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PRELIMINARY DRAFT

HEMISPHERIC PLAN OF ACTION ON EDUCATION

ELEVENTH INTER-AMERICAN MEETING OF MINISTERS OF EDUCATION

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

(Prepared by the Department of Human Development, Education, and Employment)

BACKGROUND:

In the context of the global health crisis, the Ministries of Education have focused on developing a framework of action to ensure the continuity of education at the various levels of the educational system, placing attention on those most affected by the crisis. Accordingly, leaders and government policymakers of the member states of the Organization of American States (OAS), in various dialogue forums, have established as a priority for the region that of strengthening resilient educational systems so as to manage educational continuity in contexts of change, whether in post-pandemic times or in response to future challenges of various sorts, making education in the Americas inclusive, high-quality, and equitable.

GENERAL FRAMEWORK OF ACTION:

This Plan of Action is based on the structure, composition, and methodology established in the Hemispheric Declaration on Education (CIDI/xxxx/22), in the 2022-2027 Inter-American Education Agenda (IEA 2022-2027), and in CIDI/CIE/RES. 1/21, "Methodology for Constructing the Second Phase of the Inter-American Education Agenda."

In addition, the three working groups will develop more specific activities in keeping with the priority areas and themes approved at the Eleventh Inter-American Meeting of Ministers of Education.

OBJECTIVE:

To take measures to fulfill the commitments undertaken in the Declaration “Towards Building a New Educational Hemispheric Pact in Contexts of Change” adopted at the Eleventh Inter-American Meeting of Ministers of Education, held in \_\_\_\_\_ on\_\_\_\_\_\_ 2022, by way of specific actions that will help meet the priorities of the member states in the field of education until the Twelfth Inter-American Meeting of Ministers of Education is held in 2025.

GENERAL OBJECTIVES AND PRIORITY AREAS OF ACTION:

In the review of the Inter-American Education Agenda, at the First Special Meeting of the Inter-American Committee on Education (CIE), held in February 2022, the 2022-2027 IAE priorities for development of a new Hemispheric Education Pact in contexts of change were formalized. At that meeting, the Ministries of Education confirmed that the measures that will guide inter-American collaboration on education over the next five years fall into two priority areas: a systemic approach to building resilient education systems and an intersectoral agenda.

**Systemic approach to building resilient education systems**

Under a systemic approach to building resilient education systems, the following hemispheric initiatives will be pursued:

* **The Post-pandemic 3 Rs: Recovery, repair, and reactivation of the education sector,** including professional development and teacher training, the educational research agenda, assistance to people with disabilities, socio-emotional development, and coexistence at school.
* **Digital education in contexts of change:** Adoption of technologies for an inclusive and sustainable digital education agenda, including education in climate-change mitigation.

**Intersectoral agenda**

The IEA is guided by the principles of collaboration, intersectorality, and interculturalism. In the 2022–2027 period, the intersectoral agenda will be reinforced by the following initiatives:

* **Educational mobility for regional integration:** Included are measures related to student and teacher mobility, recognition of degrees, professional development, and teacher training, considering government policies on the teaching profession and teacher training.
* **Education, labor, and health for regional development:** Topics include the coordination of economic, educational, health, and labor policies to address and overcome the effects of the crisis--in particular, the creation of strategies to promote youth employment; to reduce youth unemployment and job insecurity; to facilitate the transition from school to work; and to generate opportunities for education and technical and vocational training for this age group, especially for those who are at greater risk because of various intersectionalities, such as young women, young people with disabilities, migrants, indigenous persons, and those who neither study nor work, but not by choice.
* **Promotion of healthy school environments,** considering healthy lifestyles in terms of norms and implementation; developing and implementing, with input drawn from social dialogue, strategies that strengthen occupational health and safety and promote a preventive approach that includes awareness-raising and instructional campaigns.

MEANS OF IMPLEMENTATION:

This Plan of Action will be implemented mainly through the arrangement of forums for dialogue on government policies, allowing member states to discuss the challenges and opportunities that affect the region in terms of educational continuity, always with a special focus on populations at risk. Discussion also will include good practices, specific programs, and offers to collaborate in the thematic areas contemplated in this Plan of Action, which were adopted by the Ministers of Education in the framework of the 2022-2027 Inter-American Education Agenda.

Likewise, the Ministers of Education, in their resolution "Building an Inter-American Educational Agenda: Education with Equity for Prosperity" ([CIDI/RME/RES. 1/15 rev. 1](https://scm.oas.org/IDMS/Redirectpage.aspx?class=V.11.1%20CIDI/RME/RES.&classNum=1&lang=s)), adopted at the Eighth Inter-American Meeting of Ministers of Education, instructed the CIE to form three working groups aligned with the priority IEA mandates. In addition, Article 28 of the Rules of Procedure of the Inter-American Committees of the Inter-American Council for Integral Development (CIDI) establishes that, at each of their meetings, the Committees may set up subcommittees and working groups, which shall elect their own officers; and that the subcommittees may in turn establish any working groups they deem necessary for examination of the topics submitted to them for consideration.

Taking into consideration the mandates of the aforementioned resolution and of the Rules of Procedure of the Inter-American Committees of CIDI, for implementation of the 2022-2027 Inter-American Education Agenda, the CIE working groups will be coordinated by the following Ministers of Education, elected during the Eleventh Inter-American Meeting of Ministers of Education:

1. Working Group 1: Quality, inclusive, and equitable education. Officers: Ministers of Education of \_\_\_\_\_\_\_ (Chair), \_\_\_\_\_\_\_ (First Vice Chair), and \_\_\_\_\_\_\_ (Second Vice Chair);
2. Working Group 2: Strengthening the teaching profession. Officers: Ministers of Education of\_\_\_\_\_\_\_ (Chair), \_\_\_\_\_\_\_ (First Vice Chair), and \_\_\_\_\_\_\_ (Second Vice Chair);
3. Working Group 3: Comprehensive early childhood care. Officers: Ministers of Education of \_\_\_\_\_\_\_ (Chair), \_\_\_\_\_\_\_ (First Vice Chair), and \_\_\_\_\_\_\_ (Second Vice Chair).

MONITORING, EVALUATION, AND REPORTING:

Implementation of this Plan of Action will be led by the Chair of the CIE and the officers of the CIE working groups, with support from the Technical Secretariat.

The Plan of Action envisages active participation by member states in CIE initiatives. It urges the General Secretariat to continue facilitating communication among the working groups, providing support for implementation of activities, projects, and collaborations, and convening and organizing videoconferences and on-site meetings.

Finally, and in accordance with Article 28 of the Rules of Procedure of the Inter-American Committees of CIDI, the recommendations adopted by the working groups shall be presented at the plenary sessions of the CIE in a report approved by each working group.

FINANCING:

In accordance with Articles 39 and 40 of the Rules of Procedure of the Inter-American Committees of CIDI, and in order to finance the programmatic activities of the 2022-2027 Inter-American Education Agenda, the CIE may request the General Secretariat to establish specific funds made up of voluntary contributions by governments of member states, permanent observers to the OAS, and other member states of the United Nations, as well as by associate members of the Committee, by national or international entities, whether public or private, and by other donors.

In addition, the OAS General Secretariat should make certain that all its efforts to mobilize resources for implementation of this Plan of Action are coordinated to ensure effective and consistent contacts with potential donors. The General Secretariat should also seek to establish appropriate partnerships and fundraising efforts with various development organizations and relevant bodies of the inter-American system.

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