**ELEVENTH INTER-AMERICAN MEETING OF** OEA/Ser. K/V.14.1

**MINISTERS OF EDUCATION** CIDI/RME/doc. 6/22 rev.2

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VIRTUAL

INTER-AMERICAN EDUCATION AGENDA 2022–2027

(Adopted during the sixth plenary session held on November 11, 2022)

1. BACKGROUND

The Eighth Inter-American Meeting of Ministers of Education within the framework of CIDI, held in Panama in February 2015, adopted resolution [CIDI/RME/RES. 1/15 rev. 1](https://scm.oas.org/IDMS/Redirectpage.aspx?class=V.11.1%20CIDI/RME/RES.&classNum=1&lang=e), that entrusted the Inter-American Committee on Education (CIE) with “Building an [Inter-American Education Agenda](http://scm.oas.org/IDMS/Redirectpage.aspx?class=V.12.1%20CIDI/RME/doc.&classNum=6&lang=e): Education with Equity for Prosperity.” At that meeting, the Ministers of Education resolved “to work jointly and in accordance with domestic law to build an Inter-American Education Agenda to provide member states with a forum for policy dialogue in order to define priority lines of action to guide inter-American cooperation on education over the next five years according to the following existing mandates: Quality, inclusive, and equitable education; Strengthening of the teaching profession; and Comprehensive early childhood care.”

The IEA was adopted in 2017 at the Ninth Meeting of Ministers of Education, held in the Bahamas to be implemented for a period of five years, commencing in 2017, after which it will be revisited by the member states.

In July 2019, at the Tenth Inter-American Meeting of Ministers of Education, the [Plan of Action of Antigua and Barbuda](https://scm.oas.org/IDMS/Redirectpage.aspx?class=V.13.1%20CIDI/RME/doc&classNum=6&lang=e) (PAAB) was adopted; and for 2020, 24 projects with hemispheric potential for the implementation of the CIE Work Plan 2019-2022 were identified as a mechanism of action of the mandates adopted in the Plan of Action of Antigua and Barbuda (PAAB) 2019.

In keeping with the interest in the Work Plan’s different projects expressed by the countries and with the identification of initiatives with hemispheric potential that could create synergy among the member states, as well as opportunities for joint learning, venues for dialogue and working groups were set up in the form of virtual seminars under the framework of the implementation of the Work Plan; these seminars were organized under the leadership of one or more of the Ministries of Education of the member states that led initiatives or have significant experiences related to a specific project in the Work Plan.

Considering that the General Assembly of the Organization of American States (OAS), pursuant to resolution [AG/RES. 2955 (L-O/20)](http://www.oas.org/en/sla/docs/AG08273E10.pdf), adopted on October 2020, instructed the Executive Secretariat for Integral Development (SEDI), as the Technical Secretariat of the CIE, to begin planning the second phase of the IEA by proposing guidelines for the next five-year period (2022–2027); and that under the leadership of the CIE Officers, the forums for dialogue have established a very clear dynamic that has been strengthened and consolidated in the forums’ successive versions, at the Ninth Regular Meeting of the CIE, held in November 2021, attended by delegations from 28 member states, approved resolution [CIDI/CIE/RES. 1/21](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.9%20CIDI/CIE/RES&classNum=1&lang=e), “Methodology for constructing the second phase of the Inter-American Education Agenda” which resolves to adopt the methodology for the construction of the second phase of the Inter-American Education Agenda (IEA) contained in document [CIDI/CIE/doc.9/21](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.9%20CIDI/CIE/doc&classNum=9&lang=e) that reflects the process of generating consensus on subjects, needs and concerns that affect the continuity of education in our hemisphere as part of the process of collectively building the Inter-American Education Agenda 2022-2027. This document recaps the different modalities of member states participation during said period.

The resolution “Methodology for Constructing the Second Phase of the Inter-American Education Agenda” adopted in November 2021, entrusted the Technical Secretariat of the CIE to convene a virtual Special Meeting to confirm the priorities of the IEA, its components, and emerging needs, as well as the actions needed to ensure educational continuity over the next five years; with special attention to vulnerable populations, and according to the topics discussed in the forums for dialogue held during the last 18 months.

1. GENERAL FRAMEWORK

By developing the IEA, OAS member states clearly expressed their commitment to already established global goals and targets, defining specific hemispheric actions that support their successful implementation. The ministers of education of OAS member states also reiterated their commitment to achieving the Sustainable Development Goals (SDGs) agreed upon by the United Nations on September 25, 2015, with a specific emphasis on SDG 4, which sets a goal and targets for member states to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The purpose of the IEA is to be a forum for policy dialogue and decision making, strengthened and executed through inter-American cooperation, as well as coordination and linkages of efforts with other international organizations and regional and subregional entities, to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. At the Ninth Regular Meeting of the CIE, the Ministers of Education called for action to expand the collaborative work done so far in order to optimize countries’ capacities to generate opportunities and ensure the continuity of education for all within the framework of the Hemispheric Action Plan for the Continuity of Education (PHACE).

The IEA is guided by the principles of collaboration, intersectorality and interculturalism. These principles were reaffirmed at the Ninth Regular Meeting of the CIE when the authorities from the Ministries of Education ratified that the venues for dialogue are one of the main axes of the methodology and expressed the hope that the construction of the IEA 2022-2027 would continue in a spirit of collaboration and joint construction.

The elected Officers of the CIE 2021-2024 expressed their commitment to working collaboratively with all the countries, seeking agreements and consensus, and bringing together experiences and lessons learned from each one to reassert, systematize, and share them and make them available to all. They also expressed they intention to continue the work carried out by Antigua and Barbuda during its time as Chair, and to ensure that the mechanisms of integration and solidarity continue to function on a permanent basis.

At the Ninth Regular Meeting, the CIE Officers established as essential axes that must guide the IEA: post-pandemic educational recovery and repair; student mobility and the recognition of studies among the different countries of the region; the inclusion of concrete actions in education to mitigate climate change; interconnected professional development and teacher training in the region’s countries; use of new technologies in education; the relationship between education, employment, and national development; promoting healthy school environments and, finally, research linked to the contextual problems of educational systems.. As well as their intention of developing a work plan focused on promoting venues for discussion and support on issues such as the reactivation of the post-pandemic education sector, the safe return to face-to-face classes, the recovery of learning, innovation and the digital education agenda, and educational inclusion for children and adolescents in situations of vulnerability, including people with disabilities, indigenous peoples and those in condition of human mobility.

With the objective of making progress in the construction of the Inter-American Education Agenda 2022-2027, the First Special Meeting of the Inter-American Committee on Education and its Working Groups was held on February 16, 2022, where the CIE officials jointly with the officials from the Ministries of Education of the region, deliberated and sought consensus regarding the priorities and areas of action to be included in the AEI 2022-2027.

1. GENERAL OBJECTIVES AND PRIORITY AREAS OF ACTION

The document [CIDI/CIE/doc.9/21](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.9%20CIDI/CIE/doc&classNum=9&lang=e) describes through different stages the process of collectively building the second phase of the Inter-American Education Agenda; in addition, it recapitulates which of these stages have been completed and proposes the following three stages to confirm the priorities, elements and emerging needs that will be considered in the IEA 2022-2027, as well as the necessary actions to guarantee educational continuity by the next five years.

The following are the areas of action of the IEA 2022-2027 that were discussed at the Special Meeting in February 2022 which will become products and concrete actions for their implementation in the Action Plan and the Work Plan of the CIE 2022-2025, these topics are presented grouped into two priority areas:

* 1. **Systemic approach towards building resilient educational systems**

 During different dialogues on public policies and program initiatives implemented in the framework of activities of the 2019-2022 Work Plan of the Inter-American Committee on Education (CIE), and in the midst of a global health crisis that has led to the massive closure of educational establishments, educational authorities demonstrated their commitment to the idea that education is a right and, as such, an unquestionable commitment of the State.

 In this connection, through the CIE, 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, emphasizing the attention to those who have borne the brunt of such circumstances, through a strategy based on the analysis and reality of actions taken by governments in the region, including multiple perspectives to move forward in building a new hemispheric education pact in contexts of change which, through regional cooperation, allow us to rethink and reimagine the future of education systems to ensure their equity and resilience.

 In 2020, the CIE, jointly with the Global Forum on Education Futures J-WEL, brought together educational leaders and decision-makers from the member states of the OAS at a symposium to develop new visions for education in the post-pandemic world and to define the policies, research, capacities, practices, and infrastructure necessary to make those visions become a reality in our region.

 Since then, the leaders and authorities of the Ministries of Education of the region affirmed that more than seeking return to normal, it is time to imagine a new and better future for educational systems around the world, systems that serve better to students and societies, systems that are resistant and respond quicky to change. In addition, they concluded that the successful reinvention of educational systems requires a multiple systemic approach.

 To that end, the CIE authorities proposed incorporating a series of topics that were discussed, reconfirmed, and enriched by the member states at the First Special Meeting of the CIE in February 2022; in such a way that from a systemic approach towards building resilient educational systems the following issues are addressed:

* Post-pandemic educational recovery, repair, and reactivation.
* Use of new technologies in education and digital education agenda.
* Professional development and teacher training.
* Education to mitigate climate change.
* Research agenda linked to national and regional educational systems.
* Attention to students and teachers with disabilities.
* Socioemotional development and school coexistence.

**3.2 Intersectoral Agenda**

 The IEA is guided by the principles of collaboration, intersectorality and interculturalism, this means that the selection and/or implementation of any project and activity of the IEA will adhere to those principles.

 In July 2019, the Ministers of Education adopted the Plan of Action of Antigua and Barbuda (PAAB) which promotes implementation of the Inter-American Education Agenda (IEA) also on the basis of the principles of collaboration, intersectorality, and interculturalism, reinforcing its linkage to existing international efforts, most notably the goals and targets proposed in the 2030 Agenda, the Incheon Declaration, and its Framework for Action for the implementation of the SDG 4.

 Productive conversations and calls for action from intersectoral collaboration among the Education, Labor, and Health sectors has been ongoing since 2019 on topics such as: skills of the future and the regional qualifications framework (regarding Labor sector), healthy school environments and healthy life skills (regarding Health sector).

 For the IEA 2022-2027, the elected Officials of the CIE considered it relevant to incorporate the following topics into the intersectoral agenda:

* Student mobility and the recognition of studies among the different countries of the region.
* Interconnected professional development and teacher training in the region’s countries.
* The relationship between education, employment, and national development.
* Developing healthy school environments.

 In addition, as part of the intersectoral contributions presented at the Ninth Regular Meeting of the CIE, specifically from the Labor sector and in the framework of the dialogue between Ministers of Labor and Education and the 2021 Buenos Aires Plan of Action, the following topics were proposed as areas for continued intersectoral collaboration:

- Continuous lifelong learning, and labor and productive reconversion.

- Trends and methodologies for the development of the skills of the future (both technical and socioemotional).

- Analyzing joint work and/or coordination experiences between ministries and with other public and private actors, in the identification and development of the skills of the future.

- The development of a Regional Qualifications Framework to strengthen competencies and the development of the skills of the future; this would continue the partnership work between the OAS, ILO/CINTEFOR, and UNESCO referred to above.

- The management and generation of information that portrays different national education and work realities and is relevant to them.

- Strengthening, updating, and expanding skill certification systems and employment services.

- Strengthening institutionalized social dialogue to build more just, equitable, and resilient societies.

- The prevention and eradication of child labor.

- The establishment of training and transition paths between productive sectors.

 Regarding Health sector, between November 2020 and September 2021, a series of intersectoral dialogues were held, leaded by the Department of Human Development, Education and Employment (DHDEE) of the OAS as Technical Secretariat of the CIE, and the Pan American Health Organization (PAHO) and its Department of Noncommunicable Diseases (NCDS).

 These intersectoral dialogues on healthy school environments were attended by high-level officials designated by their Ministries of Education and the Ministries of Health to share insights and new visions on how to promote healthy school environments and the prevention of malnutrition, overweight and obesity in a post-pandemic world, contributing to define the policies, research, capacities, practices, and infrastructure necessary to make those visions become a reality in our region.

 As a result of these dialogues, the officials from the ministries of education and health highlighted “...the importance of intersectionality[[1]](#footnote-2)/[[2]](#footnote-3)/ to provide a comprehensive and sustainable approach to the promotion of healthy lifestyles, ensuring inclusiveness and equity for all, and the importance of public policies, legal frameworks, regulations, and guidelines which are integral and multidimensional.”, and they made the following request:

* To approach the subject (physical activity and healthy environments) in terms of rights in the region, so that people can demand and defend the right to physical activity and to a sustainable environment.

ANNEX: References included in the document “Preliminary Draft Inter-American Education Agenda 2022-2027”

**Systemic approach towards building resilient educational systems**

In August 2020, the [Global Forum on Education Futures J-WEL](https://portal.educoas.org/es/redes/educaci-n/eventos/foro-global-futuros-educativos-reimaginando-c-mo-construir-sistemas?lang=en) jointly with the Inter-American Committee on Education (CIE) of the OAS brought together educational leaders and decision-makers from the member states at a symposium to develop new visions for education in the post-pandemic world, so that they could be evidenced in public policies, research, capacity development, practices and necessary infrastructure to make a reality the possibility to adapt to the contexts of change in our region. This was expressed on the subject:

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.

However, simply allowing these forces to develop on their own will not guarantee positive results. The successful reinvention of educational systems and the integration of educational technologies requires a multi-system approach.

1. **Post-pandemic educational recovery, repair, and reactivation.**

In 2021, the Organization for Economic Co-operation and Development (OECD) and the Educational International (EI) Secretariats jointly established 10 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.

The document presents the principles grouped in two moments:

|  |  |
| --- | --- |
| Principles for schooling during the pandemic | Principles for recovery towards effective and equitable education |
| 1. Keep schools open as much and as safely as possible.2. Ensure equity and align resources with needs.3. Provide a remote learning infrastructure which is designed to reach all students.4. Support teachers in their professional lives.5. Enable teachers and parents to support learners. | 6. Provide targeted support to meet students’ learning and social and emotional needs.7. Co-design a robust digital learning infrastructure with teachers and stakeholders.8. Empower teachers to exercise their professionalism and benefit from professional learning opportunities.9. Encourage a collaborative culture of innovation.10. Learn from national and international evidence |

For more information on the principles for effective and equitable educational recovery, click [**here**](https://eiwebsite.blob.core.windows.net/uploads/20210427_101516_EI%20EFFECTIVE%20AND%20EQUITABLE%20EDUCATIONAL%20RECOVERY.pdf?sv=2019-10-10&ss=b&srt=o&sp=rdx&se=2030-05-26T22:00:00Z&st=2020-05-26T14:11:47Z&spr=https,http&sig=fqlBEId9cO6/PzqL9OFD54Ufvt33KDBvH/hM9wsIvLA%3D).

Likewise, during the First Special Meeting of the CIE, the importance of access to education for the most vulnerable groups was reaffirmed, it was also suggested to work on the homologation and recognition of studies in secondary education among the countries of the region, since in the context of the migratory crises this issue becomes very relevant because several countries are host countries for people in a situation of human mobility, and instruments such as an equivalence table facilitate access and the right to education for these groups.

1. **Use of new technologies in education and digital education agenda.**

At the Ninth Regular Meeting of the CIE, the member states repeatedly expressed the existence of a digital gap in their countries and the need to reduce it. Among the contributions made at this meeting, the countries state as some of their priorities:

* The accelerated transition towards the digitization of education.
* The acceleration of digital literacy processes.
* Provide computer equipment and connectivity to schools.
* The promotion of the use of technology in the classroom and the reinforcement of work with teachers to prepare them so that they not only have technology, but also know how to make good use of it as a training tool and thus overcome the resistance that some still may have towards the implementation of technology in educational processes.
1. **Professional development and teacher training.**

At the Ninth Regular Meeting of the CIE, the member states confirmed that the focus on professional development and teacher training continues to be a priority issue and specifically referred to the need to:

* Promote training and education in digital skills, related to the need to move towards a hybrid model in which ICTs are also used permanently and comprehensively.
* Training in digital skills for content design and use of digital tools in an accessible way.

Also, during the First Special Meeting of the CIE, the representatives of the Ministries of Education of the member states pointed out that the pandemic and confinement have also left their mark on teachers and administrative personnel, and they expressed that it is essential that the topic on professional development and teacher training also contemplates the well-being of teachers and their socio-emotional skills, based on the fact that they are the mediators of interactions with students; in this sense, a socio-emotionally strengthened teacher will be able to establish positive, sensitive and respectful interactions, recognizing the level of development, the situations, needs and affectations that students may have, and of course to develop pedagogical practices towards strengthening and building citizenship and socio-emotional skills necessary for life in this new century.

1. **Education to mitigate climate change.**

During the fifty-first regular session, the OAS General Assembly approved resolution [AG/RES. 2967 (LI-O/21)](https://scm.oas.org/doc_public/ENGLISH/HIST_21/AG08468E03.docx) “Advancing hemispheric initiatives in integral development: promoting resilience,” in which it was resolved to extend the Inter-American Program for Sustainable Development (PIDS) 2016-2021 [AG/RES. 2882 (XLVI-O/16)] until 2023. This program established strategic actions to ensure that the work of the General Secretariat on sustainable development is aligned with the implementation of the 2030 Agenda for Sustainable Development and the Paris Agreement on climate change in the hemisphere, and that its objectives and results are guided by the SDGs approved by the member states and that they contribute to achieving them.

The 2030 Agenda for sustainable development establishes actions to mitigate climate change within its objectives, specifically in its objective 13, which aims to: take urgent action to combat climate change and its impacts. Among the goals related to goal 13 are:

13.2 Integrate climate change measures into national policies, strategies and planning.

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

 You can find the complete information related to the SDGs [here](https://www.un.org/sustainabledevelopment/es/2015/09/la-asamblea-general-adopta-la-agenda-2030-para-el-desarrollo-sostenible/).

1. **Research agenda linked to national and regional educational systems**

The CIE officials expressed that this aspect refers to the construction of a document or repository that collects the research carried out by countries or regions on the contextual problems of educational systems in which the countries can disseminate and share the research of each one of them for everyone's use.

**Intersectoral Agenda**

In resolution [AG/RES. 2967 (LI-O/21)](https://scm.oas.org/doc_public/ENGLISH/HIST_21/AG08468E03.docx) and in relation to the strategic line promoting education and human development in the Americas, SEDI was instructed to continue to support the 2019-2022 Work Plan of the Inter-American Committee on Education (CIE) (CIDI/CIE/RPA/doc.9/20 rev.3) and its goal of sharing concrete initiatives for the implementation of the Inter-American Education Agenda (IEA); to deepen synergies among global, hemispheric, and subregional initiatives to strengthen teaching policies of education and to promote inter-sectoral cooperation and cooperation with other social actors in order to help achieve the goals set out in the 2030 Agenda for Sustainable Development and contribute to reducing the inequalities exacerbated by the COVID-19 pandemic, especially to populations of students and teachers with disabilities with special emphasis on access to education..

SEDI was also instructed, in compliance with the mandates from the Tenth Inter-American Meeting of Ministers of Education within the Framework of CIDI and the XXI Inter-American Conference of Ministers of Labor, to consider, in consultation with the member states, to promote spaces for intersectoral dialogue, including the health, labor, environmental and economic sectors.

1. **Student mobility and the recognition of studies among the different countries of the region.**

The CIE 2019-2022 Work Plan includes three projects related to student mobility and recognition of studies:

* Project 11: Joint OAS- IOHE Virtual Mobility Space in Higher Education through which the OAS and the Inter-American Organization for Higher Education (IOHE) will launch a hemispheric virtual exchange initiative for undergraduate and graduate students in Latin American and Caribbean countries, in order to offer a large majority of students the opportunity to take courses offered by institutions abroad that are recognized in their curricula, enabling them to earn credits, while allowing them to have an intercultural experience and incorporate an international perspective into their educational journey. This will strengthen the development of global citizenship skills in the region’s future professionals in an inclusive and equitable way within a framework of collaboration, intersectorality and interculturality, in accordance with the principles of the Inter-American Education Agenda (IEA). For more information see: <https://oui-iohe.org/es/emovies/>.
* Project 20: Support academic mobility among member states at the regional and international level in partnership with the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC). It seeks to facilitate the processes of ratification and implementation of the regional and global conventions on the recognition of qualifications concerning higher education. For more information, please access the following links: [Regional Convention](http://www.iesalc.unesco.org/en/2019/11/08/why-is-a-regional-convention-for-the-recognition-of-higher-education-necessary/) and [Global Convention](https://en.unesco.org/themes/higher-education/recognition-qualifications/global-convention).
* Project 22: Disseminate the experience of the Virtual Mobility Space in Higher Education (eMOVIES). An initiative of the Inter-American Organization for Higher Education (IOHE), the Virtual Mobility Space in Higher Education (eMOVIES) proposes an alternative vision to traditional mobility models for the promotion of academic exchange in higher education by offering students from higher education institutions the opportunity to take courses or subjects in the virtual modality offered by other institutions linked to eMOVIES.
1. **Interconnected professional development and teacher training in the region´s countries.**

In the dialogues held in the last 18 months between the member states, professional development and teacher training have been reaffirmed as a necessity for the educational systems of the region. The Inter-American Education Agenda already contemplates the strengthening of the teaching profession as one of its priority areas by proposing:

* + Promote knowledge of public policies on the teaching profession and teacher training.

 Action line 1: Prepare a study of current public policies on the teaching profession and teacher training.

* + Promote opportunities for teacher professional development.

Action line 1: Collect information on national training offerings for teachers in service and identify open training offerings for teachers of other OAS member states.

Action line 2: Disseminate information on training offerings for teachers in service and other open training offerings for teachers.

Action line 3: Promote courses of inter-American relevance.

For the 2022-2027 period of the AEI, the countries have considered that the strengthening of the teaching profession should continue to be a priority area but emphasizing that professional development and teacher training take place in an interconnected manner among the countries of the region.

This was reaffirmed at the First Special Meeting of the CIE in 2022, when the delegations of the Ministries of Education of the member states requested that the hybrid modalities and possibilities of interconnection and inter-institutionality in the region to be generated not only for students but also for continuing teacher training.

Finally, it was agreed that the professional training and continuous development of teachers respond to the transformation of educational systems and adapt to current contexts so that they can face a changing world that requires innovative actions in educational matters.

1. **Relationship between education, employment and national development.**

Coordination between education and labor is a priority subject for the region and has led to an ongoing discussion inside their policies for education, employment, development, and productivity.

Education is an essential process for the development of human capital, as it provides children, adolescents, and young people with skills and knowledge that make it possible for them to participate actively in the comprehensive development of their countries, have a productive and fulfilling life, and build more democratic, inclusive, and socially fair societies.

As for work, it is a means of ensuring self-fulfillment and contributing to society, which enables individuals to develop the skills they have acquired and learned throughout their life.

Both in the Americas and in other regions, the quality of jobs and the probability that these jobs will be decent, productive, covered by social protection, and well-paid depends, to a large extent, on the level and quality of education.

At the First Special Meeting of the CIE in 2022, the importance of bilingualism and multilingualism as a tool for access to employment was pointed out. It was also highlighted the possibility of developing articulated and joint actions between the countries of the Americas that speak different languages, so that this linguistic and training exchange enhances access to better job opportunities, especially for students in their final years of schooling.

1. **Developing healthy school environments.**

During the Ninth Regular Meeting of the CIE, delegations from the member states expressed their interest in addressing, in future dialogue spaces, the issue of school coexistence, as well as sharing their experiences regarding the issue of healthy lifestyles to present the progress made in terms of regulations and their implementation.

Likewise, in the framework of the dialogue between Ministers of Labor and Education, at the Twenty-first Inter-American Conference of Ministers of Labor in 2021, the [Declaration of Buenos Aires](https://www.oas.org/en/sedi/dhdee/labor_and_employment/documentos/TRABAJO/21CIMT/ministerial/Declaration%20of%20Buenos%20Aires%202021.pdf) was adopted, which established that it is necessary to improve coordination of economic, education, health and labor policies to address and overcome the effects of the crisis. At the same time, it established that it is of great importance to advance strategies aimed at promoting youth employment; at reducing unemployment and precarious youth employment; at facilitating school-to-work transition and providing technical and vocational education and training opportunities for this age group, especially for those who are in situation of greater vulnerability due to various intersectionalities,[[3]](#footnote-4)/ including young women, youth with disabilities, migrants, indigenous youth, as well as youth who are involuntarily not in employment, education or training.

The declaration also establishes the importance of the world of work to covid-19 recovery and to the development of more resilient, sustainable, just and inclusive societies. In said declaration, the member states committed to redouble efforts to promote both employment and business recovery; fight informality, labor precarization, poverty, and inequality in all its dimensions; and serve populations that have been most affected by the crisis such as women, indigenous peoples, persons with disabilities, persons that work in the informal economy, older persons and persons belonging to racial and ethnic minorities in the face of pre-existing inequalities that have deepened as a result of the COVID-19 pandemic.

At the First Special Meeting of the CIE in 2022, it was also pointed out that within the theme of healthy school environments to address health from education, it is important to include a preventive approach linked to the Covid-19 pandemic, socio-emotional support, food and healthy lifestyles, physical activity, and sports, as well as good use of free time.

1. **Continuous lifelong learning and labor and productive reconversion.**

The “ [Plan of Action of Buenos Aires 2021”](https://www.oas.org/en/sedi/dhdee/labor_and_employment/documentos/TRABAJO/21CIMT/ministerial/Plan%20of%20Action%20of%20Buenos%20Aires%202021.pdf) "Building a more resilient world of work with sustainable development, decent work, productive employment and social inclusion" underlines that in coordination with other institutions, it is necessary to improve professional training, upskilling and reskilling for people to transition into new economic sectors considering the decrease in employment

in some sectors due to technological change, climate change, and the effects of the pandemic. This action will entail: improving the quality, relevance and inclusion of training, where appropriate; strengthen, update, and expand competency certification systems and employment services; establish training and transition paths among sectors; and deepen the use of technology to enable and expand training; among others.

1. **Trends and methodologies for the development of the skills of the future (both technical and socioemotional)/Analyzing joint work and/or coordination experiences between ministries and with other public and private actors, in the identification and development of the skills of the future.**

Skills development in the context of the future of work involves addressing the challenge of identifying the main trends and demand for skills in the medium and long term, as well as addressing the gap between the most demanded skills in the labor market and those that current education and training systems continue to develop.

Skills for the future encompass technical skills in science, technology, engineering, and mathematics (STEM), fields where higher growth and more job creation are expected, but it goes beyond that. Socio-emotional and non-cognitive skill sets are also key to enhance employability and occupational mobility, and they are being increasingly prized by employers. Critical thinking, problem solving, creativity, leadership and communication skills are emerging as some of the skills for which there will be the highest demand in 2020 worldwide. A discussion on what the skills for the future shall be in the region is needed. You can find more information about the intersectoral dialogue “The skills of the future” [here](http://www.rialnet.org/sites/default/files/documents/OutcomesChileWorkshop_FINAL_ENG.doc).

1. **The development of a Regional Qualifications Framework to strengthen competencies and the development of the skills of the future. This continues the work already mentioned in partnership between the OAS, ILO/CINTEFOR and UNESCO.**

According to the Inter-American Centre for Knowledge Development in Vocational Training (Cinterfor) of the International Labour Organization (ILO), in the Latin America and the Caribbean countries, trends are being registered that point to the need for a Regional Qualifications Framework, among them, the growing mobility of people between countries who need in many cases to assert their skills certifications in the countries of destination.

ILO/Cinterfor considers that the recognition of qualifications is a measure in favor of improving the quality and better integration of national training systems, by facilitating comparison and promoting mutual recognition. In this sense, in collaboration with the Organization of American States (OAS) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), efforts have been coordinated to address these issues.

This is reflected in the CIE Work Plan 2019-2022, specifically in its project 21: Develop with ILO-CINTERFOR, OREALC/UNESCO Santiago and UNICEF, a matrNinth of descriptors and levels of a Qualifications Framework and principles for their usability and comparability. A tool that will serve as a reference at the regional level for countries that are starting or implementing qualifications frameworks. This structure will serve as a meta-framework for countries initiating or looking to update their national qualifications frameworks.

Likewise, at the First Special Meeting of the CIE in February 2022, the delegations of the member states pointed out that national qualification frameworks are a fundamental tool, but they must be complemented by regulatory instruments, the recognition of prior learning, the creation of national qualification systems and joint work between ministries and productive sectors. In addition, they consider it is necessary a connection between the frameworks of the different countries, since that is what will allow educational and labor mobility in the region to become a reality, first by creating a Latin American Qualifications Framework and later moving forward for it to connect with other frameworks at a global level and thus not limit the possibilities of students and workers. They also asked for the member states to share the best practices and elements that they have already identified as key parameters of their qualifications frameworks so that other countries can learn from them and thus advance the technical education agenda.

1. **The management and generation of information that portrays different national education and work realities and is relevant to them.**

The Buenos Aires Plan of Action approved at the Twenty-first Inter-American Conference of Ministers of Labor establishes that Working Group 1 will facilitate analysis and exchanges of experiences and will develop recommendations to support governments in their efforts to, in coordination with other institutions, strengthen and enhance the updating of labor market information systems to have reliable and timely information on the current and future needs of the labor market, as well as provide timely figures on the dynamics of the labor market with the objective of enhancing the use of data for the formulation of public policies, and provide feedback to the education and professional training strategies based on this information. Improve the capacity of information systems to generate analysis and prospective studies, use traditional and non-traditional information sources (take advantage of big data technologies), identify skills gaps and emerging sectors, and anticipate changes in the skills and competences required by the productive sector.

1. **Strengthening institutionalized social dialogue to build more just, equitable and resilient societies.**

In Declaration of Buenos Aires 2021, the Ministers of Labor recognized that social dialogue is now more important and urgent than ever in the search for consensus and solutions that allow for a sustainable economic recovery and aim to build a new and better world of work with social justice and sustainable development.; therefore, they committed to promote, strengthen, and expand inclusive, open, transparent, and intergenerational social dialogue. That is why through its Plan of Action they proposed:

Strengthen mechanisms to facilitate institutionalized social dialogue in policy formulation for creating a fairer, more equitable, and resilient world of work; and,

 Develop and implement, with the contribution of social dialogue, strategies that reinforce occupational safety and health and promote a preventive approach that includes awareness and education campaigns.

1. **To approach physical activity and healthy environments in terms of rights in the region, so that people can demand and defend the right to physical activity and to a sustainable environment**

Within the framework of the Education-Health intersectoral dialogues that took place between 2020 and 2021 in collaboration with the Pan American Health Organization, officials from the Ministries of Education and Health of the member states expressed the need to address this issue in terms of rights: the right to physical activity, the right to defend that physical activity so that any citizen is in a position to protect their health and can motivate their family to engage in physical activity. Likewise, the importance of positioning Latin American citizens regarding the possibility of having healthy environments and demanding their right to physical activity was highlighted.

With this thematic line, it is intended to work towards an articulated intersectoral approach and to focus efforts on rights and quality of life so that children be the center of actions as rights holders, generating opportunities for the development of their skills and capabilities that allow them to fully exercise their rights, including the generation of healthy and sustainable environments.

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1. . For the Republic of Paraguay, the interpretation of the term “intersectionality” is subject to the national legislation of each State, since there is no universally agreed definition of the term. [↑](#footnote-ref-2)
2. . In keeping with the Political Constitution of the Republic, Guatemala promotes, defends, and protects, at the same level and without any discrimination, the human rights of all persons recognized in international conventions, according to their text—in line with the inherent meaning of its words—and to their context, and in accordance with its constitutional provisions.

For that reason, Guatemala disassociates itself from all provisions, uses, or terms in this Education Agenda that are not expressly set forth in the international commitments to which it is a party and that contravene its national legislation.

Thus, the State of Guatemala understands “intersectionality” solely as the interconnection of multiple forms of discrimination, exclusion, and inequality. [↑](#footnote-ref-3)
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