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VIRTUAL

REPORT OF THE TECHNICAL SECRETARIAT OF
THE INTER-AMERICAN COMMITTEE ON EDUCATION (CIE)

(November 2022 - October 2024)

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Progress on implementation of the mandates from the

XI Inter-American Meeting of Ministers of Education

Activities of the Inter-American Committee on Education (CIE)

**Background**

Based on the Ninth Regular Meeting held in 2021, the authorities of the Inter-American Committee on Education (CIE) defined the essential pillars guiding the Inter-American Education Agenda (AEI) as a forum for policy dialogue and ongoing decision-making. Based on experience in the implementation of the 2019-2022 CIE Plan of Work, they defined and adopted the [Methodology for Constructing the 2022-2027](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fscm.oas.org%2Fdoc_public%2FENGLISH%2FHIST_21%2FCIDED00225E02.docx&wdOrigin=BROWSELINK) AEI (CIDI/CIE/doc.9/21).

In the context of the meeting of the Education Ministerial Process, during the Eleventh Inter-American Meeting of Ministers of Education that took place in November 2022, the [2022-2027](https://scm.oas.org/IDMS/Redirectpage.aspx?class=V.14.1.CIDI/RME/doc&classNum=6&lang=e) Inter-American Education Agenda was adopted (CIDI/RME/doc.6/22 rev.2). The region’s Authorities of Ministries of Education identified and expressed key elements and emerging needs in the education sector, taking into consideration concrete and urgent needs in the contexts facing the region on both the local and regional level. As considered in the [Hemispheric Declaration on Education “Towards Building a New Education Pact in contexts of change”](https://scm.oas.org/IDMS/Redirectpage.aspx?class=V.14.1.CIDI/RME/dec&classNum=1&lang=s) (CIDI/RME/DEC.1/22), the Ministries of Education recognized that satisfying those emerging needs and addressing the inherent challenges of a post-pandemic world require the thoughtful reinvention of how we learn throughout life to achieve a quality, inclusive, and equitable education in the context of systems that make it possible to manage and provide effective responses to various types of interruptions.

This report presents actions taken in the context of implementing the AEI during the most recent Inter-American Meeting of Ministers of Education from November 2022 to October 2024. It is divided into two categories: Process of Building the 2022-2025 Plan of Work and Process of Implementing the 2022-2025 Plan of Work.

1. **Process of Building the 2022-2025 Plan of Work**

The CIE Plan of Work (PTCIE) presents the Hemispheric Programs, initiatives, and actions for implementation of the [Hemispheric Plan of Action on Education “Toward Building a New Hemispheric Education Pact in contexts of change](https://scm.oas.org/IDMS/Redirectpage.aspx?class=V.14.1.CIDI/RME/doc&classNum=8&lang=e)” (CIDI/RME/doc.8/22 rev.1) approved at the Eleventh Inter-American Meeting of Ministers of Education in 2022, which established the priority areas and thematic lines on which the Ministries of Education have agreed to focus inter-American cooperation and coordinate efforts to guarantee the right to education, with special attention given to vulnerable populations in the developing countries.

* **Planning Meeting of the CIE Authorities and AEI working groups in the context of the Ministerial process (February 9, 2023)**

The Planning Meeting of Authorities and Working Groups held in February 2023 presented the draft 2022-2025 PTCIE, its hemispheric programs, components, and results anticipated in 2025. During this meeting, all the officials from all the Ministries of Education in the Member States were invited to join the process of building the hemispheric programs deriving from the two priority areas of the AEI for the purpose of continuing to build collectively, adding local and hemispheric perspectives, and generating opportunities for dialogue and cooperation.

* **Informal Working Meetings, shared drive collaboration and call for contributions and initiatives (February-August 2023)**

Following up the Meeting of Authorities and with the participation of the countries that expressed interest in joining the building process with the authorities and working groups, bi-weekly meetings were held and work was done on the hemispheric program documents on a shared disk between February and April. These meetings included the participation of the CIE Authorities (Argentina and Ecuador) and their Working Groups (Colombia, Peru, Suriname, and Guatemala) with the support of the Ministries of Education of Chile, Costa Rica, the United States, Jamaica, and Paraguay.

In addition, there was an open call for contributions on initiatives, policies, and programs in the thematic areas of the hemispheric programs through an electronic form that produced 88 contributions from ten countries (Canada, Chile, Colombia, Ecuador, the United States, Guatemala, Jamaica, Paraguay, Saint Vincent and the Grenadines, and Suriname).

In May 2023, the Technical Secretariat gave two presentations on the 2022-2025 PTCIE and the cross reference analysis prepared on the basis of the contributions received through the Member States’ forms (road shows*).* These presentations were put together in open forums so that the countries could express their interests, needs, and commitments relating to the 2022-2025 PTCIE. In addition, working meetings were held with the working group authorities in order to integrate the results from analysis of these initiatives.

The 2022-2025 PTCIE was approved by the Commission on Partnership for Development Policies during its regular meeting held on June 6, 2023. Following its approval, hemispheric programs were officially launched during a virtual event in August 2023.

* **Second Special Meeting of the CIE (October 10, 2023)**

The Second Special Meeting of the CIE was held virtually on October 10, 2023. This meeting was attended by delegations from **25 member states**. Agreements from the meeting included Peru’s selection by acclamation as the Working Group’s authority on the systemic approach for building resilient educational systems and approval by acclamation of resolution CIDI/CIE/E-II/RES. 1/23 “Commitment to Implementation of the 2022-2025 Inter-American Educational Agenda, the Path to 2025” during the fifth plenary session. That resolution instructs the technical secretariat to incorporate in the 2022-2025 CIE Plan of Work the program referred to in the mandate under resolution AG/RES. 3004 (LIII-O/23) “Strengthening Democracy,” adopted at the fifty-third regular session of the General Assembly of the OAS held on June 23, 2023.

1. **Implementing the Plan of Work and its hemispheric programs**

A chronological synopsis of the activities carried out as part of implementation of the PTCIE based on the components of the hemispheric programs is presented below: sharing of experiences and technical assistance, professional development and educational and research resources. These contributions reflect the Education ministries’ commitment to building a shared vision that strengthens the region’s educational systems.

1. ***Sharing Experiences and Technical Assistance***
* **Dialogue and Sharing Experiences in the context of the Hemispheric Program for the Recovery, Repair, and Reactivation of the Educational Sector (3R4E) (November 28, 2023)**

This event was led by the Authorities of Working Group 1 with representatives present from the education ministries of **19 participating countries**. Its objective was to encourage discussion, reflection, and analysis regarding the design and implementation of public policies for effective and equitable educational recovery, supporting the transformations that educational systems need in order to address exacerbated and growing inequality in recent years and that would make it possible to consolidate perspectives and recommendations for the region. This produced thinking in three components: policies and programs; teacher training; and educational and research resources within the framework of the educational sector’s recovery, repair, and reactivation in changing contexts. This exchange resulted in emphasis being placed on the fact that the pandemic amplified preexisting inequalities and the need for educational transformation. The need to reform the curricula was underscored for the purpose of comprehensive training with equity, with priority given to language, mathematics, and socio-emotional aspects. Emphasis was placed on the importance of early warning systems and the role of schools as community centers. These experiences allowed the co-creation of a knowledge base for resilient educational systems that was systematized in document CIDI/CIE/doc.8/24.

* **Dialogue on Public Policies and Programs and Sharing of Experiences in the Context of the Hemispheric Program on Critical Literacy and Digital Education (LICED) (November 30, 2023)**

This exchange was led by the Authorities of Working Group 1 with the presence of representatives from the education ministries of **17 participating countries**. In terms of critical literacy, the objective of this event was to analyze and reflect on the impact of pedagogical and educational transformation as a constantly evolving process within educational systems, with the incorporation of digital components affecting all sectors and actors in the educational community in key thematic areas. The result of this exchange was to highlight COVID-19’s exacerbation of inequities, with emphasis on closing the digital divide, particularly in rural communities. A joint commitment to address challenges was demonstrated, supported by strengthened public policies with a comprehensive approach. Emphasis was placed on the importance of digital literacy, teacher training in pedagogical-digital skills, and the need for a digital frame of reference. The conclusions are found in document CIDI/CIE/doc.9/24.

* **Dialogue and Sharing of Experiences within the Context of the Hemispheric Program on Healthy Eating and Physical Activity in School Environments (December 14, 2023)**

The Dialogue and Sharing of Experiences within the context of the hemispheric program on healthy eating and physical activity policies in school environments jointly organized by the Pan American Health Organization (PAHO) and the Organization of American States (OAS) relied on the presence of representatives from the m**inistries of education and health** from **23 participating countries**. The session led to the consideration of three components: policies and programs, teacher training, and educational and research resources in this program’s thematic areas and lines of action.

* **Call for the submission of project proposals and technical assistance focused on the framework of the Hemispheric Program on healthy eating and physical activity policies in school environments (May 2023-June 2024)**

In the context of the Inter-American Program on healthy eating and physical activity policies in school environments: “An initial line of action in combating non-communicable diseases in the Americas,” issued a call for project proposals from those countries with an interest in receiving enhanced technical assistance for creating school environments that favor healthy eating and physical activity. **Eleven project proposals** were received from ministries of education and health in the member states, which were evaluated by the PAHO Selection Committee. Following the proposal review and evaluation process and presentations, the Bahamas, Belize, and Colombia were selected to receive enhanced technical assistance for their projects.

* **Dialogue and Sharing of Experiences within the context of the Hemispheric Program on healthy eating and physical activity policies in school environments (August 29, 2024)**

The Dialogue and Sharing of Experiences within the context of the Hemispheric Program on healthy eating and physical activity policies in school environments jointly organized by the Pan American Health Organization (PAHO) and the Organization of American States (OAS) relied on the presence of representatives from the ministries of education and health from **23 participating countries**. The purpose of this event was to promote a forum for dialogue and thought to allow the participants to discuss progress made, common aspects, novel aspects, differences, and conclusions in the three areas of action, for the purpose of establishing regional recommendations contributing to the promotion of healthy school environments in the Americas.

A progress report on performance of the Plan of Work of the Inter-American Committee on Education (PTCIE) 2022-2025. Dialogue and Sharing of Experiences on Public Policies and Programs within the context of the Hemispheric Program on healthy eating and physical activity policies in school environments is to be found in document CIDI/CIE/doc.10/24.

* **Program to Strengthen Democratic Principles through Education and Policy Dialogue (June-October 2024)**

This program was officially incorporated in the PTCIE during the regular meeting of the Inter-American Council for Development in June 2024 pursuant to resolution CIDI/CIE/E-II/RES. 1/23 adopted at the Second Special Meeting of the CIE in October 2023. An informative session was conducted with the participation of officials from the education ministries and delegates from the permanent missions to the OAS from **21 countries** on August 15, 2024; it presented the structure of this program, as well as the activities to be carried out up to 2025. In addition, a program launch event was held on September 10, with the participation of **22 member states and four observer countries**.

The first virtual dialogue and working group discussions in the context of this program, the objective of which was to foster a forum for dialogue and reflection to allow the participating countries to discuss progress made, common aspects, and innovative aspects, differences and conclusions in six thematic areas was held on October 30. [More information on the Virtual Dialogue and Working Group Discussions](https://www.oas.org/ext/en/main/calendar/event/id/539)

1. ***Teacher Training and Educational Materials***
* **Creation of the task force, call for contributions, and analysis of initiatives (February-July 2024)**

In February 2024, following up the Dialogues and Sharing of Experiences within the framework of the 3R4E and LICED hemispheric programs held in November 2023, the task force/technical team panel was created for the hemispheric courses of Working Group 1 for the purpose of determining collaboratively the structure, themes, and implementation strategies for courses in both programs. In addition, the Technical Secretariat developed as a frame of reference a first draft of the content of the courses based on the contributions and inputs provided during the dialogues, as well as systematizations of those dialogues. This task force is made up of officials from the Education Ministries in **11 countries** (Argentina, Chile, Colombia, Costa Rica, Ecuador, Honduras, Guatemala, Paraguay, Peru, the Dominican Republic, and Uruguay).

Subsequently, two forms were distributed to compile information on the material and/or resources available in the region’s countries in the different thematic areas, as well as to designate the official responsible for sharing those contributions in a shared disk. As part of this call for contributions, more than **220 contributions** were received **from eight countries** (Argentina, Chile, Colombia, Costa Rica, Ecuador, Paraguay, Peru, and Uruguay) in different formats to be used as inputs for constructing the content of the hemispheric courses, based on local experiences.

The Technical Secretariat performed the initial analysis of the initiatives received and submitted a proposal on the structure of themes for one of the modules and the proposed work schedule. Between February and July, six follow-up meetings were held with the education ministries that are part of the task force.

* **Working meetings: definition of curriculum structure and pedagogical approach (June-August 2024)**

Based on the materials and resources shared on the disk, seven working meetings were held based on the modules in order to define the sub-topics to be included in each module and in this way develop the curriculum structure. Once the curriculum structure for each course was agreed upon and validated, with the support of the Technical Secretariat, the materials and resources were analyzed and improved and the pedagogical approach was designed, including specific objectives, guidelines for addressing the study materials, resources, learning activities, working methodology, and evaluation of lessons learned.

The courses consist of seven modules: five common modules for teachers and those responsible for school administration and/or management and two specific modules for each role, with a 40-hour class load. This approach was presented to the task force’s member states in a virtual meeting in August 2024.

* **First Edition of Hemispheric Courses (October 2024)**

The First Edition of the Virtual Courses of the Hemispheric Program for the Recovery, Repair, and Reactivation of the Educational Sector (3R4E) and of the Hemispheric Program for Critical Literacy and Digital Education in Contexts of Change (LICED) were launched on October 7, 2024 as a result of the collaborative effort between the CIE and the Department of Human Development, Education, and Employment (DHDEE) of the OAS; this was made possible thanks to the valuable contributions from the following education ministries Argentina - Chile - Colombia - Costa Rica - Ecuador - Paraguay - Peru - Uruguay.

This first edition relied on the designation of **1,902 participants from ten countries** (Argentina, Bolivia, Colombia, Costa Rica, Ecuador, El Salvador, Honduras, Peru, the Dominican Republic, Uruguay).

* [Click to access the informative document on the 3R4E](https://www.oas.org/es/sedi/dhdee/PTCIE2022_2025/Brochure%203R4E.pdf) course
* [Click to access the informative document on the LICED course](https://www.oas.org/es/sedi/dhdee/PTCIE2022_2025/Brochure%20LICED.pdf)
1. ***Research***
* **Creation of task force, call for contributions, and analysis of initiatives (February-July 2024)**

As in the professional development component and educational resources, the task force/technical team panel was created for the research component of Working Group 1 for the purpose of defining the research structure, topics, and strategies for the white papers in both programs, following the lines of investigation defined in the discussions in November 2023. In addition, the form was distributed for compiling information on documentation, research, and publications, available in the countries in both lines of research. This task force is made up of officials from the Education Ministries of **11 countries** (Argentina, Belize, Chile, Colombia, Ecuador, the United States, Guatemala, Honduras, Jamaica, Peru, and the Dominican Republic) and **more than 54 contributions** have been received.

* **Working meetings: lines of investigation and identification of trends and priority areas (July-September 2024)**

Based on the contributions received, the Technical Secretariat presented a proposed white book structure and possible trends. In addition, six working and follow-up meetings have been held and priority areas and differentiating elements have been identified.

* **Draft white book (October 2024)**

With the support of the Technical Secretariat, the draft was prepared on the introduction and background sections, the challenge we face, and contributions and proposed solutions with their respective trends for the 3R4E and LICED programs. In addition, the working method was established for continuing the collaborative construction of the remaining sections and the inclusion of the other hemispheric programs of the PTCIE in preparation for the Inter-American Meeting of Ministers of Education to be held in August 2025 in Quito, Ecuador. The draft of the white book is available in document CIDI/CIE/doc.7/24

* **Methodology on the Process of Constructing and Implementing the Work Plan of the Inter-American Committee on Education**

Based on the interest expressed by the countries regarding the different programs of the PTCIE and the contributions received, opportunities for dialogue and workshops have been generated using the virtual exchange modality, as well as opportunities for horizontal work among specialists in the education ministries, which during the period 2022-2024 allowed the CIE, with support from the Technical Secretariat, to develop a methodology for constructing and implementing its plan of work, which is described in document CIDI/CIE/doc.5/24

1. **Programmatic activities of the SEDI**

The Department of Human Development, Education, and Employment (DHDEE) carries out activities **in four programmatic areas**, which have also contributed to implementation of the Inter-American Educational Agenda.

The programmatic activities of the SEDI are aligned with the priorities established by the Member States. The DHDEE, in collaboration with the key partners, works to offer results and concrete opportunities for the citizens of the Americas.

**The Inter-American Teacher Education Network, ITEN**, as background, in the Sixth Inter-American Meeting of Ministers of Education, entrusted to the Inter-American Committee on Education the strengthening of the professional development of teachers through the Inter-American Teacher Education Network (ITEN). Since then, ITEN is helping to achieve the objectives of the Inter-American Educational Agenda by providing technical assistance to educational leaders in the hemisphere, promoting knowledge sharing among the Member States.

Thus, for 17 years ITEN has supported more than 300,000 teachers to improve their practices and develop their leadership skills, impacting more than four million students in the region. Educational leaders and institutions are crucial in the transformation of the region’s educational systems. To support them in this challenge, ITEN implements innovative programs that seek to equip teachers with 21st century skills. This work has been possible thanks to the support of the OAS member states, particularly through the generous contribution from the United States Mission, which has invested more than seven million US dollars to finance the ITEN’s activities over the last ten years.

ITEN, with support from the ProFuturo Foundation, carried out the following activities:

During 2023, the first edition of the Mapping of Best Practices in Digital Education in the Americas was finalized. It received more than 170 requests from civil society organizations (CSOs) and schools in 19 countries. The ITEN formed part of the evaluation committee on this activity and in October 2024 it launched the Call for Nominations for the second edition of the “Best Practices in Digital Education in the Americas” activity from the Member States. The purpose of this solicitation is to recognize initiatives of schools and civil society organizations in Latin America and the Caribbean that promote learning opportunities and produce a positive impact on the educational community though the integration of new technologies and innovative projects.

In 2023, 1,653 teachers from the Caribbean region received training on innovation, mathematics, and integration of ICT in education; 654 teachers and trainers from Peru received training on “Methodologies for learning in virtual settings” and “Evaluation of learning in digital settings.” In addition, 1,350 children from the Caribbean region began to actively use technological devices and digital content donated to the schools. On October 28, 2024, free virtual courses began on Professional Development on Innovation and Digital Teaching for teachers in primary education in the Caribbean.

**The Educational Portal of the Americas** supports the needs of the member states in the area of digital education and provides access to quality educational opportunities in the Americas, primarily through the use of information and communication technologies, providing innovative responses and training for digital education in the Hemisphere.

In 2023, the OAS Educational Portal of the Americas trained 4,250 citizens on gender equity, human rights, migration, public safety, instructional design, and STEAM education. In the first half of 2024, the Education Portal of the Americas trained 2,517 citizens on gender equity, human rights, migration, public safety, instructional design, and STEAM education. In partnership with Structuralia, the Professional Mentorship Scholarship Program was launched, granting 141 scholarships on STEM skills, artificial intelligence, cybersecurity, the environment, and administration. In 2024, the Educational Portal of the Americas has granted scholarships amounting to US$33,612 for virtual courses.

In 2023 **the OAS Scholarships and Training Program** expanded the portfolio of education and professional development opportunities through the hybrid, in-person, and on-line education modalities in all the member states and in four observer countries. Changes in professional careers, training, and acquisition of skills for the future continue to be more critical today than ever for strengthening the general resilience of our region. The region of the Americas has been witness to the adaptability of our higher education systems In particular, the OAS has responded with partnerships that are providing our students with new forms of knowledge development, digital learning, and teacher training in hybrid and remote modalities.

The OAS continues its efforts to increase student mobility in the Americas, the Caribbean, and Europe. As of December 2023, the DDHEE had more than 140 universities in 19 countries in the OAS consortium. In 2023, the agreements with partner universities produced estimated savings of US$36 million through registration discounts, reductions, and other benefits.

In 2023, 47 **Academic Scholarships** were granted, 34 new academic scholarships for post-graduate studies, and 13 scholarships for under-graduate studies. They are granted for the last two years of studies leading to a degree. For the 2023-2024 academic cycle, the 46 scholarships granted have an estimated cost of US$940,000 over the course of two fiscal years (2023 and 2024). As of December 31, 2023, 72 scholarship students in the Academic Program of the 2022-2023 and 2023-2024 cohorts were pursuing studies and receiving US$720,050 in benefits from the GS/OAS.

The **Program of Alliances for Education and Training (PAEC)** was approved by the member states in 2010 and represents an additional mechanism utilizing financing from partner institutions to promote higher education in the western hemisphere. The OAS allocated US$865,000 for 2023 to grant scholarships to OAS member state citizens so they can study in recognized and accredited universities and institutions in the Member States and in the permanent observer countries. In 2023, in the context of the PAEC programs, more than 14,687 scholarships were offered, from which 3,979 scholarships were granted. They covered certificate programs, undergraduate degrees, masters degrees, post-graduate certification programs, and doctoral degrees.

The success of the PAEC program is the result of partnerships with key entities, among them the International Cooperation Group of Brazilian Universities (GCUB), which granted 150 scholarships, Mexico’s National Council for the Humanities, Sciences, and Technologies (CONAHCYT), which granted 90 scholarships, the Business School Educational Format, which granted 1,404 scholarships, Comprehensive Training and Management Solutions (STRUCTURALIA), which granted 1,430 scholarship, Chile’s National Research and Development Agency (ANID), which granted 50 scholarships, and 18 additional institutions that granted 855 scholarships. In most cases, the PAEC agreements did not require any monetary contribution from the OAS, but only contributions in kind.

During the first half of 2024 about 1,529 scholarships have been granted through the PAEC; 52% of the scholarships were granted to women. The total estimated value of the scholarships granted in the first half of 2024 is US$12 million.

Finally, the **Rowe Fund** is an OAS program of educational loans that help citizens from Latin America and the Caribbean from the OAS Member States to finance their studies or research at accredited universities in the United State by granting interest-free loans for up to US$15,000. In 2023, the Fund celebrated 75 years of investing in higher education for Latin American and Caribbean nationals enrolled in universities in the United States. In that year, it provided financial assistance to 113 people from 19 OAS member states in the amount of US$851,498. In addition, 24 international students received additional scholarships, with which the Fund’s total contributions amounted to US$899,498.

During the first half of 2024, the Rowe Fund granted financial assistance totaling US$404,500 for in-person studies in United States universities, benefiting citizens from 17 OAS member states. This assistance included interest-free loans for a total of US$372,500, along with additional scholarships for a total of US$32,000. Of this assistance, 82.6% was used for post-graduate studies.

This Technical Secretariat is particularly grateful to the officials of the CIE (Argentina and Ecuador) and its Working Groups (Colombia, Peru, Suriname, and Guatemala), whose leadership was essential for achieving these results.

The Technical Secretariat also expresses its thanks for the commitment and partnership with PAHO, UNESCO, the ILO, and other international organizations that continue to be crucial in the path to be followed.

The Technical Secretariat, in the Executive Secretariat for Integral Development of the OAS, reaffirms its commitment to solidarity, dialogue, and inter-American cooperation, which are urgent and indispensable instruments for **constructing resilient educational systems**.

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