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CONCEPT NOTE

REGULAR MEETING OF THE
INTER-AMERICAN COUNCIL FOR INTEGRAL DEVELOPMENT (CIDI)

MAY 25, 2021

**Theme: Deepening synergies among global, hemispheric, and subregional educational initiatives**

* Promoting the Hemispheric Action Plan for the Continuity of Education(PHACE) considering the effects of the Coronavirus pandemic
1. **Background and Justification**

The World Health Organization's (WHO) declaration of COVID-19 as a pandemic and the widespread implementation of rigorous measures to contain its dissemination have had a significant impact on all facets of society. It is the biggest shock the education systems have ever experienced in history. Latin America and the Caribbean (LAC) countries, while dealing with the dual pressures placed on their health and economic systems, were required to implement various remote learning strategies to deliver educational support to their student population.

Despite their tremendous efforts, learning in LAC countries is deteriorating. According to a recent World Bank report[[1]](#footnote-2)/, nearly 120 million school-aged children in the region either missed or were on the brink of missing an entire academic year of presential schooling.  As a result, the region is facing an acute education crisis. It is on track to become the region with the second largest absolute increase in learning poverty and one of the regions with the largest absolute increase in the share of lower secondary education students performing Below Minimum Proficiency Level (BMP). As these negative consequences are more prominent among poorer children, they have the potential to increase the already significant socioeconomic achievement divide by 12%.

The Hemispheric Proposal of Action for the Continuity of Education (PHACE) developed by the Authorities of the Inter-American Committee on Education (CIE) has facilitated the adoption of activities and projects in different phases to guarantee the continuity of education at the different levels of the educational system and promoted care for the most disadvantaged. The strategy is based on the analysis and reality of the actions taken by the governments of the region and other adaptable international experiences. It aims to highlight good practices, improve those that have posed challenges, and support the development of solutions for the current and post-covid-19 context.[[2]](#footnote-3)/

The unprecedented education crisis has highlighted the importance of developing adaptable and flexible educational systems that can respond effectively and equitably to challenges of diverse health, climate, or pedagogical origin. High-level dialogue on public policies and programmatic actions that have occurred within the framework OAS over the course of the pandemic has generated the following conclusions:

* Education is a right and, as such, an inescapable commitment of the State. The current context has made inequalities even more visible, especially with vulnerable populations. Within this context, a call to action for a Hemispheric Pact on Education, which includes state, civil society, community, private sector actors, was made to the authorities of the countries of the region.[[3]](#footnote-4)/
* Significant challenges have arisen to ensure a safe return to in-person classes. The strengthening of family-school alliances and the relationship with the community to ensure permanence and educational continuity are essential strategies to address school dropouts in the face of the health crisis.[[4]](#footnote-5)/
* The pandemic has exacerbated digital accessibility inequality and has limited access to inclusive and quality education for persons with disabilities. A multidimensional perspective to guaranteeing educational continuity that includes this disadvantaged population is necessary to support the full exercise of their right to education. The paradigm of adaptive integration must be overcome by an approach of joint creation (co-creation) of knowledge and learning. Member states have requested that the organization develop a virtual space that concentrates accessible educational resources and contains training spaces for teachers in the region.[[5]](#footnote-6)/

As the governments of member states strategize for their recovery and the post-COVID-19 era amidst a plethora of social and economic challenges and scarce resources, the multidimensional impact of education on sustainable development means that it must be prioritized within the "Build Back Better" agenda. The crisis presents a unique opportunity to rethink the future of education systems to ensure they become more effective, equitable, and resilient.

1. **Meeting Objective**
* To discuss actions taken at the regional and national levels to ensure continuity and foster progress in education and human development considering the challenges posed by the COVID-19 Pandemic.
1. **Relevance to CIDI and the work of SEDI**

 In resolution [AG/RES. 2955 (L-O/20)](http://scm.oas.org/IDMS/Redirectpage.aspx?class=AG/doc.&classNum=5717&lang=s) "Promoting Hemispheric Initiatives in the Area of Integral Development: Promoting Resilience", section III "Promoting Education and Human Development in the Americas," SEDI is charged with supporting:

* The [CIE Work Plan 2019-2022](http://www.oas.org/es/sedi/dhdee/CIE/PLAN%20TRABAJO%20CIE%202019-2022-APR0BADO-CIDED00212-ESP.docx) and its objective of sharing concrete initiatives for the implementation of the Inter-American Educational Agenda (IEA); deepening synergies between global, hemispheric, and subregional education initiatives; and, promoting intersectoral cooperation and with other social actors in order to contribute to achieving the objectives set by the 2030 Agenda for Sustainable Development and contribute to reducing inequalities exacerbated by the pandemic.
1. **Meeting Structure**
2. Panel Promoting Education and Human Development in the Americas:
* Claudia Uribe, Director of the UNESCO Regional Bureau for Education in Latin America and the Caribbean

* Laurette S. M Bristol, Programme Manager, Human Resource Development at CARICOM Secretariat
* Carlos Staff, Secretary of the Council of Ministers of Education and Ministers of Culture of SICA - SE-CECC

National experiences under PHACE

* Alessandra Molina Alfaro, Director of the Unit for School Retention, Reincorporation and Educational Success of the Vice Ministry of Institutional Planning and Regional Coordination of the Ministry pf Education Costa Rica.
* Actions taken and challenges in terms of School Retention and Educational Exclusion in Costa Rica.
* Danit María Torres Fuentes, Director of Quality for Preschool, Basic and Secondary Education. Ministry of Education of Colombia
* Pedagogical management within the framework of alternation.
1. **Result of the Meeting**

 Synergies and opportunities identified for collaboration and cooperation between and among member sates as well as regional institutions for the implementation of the initiatives in education and human development, pursuant to the OAS General Assembly resolution: AG/RES.2955 (L-O / 20) initiatives, "Promoting Hemispheric Initiatives in Comprehensive Development: Promoting Resilience," under the Framework of the CIE Work Plan 2019-2022.

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1. . <https://openknowledge.worldbank.org/handle/10986/35276?locale-attribute=en> [↑](#footnote-ref-2)
2. . [CIE](http://www.oas.org/es/sedi/dhdee/CIE/PLAN%20TRABAJO%20CIE%202019-2022-APR0BADO-CIDED00212-ESP.docx) 2019-2022 Work Plan [↑](#footnote-ref-3)
3. . Rethink education to create responsive and resilient systems. Virtual dialogue in collaboration between the OAS / CIE and J-Wel / MIT. August 12, 2020 [↑](#footnote-ref-4)
4. . Dialogue Table: Exchange and Reflection on the Return to Face-to-Face Education Phase. December 4, 2020. [↑](#footnote-ref-5)
5. . Towards a Culture of Digital Accessibility: Experiences and Educational Challenges in a Pandemic Period for People with Disabilities. CIE Virtual Dialogue. December 9, 2020. [↑](#footnote-ref-6)