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**2022-2025 WORK PLAN**

**OF THE INTER-AMERICAN COMMITTEE ON EDUCATION (CIE)**

**ANNEX IV**

**INTERSECTORAL AGENDA**

**HEMISPHERIC PROGRAM FOR THE DEVELOPMENT OF SKILLS IN CONTEXTS OF CHANGE: AN INTERSECTORAL APPROACH TO THE SKILLS FOR THE FUTURE AND JOB TRAINING.**

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**Introduction**

Through the Inter-American Education Agenda (IEA) 2022-2027, approved during the Eleventh Meeting of Ministers of Education held on November 10 and 11, 2022, the Ministers of Education of the OAS member states clearly expressed their commitment to the global goals and objectives agreed upon in the framework of the [2030 Agenda](https://sdgs.un.org/es/2030agenda), defining specific hemispheric actions to support its implementation.

The IEA, as a space for political dialogue and decision-making guided by the principles of collaboration, intersectoriality and interculturalism, is strengthened through Inter-American cooperation, as well as the coordination and articulation of efforts with other international organizations and regional and subregional entities to guarantee educational continuity and the right to education for all.

Through their Plan of Action "Towards Building a New Hemispheric Educational Pact in contexts of change" and in response to the challenging context of the initial consequences produced by the global health crisis, the Ministries of Education have focused their work on generating a framework for action that increases the capacity to guarantee the continuity of education in the different types and levels of the education system, promoting the attention of those most affected or disadvantaged. Therefore, they have identified as one of the priorities for the region the strengthening of resilient education systems that allow managing educational continuity in contexts of change, in the face of the current pandemic as well as other future challenges of various kinds to achieve inclusive, quality and equitable education in the Americas.

The document of the [Economic Commission for Latin America](https://repositorio.cepal.org/bitstream/handle/11362/46066/4/S2000522_es.pdf) (ECLAC, 2020) "Education, youth and work Skills and competences necessary in a changing context", highlights elements that were considered in the educational diagnosis and labor insertion of young people under a framework of educational inclusion of youth and a labor insertion of low quality. Although the document excludes Caribbean countries in our region and has a focus on Ibero-American countries, towards the end of the document a series of challenges are posed for the "region" with a pronounced point towards those associated with automation and skills, required in the context of industry, pointing to the need for a lifelong learning approach.

While there is no doubt about the importance of strengthening lifelong learning and training policies, it is also important to point out the need for a critical approach, especially with the recent and growing debates that are being generated, for example, on the issue of regulations, processes, and procedures in the introduction of artificial intelligence to provide answers and solutions in different areas, including education and employment (e.g., chatbots).

In this sense, it may be highly significant to revisit the [Mac Bride Report](https://diversidadaudiovisual.org/wp-content/uploads/2013/05/macbride-1980.pdf) when in its foreword the then Director-General of UNESCO, Amadou-Mahtar M'Bow, mentions "But these are just some of the perspectives offered by an epoch that is equally capable of producing the best for the future, or the worst. Such perspectives will be realized only if the temptation to put information media at the service of narrow sectarian interests and turn them into new instruments of power, justifying attacks on human dignity and aggravating the inequalities that already exist between nations and within nations is resisted.

It is necessary to emphasize the validity of both this report and the words of the First President of the United Nations Commission on Human Rights, (Eleanor Roosevelt, The Future is Today, 1963) when in her chapter The Revolution in Education, she says: If we are to cope successfully with our revolution in science, in the economy, in social areas, we must prepare for the revolution in Education that will be required to meet, to understand, and to master the new conditions. Without a totally new approach to Education our Young people are not going to be equipped to cope with the world of the future. The training of the past—too long inadequate even for the purposes of the past— will not serve in preparing the youngsters of today to meet new conditions; above all, conditions which none of us can clearly foresee. It is one thing to provide a simple skill that can be applied to a given situation. It is quite another thing –and a new, a revolutionary thing – to prepare young people to meet an unknown world, to solve unforeseeable problems, and to adapt their skills, their intelligence, and their knowledge to new situations that are developing with lightning speed.”

The first Meeting of Ministers of Education of the OAS (Brazil, 1998) has led the way since then on the relevance of vocational and technical training through the adoption of the [First Inter-American Education Program](http://www.oas.org/udse/english/cpo_educ_1minist.asp) for the region. One of the pillars of this program focused on vocational and technical training with the objective of guiding and promoting the process of researching and testing, disseminating, and applying advances in educational strategies, public policies, and programs with greater quality through the formation of networks, publications and regional consultations.

One of the results of this Meeting of Ministers was the definition and creation of different multilateral projects, among them the Project to Strengthen Education and Training for the World of Work.

Likewise, the [Third Meeting of Ministers of Education](https://www.oas.org/udse/informeIIIministerial/informe/ingles/index.html) held in Mexico in 2003, the date and meeting at which the Inter-American Committee on Education was held, recalled the commitment of the member states to make the necessary efforts to expand coverage in secondary and secondary education, especially in the technical area, incorporating in it the elements necessary to prepare our young people for life, for citizenship, for the world of work; incorporating in this deep learning elements of creativity, innovation and development of entrepreneurial capacity; as well as the understanding of the functioning of educational and economic reality, free enterprise, the role of the state, civil society and the media; and the development of skills and virtues to insert oneself in this reality. All of which must be accompanied by a system of certification of the knowledge and skills of students who complete this educational level.

All this background is in line with the panorama provided by a recent report of the Information System on Educational Trends in Latin America (SITEAL-IIEP UNESCO, 2022) indicates that while the efforts made in the Technical and [Vocational Education and Training](https://siteal.iiep.unesco.org/eje/pdf/1072) (TVET) sector, to improve Its quality and relevance, guaranteeing access and advancing in more inclusive policies, have been broad there are still numerous challenges on taking into account the constant changes faced by education systems in the region. The areas identified in terms of interventions to improve public policies and programs are the following: strengthening training itineraries, access, job opportunities, strengthening quality, advances in inclusion and gender, and strategies deployed during the pandemic.

The elected authorities of the CIE for the period 2021-2024, assumed the commitment to work collaboratively with all the countries, seeking agreement and consensus and gathering the experiences and lessons learned from each one to recover them, systematize them, share them and make them available to all. At the Ninth Regular Meeting, the CIE authorities defined as one of the priority area of action that should guide the AEI: the intersectoral agenda. In this way, they expressed their intention to develop a work plan focused on promoting spaces for discussion and support on issues such as the reactivation of the post-pandemic education sector, and the importance of strengthening a comprehensive and sustainable approach to the promotion of healthy lifestyles, ensuring inclusion and equity for all and the importance of public policies, legal frameworks, regulations, and comprehensive and multidimensional guidelines.

**The Hemispheric Program for the Development of Skills in Contexts of Change: An Intersectoral Approach to the Skills for the Future and Job Training: goal and objectives**

In the different dialogues on public policies and programmatic actions that took place within the framework of the 2019-2022 Work Plan Activities of the Inter-American Committee on Education (CIE) and in the midst of a global health crisis scenario that implied the massive closure of educational centers, the educational authorities expressed their commitment that education is a right and as such an unavoidable commitment of the State.

In this sense, this Inter-American Program proposes to develop human capital in key skills and knowledge that allow them to participate actively in the integral development of the countries, through their insertion in a productive and dignified life that in turn contributes to the construction of more democratic, inclusive, and just societies. Deepening collaboration with the Inter-American Conference of Ministers of Labor (IACML) by strengthening interaction and coordination in job training through active public policies on priority issues such as learning for life, technical and vocational training, professional qualification frameworks, especially for those who are in situations of greater vulnerability, such as women, youth, people with disabilities, migrants, indigenous people, and those who involuntarily do not study or work.

Following the line of work established in its methodology of work by the CIE authorities and building on the basis of current contexts, the results achieved, and the lessons learned are proposed:

1. Create opportunities for countries to share successful initiatives to help advance the framework for action and public policies, by encouraging and supporting the design and implementation of post-pandemic public policies.
2. Support, through technical cooperation and capacity building, the transformation mechanisms that education systems need to address the inequality gaps that have widened in recent years.
3. By researching key issues, generate the inputs needed for public policy decision-making and programmatic action.

**Expected result: Regional guidelines on lifelong learning policies and programs in contexts of change from a multidimensional and intersectoral perspective between education and labor.**

The link between education and work is a priority issue for the region and has generated a constant discussion within its education, employment, development and productivity policies. Education is a fundamental process for developing human capital, training children, adolescents and young people in key skills and knowledge that will enable them to participate actively in the integral development of their countries, through their insertion in a productive and dignified life that in turn contributes to the construction of more democratic, inclusive and socially just societies.

Labor, for its part, is a means of personal fulfillment and social contribution that enables individuals to develop the skills they have acquired and learned throughout their lives. In the Americas as in other regions, the quality of work and the likelihood that it will be dignified, productive, protected and well-paid depends to a large extent on the level and quality of education.

Since 2019, productive conversations and calls to action have been held on the basis of intersectoral collaboration between Education, Labor and Health on topics such as skills for the future and the regional qualifications framework (in the case of the labor sector); and healthy school environments and healthy life skills (in the case of the health sector).For the 2022-2027 period of the IAEI, the elected authorities of the ICE considered it relevant to incorporate the following thematic lines into the intersectoral agenda:

* Relationship between education, employment and the development of countries.
* Development of healthy school environments.

The Agenda includes issues such as the articulation of economic, educational, cultural, health and labor policies to address and overcome the effects of the crisis. In particular, the creation of strategies aimed at promoting employment for youth; reducing unemployment and precarious youth employment; facilitating the school-to-work transition and generating opportunities for education and technical and vocational training for this age group, especially for those who are most vulnerable; taking into consideration, as stated at the Ninth Summit of the Americas, "the interconnection of multiple and aggravating forms of discrimination, exclusion and inequality".

**Themes and areas of action**

* + Facilitating the school-work transition.

The transition from school to work remains a difficult process. This encompasses inclusion policies both for access, support of educational trajectories and prevention of school dropout and labor market insertion. Such is the case, for example, of technical and vocational training programs and, above all, the inclusion of vulnerable groups (including human mobility processes) and people with disabilities.

* + Educational innovation for lifelong learning

This issue is fundamental both in its social and educational implications in terms of the paramount urgency of educational systems to provide continuous training opportunities that promote constant human and professional development in order to form citizens capable of assuming their ethical and social responsibilities, with personal capacities to adapt to social, technological and productive changes.

* + Promotion of technical and vocational education and training opportunities.

Technical and vocational education and training (TVET) is fundamentally aimed at offering and providing students with the practical skills, knowledge and understanding necessary for direct entry into a particular occupation or business (or class of occupations or businesses). Successful completion of such programs normally leads to a relevant professional qualification in the labor market recognized by the competent national authorities.

The main areas of action will be framed in the following components:

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| **Research component:** |  |  |
| 1. Inventory of existing research and research institutions in related areas within the region.  2. Studies of the situation regarding adequate education for work projects that seek to promote the development of basic academic skills through production and employment, focusing especially on young people who are not in school and seek their first job.  3. Publication on priority issues identified with the implementation of the Inter-American Program. | | |
| **Professional Development and Educational Resources Component:** | | |
| 1. Regional course for specialists in project design, implementation, evaluation and research, aiming at the field of educational innovations linked to productive employment, including in the rural sector  2. Virtual repository of policies, programmes, guidelines and tools on lifelong learning with an intersectoral education-work perspective.  3. Status of project design, implementation, evaluation and research, targeting the field of educational innovations linked to productive employment, including in the rural sector  4. Support systematic mechanisms for the exchange of information and technical knowledge on experiences in certification, competency-based vocational training, and other innovations in the field of work-related education, culminating in the publication of a special issue of the Inter-American Journal of Education. | | |
| **Technical Assistance and Exchange Program:** | | |
| 1. Portfolio of promising initiatives and series of policy briefs.  2. Technical Assistance Missions and documentation of country experiences.  3. Knowledge sharing workshops on policies and practices. | | |

**Expected results**

It is expected that by the end of 2025, policies to promote resilient education systems will have been analyzed and strengthened in terms of skills and train for the future of work.

**Human and financial resources**

The OAS and the CIE Authorities and their Working Groups will make every effort to mobilize resources for the implementation of this Inter-American Program, including effective and consistent contacts with potential donors. They will also seek to establish timely partnerships and fundraising efforts with various development organizations and relevant agencies of the inter-American system, safeguarding such commitments from conflicts of interest.

**Appointment of officials**

It is recommended that the teams be made up of up to three officials responsible for public policies and programs on the subject and / or responsible for advising on issues related to access, accompaniment of educational trajectories and prevention of school dropout.

**Contact Officer**

Each Ministry is requested to send the information of designated officials to:

Cecilia Martins: [education@oas.org](mailto:education@oas.org) and [cmartins@oas.org](mailto:cmartins@oas.org)

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