**TENTH REGULAR MEETING OF THE** OEA/Ser.W/XIII.6.10

**INTER-AMERICAN COMMITTEE ON EDUCATION** CIDI/CIE/doc.7/24 rev.2

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The Road to Quito 2025

Draft White Paper

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Organization of American States (OAS)

Ministerial Process on Education

Inter-American Committee on Education (CIE)

Inter-American Educational Agenda (IEA)

The Road to Quito 2025

Draft White Paper

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1. Introduction and background

The First Special Meeting of the CIE and its Working Groups was held on February 16, 2022, on which occasion the authorities of the CIE and authorities from the region’s ministries of education deliberated and sought consensus on the priority areas and thematic lines for inclusion in the 2022-2027 Inter-American Educational Agenda.

To that end, the CIE authorities proposed the inclusion of a series of thematic lines, which were discussed, confirmed, and enriched by the member states at the meeting. Thus, in line with a systemic approach to building resilient education systems, the following topics will be addressed:

* Recovery, repair, and reactivation of the education sector in the post-pandemic period.
* Use of new technologies in education and the digital education agenda.
* Professional development and teacher training.
* Education for climate change mitigation.
* Research agenda related to national and regional education systems.
* Attending to students and teachers with disabilities.
* Socioemotional development and at-school coexistence.

In addition, the CIE authorities proposed including a series of thematic lines that were discussed, confirmed, and enriched by the member states at the First Special Meeting of the CIE in February 2022. Thus, in line with a systemic approach to building resilient education systems, the following topics will be addressed:

* Student mobility and recognition of studies among the region’s countries.
* Interconnected professional development and teacher training in the region’s countries.
* Relationship between education, employment, and national development.
* Development of 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 within the framework of the dialogue between the ministers of labor and the ministers of education and the 2021 Buenos Aires Action Plan — 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 previously.
* 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.

As regards the health sector, between November 2020 and September 2021 a series of dialogues for high-level officials from the ministries of education and health were held jointly by the OAS Department of Human Development, Education, and Employment, as the CIE’s Technical Secretariat, and the Department of Noncommunicable Diseases and Mental Health (NCDS) of the Pan American Health Organization (PAHO).

The aim was to share new visions for the promotion of healthy school environments and the prevention of malnutrition, overweight, and obesity in the post-pandemic world and, in the process, to contribute to public policies, research, capacity building, practices, and infrastructure for making those visions a reality in our region.

In all cases, the areas for action are made up of three components: (a) research, (b) professional development and educational resources, and (c) technical assistance and exchange program.

a. Research component: (1) inventory of existing research projects and research institutions in related areas within the region; (2) implementation and strengthening of existing monitoring and assessment programs; (3) publication on priority issues identified with the implementation of the Hemispheric Program.

b. Professional development and educational resources component: (1) regional distance-learning course for teachers and school administrators: the Hemispheric Program for the Recovery, Repair, and Reactivation of the Education Sector (3R4E); (2) virtual repository of policies, programs, guidelines, and tools for the recovery, repair, and reactivation of the education sector; (3) educational resources on policies for the recovery, repair, and reactivation of the education sector.

c. Technical assistance and exchange program: (1) portfolio of promising initiatives and policy brief series; (2) technical assistance missions and documentation of in-country experiences; (3) knowledge-sharing workshops on policies and practices.

1. Current challenges

For some years now, research into the recovery, repair, and reactivation of the education sector has emphasized the importance of revitalizing education systems and ensuring educational equity, and those needs have been accentuated since the COVID-19 pandemic.

In general terms, the studies suggest that it is not just a matter of returning to “normality” but of strengthening and managing resilient educational systems that enable educational continuity in contexts of change, using a perspective focused on students’ socioemotional well-being, inclusion, and the adoption of new technologies that enhance learning.

Against that backdrop, critical literacy is a key component in that it enables students to question social, economic, and political structures, thus uncovering ways of thinking that bolster their autonomy and active participation in society.

The strategy to address these issues at all levels of the education systems is put into practice through a systemic and intersectoral approach that recognizes their complexity and demands interaction, collaboration, and coordination among multiple actors from different sectors.

In this way, more effective and sustainable actions can be designed in order to, for example, implement follow-up and early-warning systems to monitor risk factors that could affect students’ performance and well-being, identify and preventively address the obstacles that students face, save them from academic failure or dropping out of school, ensure that students from the most underprivileged backgrounds receive the support they need to participate fully in the education system, facilitate educational trajectories, promote updated educational programs, reduce the digital divide, develop critical and ethical skills in the use of digital technologies, train teachers and administrators and provide them with continuous updates, and so on.

As part of the research component of the Hemispheric Program for the Recovery, Repair, and Reactivation of the Education Sector (3R4E) and the Hemispheric Program on Critical Literacy and Digital Education in Contexts of Change (LICED), a set of studies and documents prepared by the region’s ministries of education and addressing those issues was identified, with the aim of raising the visibility of actions, policies, and programs that encourage the fruitful exchange of experiences and lessons learned in order to build from the local to the hemispheric.

The contributions, trends, and proposed solutions are presented in chapter 4, grouped into the following categories:

Hemispheric Program for the Recovery, Repair, and Reactivation of the Education Sector (3R4E)

1. Early warning systems for educational continuity. Chronic absenteeism: causes, educational exclusion profiles and institutional mechanism to predict it with emphasis on vulnerable groups.
2. *Attendance and relinking.*
3. *Early warning systems.*
4. Research on strategies for specific educational needs that allow permanence in the educational system and learning recovery.
5. *Pandemic, impact and assessment.*
6. *Rural communities.*

Hemispheric Program on Critical Literacy and Digital Education in Contexts of Change (LICED)

1. The relational factor in the integration of technologies: access, equity and quality.
2. Cross-cutting theme: use and promotion of artificial intelligence as an innovative, pedagogical strategy and evaluation.
3. Contributions and proposed solutions

This section presents the general aims of the two hemispheric programs (the Hemispheric Program for the Recovery, Repair, and Reactivation of the Education Sector (3R4E) and the Hemispheric Program on Critical Literacy and Digital Education in Contexts of Change (LICED), the lines of research and categories set out in chapter 3, and a selection of publications and research papers with contributions and alternative solutions in line with those programs’ general objectives.

**Hemispheric Program for the Recovery, Repair, and Reactivation of the Education Sector (3R4E)**

The Hemispheric Program for the Recovery, Repair and Reactivation of the Education Sector (3R4E) is intended to promote dialogues, reflection exercises, and analyses on the design and implementation of public policies for the effective and equitable recovery of education, thereby supporting the transformations needed by education systems to address the growing inequality that has worsened in recent years. To this end, reflections were offered on three components: policies and programs, teacher training, and educational resources and research as part of the recovery, repair, and reactivation of the education sector in contexts of change.

1. Early warning systems for educational continuity: chronic absenteeism: causes, educational exclusion profiles and institutional mechanism to predict it with emphasis on vulnerable groups - Executive Summaries Research Line 1 – Annex I [CIDI/CIE/doc.7/24 add. 1](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=1&lang=e)

1. *Attendance and re-linking.*

Review of literature on “Attendance and re-linking,” an axis of the Educational Reactivation Policy.

Applying a Cycle of Evidence-Based Continuous Improvement When Selecting Interventions and Project Components to Improve Attendance.

Can Texting Parents Improve Attendance in Elementary School? A Test of an Adaptive Messaging Strategy.

1. *Early warning systems.*

Forum Guide to Early Warning Systems.

Identifying Students At Risk Using Prior Performance Versus a Machine Learning Algorithm.

2. Research on strategies for specific educational needs that allow permanence in the educational system and learning recovery. - Executive Summaries Research Line 2 – Annex II [CIDI/CIE/doc.7/24 add. 2](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=2&lang=e)

1. *Pandemic, impact and assessment.*

The Effects of the COVID-19 Pandemic on Education Outcomes in Belize.

Impact of the pandemic on mental health and coexistence in educational communities: State of the art of national and international research.

National Pandemic Monitoring Survey: Parents’ and guardians’ perceptions of school.

Post Disaster Needs Assessment of the Impact of COVID-19 on Jamaica: Draft Phase 1 Report (March to June 2020).

Implementation of the Laboratory for Cost-Effective Innovation in Education Policy: MineduLab.

1. *Rural communities.*

Secondary education in rural areas: quantitative analysis of recent trends.

Analysis of rural education in Chile.

Understanding the Specific Challenges experienced by Principals, Teachers, Students and Parents from Jamaican Remote Rural Schools during the COVID-19 Pandemic.

**Hemispheric Program on** **Critical Literacy and Digital Education in Changing Contexts (LICED)**

From a framework of critical literacy, this hemispheric program seeks to analyze and reflect on the impact of pedagogical and educational transformation as a constantly evolving process within educational systems through the integration of digital elements that affect all education community sectors and actors regarding key issues. Under the “systemic approach to building resilient education systems” line of action, the focus of this dialogue was on the topic of critical literacy as a framework for reflection for the inclusion of perspectives for defining guidelines for informed and evidence-based decision-making on digital education issues. To that end, three components were discussed during the meeting: policies and programs, teacher training, and educational resources and research. - Executive Summaries – Annex III [CIDI/CIE/doc.7/24 add. 3](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=3&lang=e)

**1.** The relational factor in the integration of technologies: access, equity and quality.

Systematization of the National Program for Digital Educational Transformation.

Home Access Playbook: Strategies for State Leaders Working to Bridge the Digital Divide for Students. A Call to Action for Closing the Digital Access, Design, and Use Divides. Community-Based Recommendations for Developing Effective Digital Equity Plans to Close the Digital Divide and Enable Technology-Empowered Learning.

**2.** Cross-cutting theme: use and promotion of artificial intelligence as an innovative, pedagogical strategy and evaluation.

Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations.

1. Conclusions and the way forward

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**ANNEXES**

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| Title | Document No. | Language | |
| Hemispheric Program for the Recovery, Repair, and Reactivation of the Education Sector **(3R4E): Executive Summaries Research Line 1 – Annex I**. Draft white paper | CIDI/CIE/doc.7/24 add. 1 | [English](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=1&lang=e) | [Español](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=1&lang=s) |
| Hemispheric Program for the Recovery, Repair, and Reactivation of the Education Sector **(3R4E): Executive Summaries Research Line 2 – Annex II**. Draft white paper | CIDI/CIE/doc.7/24 add. 2 | [English](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=2&lang=e) | [Español](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=2&lang=s) |
| Hemispheric Program on Critical Literacy and Digital Education **(LICED): Executive Summaries – Annex III**. Draft white paper | CIDI/CIE/doc.7/24 add. 3 | [English](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=3&lang=e) | [Español](http://scm.oas.org/IDMS/Redirectpage.aspx?class=XIII.6.10%20CIDI/CIE/doc&classNum=7&addendum=3&lang=s) |

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