of committees and working groups
  5. Agreement on the deadline for presenting proposals
  6. Duration of the meeting
  7. Miscellaneous matters

1. **Towards Building a New Educational Hemispheric Pact in Contexts of Change**

The representatives of the region’s education ministries have agreed that beyond seeking concrete solutions to the pre-existing challenges that became more visible during the pandemic, they must build on what has been learned, share and enrich the education community’s knowledge, experiences, concerns, and aspirations, and work so that those consensuses can take root in an inclusive, diverse, and equitable hemispheric framework.

At a number of forums for dialogue, leaders and policymakers from OAS member states have agreed that perhaps the time has come to imagine a new and better future for education systems around the world, to imagine a future with systems that better serve students and societies: systems that are resistant, adaptable, responsive to rapid change, and that have answers for changing circumstances; resilient systems that allow educational continuity to be managed and guaranteed in evolving contexts, whether in a post-pandemic world or during any other type of natural, social, economic, or migratory upheaval.

1. **Systemic approach for building resilient education systems**

In the different dialogues on public policies and program actions that have been taking place under the 2019–2022 Work Plan of the Inter-American Committee on Education (CIE), and during a global health crisis that has meant mass school closures, education authorities have emphasized that education is a right and, as such, a commitment that states cannot evade.

Accordingly, work has focused on creating a framework for action to guarantee the continuity of teaching at the education system’s different levels and to ensure attention for those most affected by those circumstances, through a strategy based on the analysis and reality of the actions taken by the region’s governments, incorporating multiple perspectives to advance in the construction of a new hemispheric education compact for times of change that, based on a mechanism for regional collaboration, will allow ministries of education to rethink and redesign the future of education systems in order to guarantee their equity and resilience.

With a view to the actions that will guide the region’s education agenda over the next five years, it is time to imagine a new and better future for education systems: ones that better serve students and societies and that are resilient and responsive to rapid change.

1. **Intersectoral agenda**

Crosscutting collaboration between the education, labor, and health sectors has already begun: on topics such as skills for the future and the regional qualifications framework in the case of the labor sector, and on issues such as healthy school environments and healthy living skills in the case of the health sector. Accordingly, the region’s ministries of education decided to incorporate thematic lines shaped by the principles of intersectoriality into the second phase of the 2022–2027 Inter-American Education Agenda (IEA).

1. **Receiving offers to host the Twelfth Inter-American Meeting of Ministers of Education**

According to the annexes to the General Guidelines for Sectoral Ministerial Processes within the framework of the Inter-American Council for Integral Development (CIDI), a member state interested in hosting a ministerial meeting is invited to announce its intention at the previous ministerial so it can join the Troika (see CIDI/doc.228/17 add. 1, item 10) and become part of the ministerial process and the preparatory activities for the next meeting.

1. PURPOSE OF THE MINISTERIAL MEETING

As established in the General Guidelines for Sectoral Ministerial Processes within the framework of the Inter-American Council for Integral Development (CIDI), the main objective of ministerial and/or high-level meetings is to provide a forum for the member states to engage in a substantive public policy dialogue on issues of hemispheric interest. That dialogue is intended to determine regional trends and priorities, enable the exchange of experiences and best practices on policy development and implementation, and identify opportunities for cooperation. The meetings provide a venue for the member states’ government authorities to identify common priorities for regional cooperation and to set the OAS work agenda for supporting member states in pursuit of those priorities.

1. EXPECTED OUTCOMES:

The authorities are expected to approve the common priorities and lines of action that will guide the regional agenda for the sectoral process and the work of the OAS in pursuing those priorities, in line with the Organization’s Comprehensive Strategic Plan and with the relevant global processes. The results of the ministerial meeting are expected to be set down in two outcome documents: (i) a political declaration based on the theme of the meeting and outlining the regional vision for advancing the issue in the Hemisphere, and (ii) a plan of action, or an update to the existing one, setting out the concrete steps to be taken to meet the priorities identified in the declaration.

1. MEETING STRUCTURE

The meeting will maintain the dynamics followed with the sectoral authorities during the ministerial cycle process. Thus, it will focus on a dialogue between the education ministers of the participating member states, with a view to the adoption of the planned second phase of the 2022–2027 Inter-American Education Agenda and the Draft Hemispheric Plan of Action on Education, in order to forge sustainable partnerships through cooperation and determine a sustainable financing mechanism for the implementation of the second phase of the IEA.

It will also seek to identify synergies and opportunities for collaboration and cooperation—among the member states and with regional institutions—for the implementation of initiatives related to the reactivation of the education sector in the post-pandemic period, the safe return to face-to-face classes, and the digital education agenda.

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