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CONCEPT NOTE

REGULAR MEETING OF THE

INTER-AMERICAN COUNCIL FOR INTEGRAL DEVELOPMENT (CIDI)

APRIL 26, 2022

**THEME: TOWARDS THE CONSTRUCTION OF A NEW HEMISPHERIC EDUCATIONAL PACT IN CONTEXTS OF CHANGE: POST-PANDEMIC EDUCATIONAL RECOVERY AND REPAIR**

**1. Background and Justification**

In the midst of a global health crisis that has led to the massive closure of educational establishments, educational authorities have demonstrated their commitment to the idea that education is a right and, as such, an unquestionable commitment of the State. In this connection, the Ministers of Education have focused their work on creating a scope of action that ensures the continuity of education at the different levels of the education system. Ministers have directed their attention to those who have borne the brunt of such circumstances. For this reason, leaders and decision makers of public policies of the Member States of the Organization of American States (OAS) through various dialogue spaces, have considered that, instead of looking for a return to normality, this is perhaps the time to imagine a new and better future. Systems that best suit students and societies. Systems that are resilient and respond quickly to change. Systems that take advantage of new insights into effective learning and new technologies for digital learning to provide all people with access to equitable, high-quality education that gives them the skills to thrive in the economy of the future and become informed and engaged citizens.

Promising possibilities have already been glimpsed through innovative solutions powered by digital learning, and it has been suggested that we might even be well positioned to take steps towards a thoughtful reinvention of how we learn throughout our lives to achieve quality and equitable education around the world. In this way, it has been established as one of the priorities for the region to develop resilient systems for education that allow managing interruptions of a different nature, such as those caused by the COVID-19 pandemic or similar future interruptions. In 2021, the Organization for Economic Co-operation and Development (OECD) and the Educational International (EI)[[1]](#footnote-2)/ Secretariats jointly established principles for effective and equitable educational recovery to draw lessons from the pandemic that can facilitate the collaboration of education authorities and compile policy experiences and practices from countries that can underpin a sustained educational recovery to reach greater levels of educational quality and equity. Among the proposed principles are: provide targeted support to meet students’ learning and social and emotional needs; co-design a robust digital learning infrastructure with teachers and stakeholders; empower teachers to exercise their professionalism and benefit from professional learning opportunities; encourage a collaborative culture of innovation and learn from national and international evidence.

1. **Objective of the meeting**

* Share challenges and opportunities that affect the region in terms of educational continuity; with a special focus on populations in vulnerable conditions and based on the actions and decisions taken by their governments to face the COVID-19 pandemic.
* Share good practices and specific programs, as well as offers of collaboration on 3 topics: the reactivation of the post-pandemic education sector, the safe return to face-to-face classes, and the digital educational agenda.

1. **Relevance for CIDI and the work of the Executive Secretariat for Integral Development (SEDI)**

In resolution AG/RES.2955 (LO/20) “Advancing hemispheric initiatives in integral development: promoting resilience”, the General Assembly recognized the pandemic reinforced the urgent need for member states to design and implement policies, strategies, and programs to reduce their vulnerability and build their resilience to external shocks.

By 2021, through resolution AG/RES. 2967 (LI-O/21) “Advancing hemispheric initiatives in integral development: promoting resilience” SEDI was instructed to strengthen its mechanisms for development cooperation aimed at improving member states’ technical and institutional capacity at the community, national and regional levels, as well as building sustainable multi-sectoral alliances and partnerships, with a particular focus on assisting member states with their post-COVID-19 recovery.

1. **Meeting’s Structure**

For the development of the meeting, various speakers will be convened to address the main challenges and opportunities that the construction of educational pacts presents in terms of overcoming fragmentation, break-off and exclusion, as well as to exchange on the formulation and implementation of responses more inclusive and accessible that are flexible, effective and contextualized. Member states will have the opportunity to participate in an interactive dialogue led by the Chair of CIDI.

**FIRST PART: Interventions by national authorities of Education. 5 minutes maximum for each presentation.**

* Claudia Ruiz Casasola, Minister of Education of Guatemala
* Curtis King, Minister of Education of Saint Vincent and the Granadines

Guiding questions for interventions of the national authorities:

1. What element included in the educational pacts guarantee the continuity of educational policies and what role do the different social actors play for them? What are the experiences and lessons learned from your country?

2. What are the differentiating elements in the implementation of these pacts under contexts of change, especially to face the tendencies towards fragmentation, break-off and exclusion?

**SECOND PART:** Technical Panel in which the participants will have a maximum of 5 minutes initially to present their strong ideas and then 2 minutes to answer focus questions formulated by the moderator.

**MODERATOR: Kim Osborne, Executive Secretary for Integral Development**

**Panelists:**

* Andrea García, Secretary of Educational Cooperation and Priority Actions, Ministry of Education of Argentina
* Cinthya Game, Deputy Minister of Education, Ministry of Education of Ecuador
* Fiona Philip-Mayer, Chief Education Officer, Ministry of Education of Saint Lucia
* Silvia Rosa Martínez Jiménez, Head of the General Office of Cooperation and International Affairs, Ministry of Education of Peru

Guiding questions for interventions:

1. Taking as context the educational Pacts existing at the national level and the previous experiences at the hemispheric and/or global level, what do you consider would be the main challenges and opportunities?
2. What role does the facilitation of policy dialogue and the consensus building approach play in the sustainability of this type of framework , especially in contexts of change?

Once the space for questions and answers to the panelists is over, the President invites the delegations to share good practices, needs, challenges and opportunities and/or specific demands for hemispheric collaboration in relation to the topic.

1. **Result of the Meeting**

Synergies and opportunities identified for collaboration and cooperation among the Member States, as well as with regional institutions for the implementation of initiatives related to the reactivation of the post-pandemic education sector, the safe return to face-to-face classes, and the digital educational agenda, in accordance with the resolutions of the OAS General Assembly AG/RES.2955 (LO/20), and AG/RES. 2967 (LI-O/21) “Advancing hemispheric initiatives in the area of comprehensive development: promotion of resilience”, in the framework of the discussions on the Plan of Action of Buenos Aires 2022-2025 that will be considered during the XI Inter-American Meeting of Ministers of Education.

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1. . [OECD-Educational International (2021), Effective and Equitable Educational Recovery: 10 Principles. Education International, Brussels.](https://neqmap.bangkok.unesco.org/wp-content/uploads/2021/05/10-principles-effective-equitable-educational-recovery-COVID.pdf) [↑](#footnote-ref-2)