



ORGANIZATION OF AMERICAN STATES
Inter-American Council for Integral Development
(CIDI)



**PREPARATORY MEETING FOR THE
TENTH INTER-AMERICAN MEETING
OF MINISTERS OF EDUCATION**
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DRAFT PLAN OF ACTION OF ANTIGUA AND BARBUDA 2019

“The Inter-American Education Agenda: Building Sustainable Partnerships through Cooperation, with renewed focus on Education and Skills Development for better citizenry”

(Prepared by the delegation of Antigua and Barbuda as Chair of the CIE in collaboration with the OAS Technical Secretariat)

1. WE, THE MINISTERS OF EDUCATION OF THE MEMBER STATES OF THE ORGANIZATION OF AMERICAN STATES (OAS), gathered in Washington DC on July 8 and 9, 2019, on the occasion of the Tenth Meeting of Ministers and High Authorities of Education within the framework of the Inter-American Council for Integral Development (CIDI), commit to implementing (CAN -4-30-2019 - ~~commit to implementing~~ endorse) the following Plan of Action in order to fulfill the Declaration of The Bahamas that was adopted in February 2017 and which codifies member state’s continued commitment to make progress with the construction and implementation of an Inter-American Education Agenda that prioritizes and focuses its areas of action on strengthening cooperation efforts to address the region’s most urgent challenges with the eradication of poverty, and with extreme poverty in particular, in order to advance access to quality, inclusive and equitable education for all.

2. *(BAR-4-29-2019) Guided also by AG/RES 2919 (XLVIII-O/18) and cognizant of the disproportionate burden of non-communicable diseases on the region’s people in most vulnerable conditions, we express our deep concern that the prevalence of obesity among school-aged populations in the Americas is nearly twice the global average, which threatens the region’s long-term development prospects due to increased morbidity and mortality due to NCDs. We further affirm that schools are critical settings for interventions to influence the health and well-being of children and adolescents, halt the obesity epidemic among school populations, and decrease the risks of children and adolescents developing non-communicable diseases during their life course.*

3. In order to ensure the continuity and coherence of efforts toward the implementation of the Inter-American Education Agenda, the Chair of the Inter-American Committee on Education (Antigua and Barbuda), in collaboration with the immediate past Chair and with the support of the Technical Secretariat and the Inter-American Committee on Education Working Groups, will be responsible for driving forward the implementation of the Plan of Action and for leading coordination with the international and regional organizations contributing to the implementation and strengthening of the Inter-American Education Agenda.

RECOGNIZING the progress achieved with the adoption of the Inter-American Education Agenda and realizing the need to continue and deepen the work carried out over the last two years, *(CAN – suggests to delete - 4-30-2019)*

WE AGREE TO APPROVE THE FOLLOWING PLAN OF ACTION OF ANTIGUA AND BARBUDA *(CAN – suggests to delete - 4-30-2019)*

Background:

4. This Plan of Action will strengthen and effectively direct the work emanating from the 2017 - 2019 Work Plan adopted in April 2018 and the discussions held during the 8th Regular CIE Meeting convened in Washington DC in October 2018. Therefore, we reaffirm the structure, composition, and methodology of the 3 pillars identified in the InterAmerican Education Agenda and the 3 Areas of Work adopted on the Work Plan: (1) Advance the implementation of initiatives in the three thematic areas the Inter-American Education Agenda, (2) Build alliances to leverage the existing resources and practices of national, sub-regional, regional, and global organizations, and (3) Engage in inter-sectoral collaboration that emphasizes, inter alia, the link between education and labor for producing competitive economies and decent work, as well as the importance of promotion of science and technology.

5. We thank *(CAN – 4-30-2019 we thank Special recognition goes to)* the coordinating countries of the Working Groups, the member states, and strategic partners for their valuable cooperation and support.

PURPOSE:

6. The main objective of this Plan of Action is to implement the commitments enshrined in the Declaration adopted at the Ninth Meeting of Ministers of Education in The Bahamas, through specific actions that will help achieve member states' educational priorities until the next ministerial meeting is held in 2022.

GENERAL FRAMEWORK FOR ACTION:

7. The Plan of Action for the Inter-American Education Agenda is built upon the principles of collaboration and intersectoral coordination, and it will foster close collaboration and cooperation with other international, regional, and subregional organizations, as well as by academia, the private sector, civil society, and other social stakeholders whose participation is essential in developing and strengthening educational policies, programs, and initiatives.

8. The Plan of Action for the Inter-American Education Agenda is guided by two criteria: (1) the priorities identified by the member states, and (2) to generate a more dynamic participation and dialogue among the countries regarding those priorities.

WORKING GROUPS:

9. Within that framework, and in order to determine specific activities, efforts will be structured through the strengthening of the three Working Groups, in accordance with the key thematic areas and priorities adopted at the Ninth Ministerial Meeting on Education and in keeping with the existing mandates.

10. We instruct (*CAN 4-30-2019* ~~we instructs to~~) the existing working groups to (*CAN 4-30-2019 will*) determine the specific activities of this Plan of Action, to facilitate exchanges of experiences, and to follow up on the implementation of related hemispheric initiatives:

Working Group 1 (WG1): Quality, Inclusive and Equitable Education:

11. To continue gathering information on the policies, programs and experiences regarding quality, inclusive and equitable education at all levels and share experiences and resources with a special emphasis on the collection and analysis of initiatives and models targeted to the most vulnerable school populations.

12. To lead through the the Inter-American Committee on Education (CIE), with the support of the Joint Summit Working Group (JSWG) an hemispheric initiative that coordinates the efforts of competent regional and international organizations in the framework on the Inter-American Education Agenda focusing on civic education and with respect for regional diversity

13. (BAR- 4-29-2019) To cooperate with the Pan-American Health Organisation (PAHO) and the Members of the Inter-American Task Force on NCDs, to facilitate analysis, exchanges of experience, and the development of recommendations to support Member States with the following objectives:

- ***Implementing health promotion policies and plans across school environments, and to support interventions for overweight or obese school populations by;***
 - *Developing norms and standards, informed by the best available evidence, to improve school food and nutrition programs and environments to promote healthy diet and physical activity among school populations;*
 - *Ensuring access to potable water in schools;*
 - *Strengthening food procurement policies in public schools to support healthy and sustainable eating;*
- ***Creating a mechanism to report periodically on achievements on policy implementation and to monitor nutrition status in children and adolescents in school settings (BAR)***

Working Group 2 (WG2): Strengthening the Teaching Profession:

To promote knowledge of public policies on the teaching profession and teacher training.

14. Establish a Directory of Officially Accredited Training Institutions for In-Service Teachers and a Catalogue of Training Opportunities. The Catalogue should include the needs, challenges and recent developments of in-service teacher training in each country, and a priority list of focal areas for in-service training by country and align with available training opportunities in the region.

15. Design a Regional Training Program for the Professional Development of Teachers in the Learning of Foreign Languages.

16. Identify Opportunities for Cooperation on Strategies in the Training of Early Childhood Teachers, in concert with OAS initiatives such as the Inter-American Teacher Education Network (ITEN), the Educational Portal of the Americas, the Scholarships Programs and external partners such as UNESCO, UNICEF, PAHO among others.

17. (BAR- 4-29-2019) Strengthen the mainstreaming of food, nutrition, health and physical activity in the school curriculum and teacher training, in cooperation with PAHO and the Inter-American Task Force on NCDs (BAR).

18. (MEX – 4-30-2019) To develop and promote policies and measures to encourage reading among teachers and trainee teachers by strengthening study programs in the subject area and by using external and cross-disciplinary training, allocation of funds and earmarks, and cooperation with other institutions. This is with a view to: 1. Enhancing teacher reading and comprehension skills; 2. Building a love for leisure reading, cultural knowledge, and imagination; and 3. Providing them with the background and methodology to be able to convey a love for reading to their students

Working Group 3 (WG3): Comprehensive Early Childhood Care:

19. To promote exchange policies, programs and experiences in relation to comprehensive early childhood care in institutional, community, and family modalities.
20. Formulation of regional criteria to guide the development of quality standards and curriculum development for Early Childhood Development and Initial Education, through the identification, systematization and analysis of promising pedagogical practices. Special emphasis will be made on the identification of unconventional pedagogical practices that i) contribute to early childhood development and learning, promoting quality education, and ii) are developed in specific contexts that imply a greater complexity in the certification of teachers (i.e. teachers speaking national indigenous languages)
21. Develop certification programs for Early Childhood Education educators and caregivers based on progressive curriculum development and quality standards. The first phase of this activity will be the elaboration of recommendations on standardized course outlines that will guide the design of the certification programs in concert with OAS initiatives such as the Inter-American Teacher Education Network (ITEN), the Educational Portal of the Americas, the Scholarships Programs and external partners such as UNESCO, UNICEF, PAHO among others.
22. We agree to include in our work, as (*CAN -4-30-2019 We agree to include in our work as*), crosscutting actions, (*CAN- 4-30-2019 – of this working plan will be*) the building of sustainable partnerships, resource mobilization, and strengthening hemispheric cooperation through the Inter-American Education Agenda in order to better coordinate and effectively strengthen the dialogue, interconnections, and collaboration with other regional, subregional, and international agencies and mechanisms, such as, UNICEF, UNESCO, PAHO, UNDP SEGIB and ECLAC; subregional bodies such as CECC-SICA, CARICOM, OECS, The Pacific Alliance and MERCOSUR; and development financing institutions in the region such as WB, IDB, CAF, CDB, CABEL, to identify elements for the construction of a Regional Funding Mechanism that supports the implementation of the Inter-American Education Agenda as the hemispheric tool for accomplishing SDG4 of the 2030 Agenda, in collaboration with the Private Sector and Academia.

23. We commit to strengthening and adequately resourcing (~~CAN – 4-30-2019 We commit to strengthening and adequately resourcing~~) the Inter American Committee on Education (CIE) (~~CAN – 4-30-2019 will continue~~) as the permanent ministerial dialogue mechanism responsible for the development and follow-up on the lines of action established by the Ministers of Education to respond to the mandates emanating from the Inter-American Meetings of Ministers of Education, the General Assembly and the Summits of the Americas.

24. We request (~~CAN – 4-30-2019 We request It is expected~~) that the Executive Secretariat for Integral development (SEDI) (~~CAN -4-30-2019 will~~) continue supporting the efforts of member states to increase access to quality, inclusive and equitable education and lifelong learning opportunities that drives sustainable and integral development through its different programs, mechanisms and Initiatives. In this connection, under the framework of 2017 -2019 IEA Work Plan, the OAS Development Cooperation Fund (OAS/DCF) has allocated \$1.5 million of seed funding for the implementation of projects under each of the three priority areas. The projects, which are in the early stages of implementation in 18 member states, also incorporate science and technology as a cross cutting subject. This serves the dual purpose of utilizing technology to deliver quality, inclusive and equitable education, and building human capacity in these skills and areas of knowledge that are critical to meeting the challenges and opportunities of the Fourth Industrial Revolution (4IR).

FUNDING:

25. We agree to allocate the technical, human, and economic resources necessary to participate in working group meetings and activities.

26. With the support of the Technical Secretariat, the Chair of the Inter-American Committee on Education (CIE) and the coordinator of each working group will invite the relevant regional and international organizations and other stakeholders to participate in, and make voluntary contributions to, the activities, projects, and programs resulting from the implementation of this plan.

27. We ask (~~CAN – 4-30-2019 We ask It is expected that~~) the OAS General Secretariat to continue facilitating communication among the working groups and supporting the implementation of

projects and collaborative efforts, including convening and organizing videoconferences and on-site meetings.

FOLLOW-UP, EVALUATION, AND REPORTING:

28. This Plan of Action will be led by the CIE Chair with the support of the Technical Secretariat. The CIE Chair will report on the follow up of the actions at the next education ministerial meeting.