



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



**TENTH INTER-AMERICAN MEETING
OF MINISTERS OF EDUCATION**
July 8 and 9, 2019
Washington DC, USA

OEA/Ser.K/V.13.
CIDI/RME/doc.05/20
October 2019
Original: Spanish

FINAL REPORT

TENTH INTER-AMERICAN MEETING OF MINISTERS OF EDUCATION

CONTENTS

I. BACKGROUND.....	1
II. PROCEEDINGS OF THE MEETING	1
INAUGURAL SESSION	2
FIRST PLENARY SESSION – ELECTION OF THE CHAIR AND OTHER AGREEMENTS (11:46/32:40)	3
SECOND PLENARY SESSION – FROM THE NINTH TO THE TENTH MINISTERIAL MEETING: “INTER-AMERICAN EDUCATION AGENDA: BUILDING SUSTAINABLE PARTNERSHIPS THROUGH COOPERATION, WITH RENEWED FOCUS ON EDUCATION AND SKILLS DEVELOPMENT FOR A BETTER CITIZENRY” (33: 10/ 39: 35)	3
THIRD PLENARY SESSION – DEEPENING THE DISCUSSION ON QUALITY, INCLUSIVE, AND EQUITABLE EDUCATION, A PRIORITY AREA OF THE IEA	4
FOURTH PLENARY SESSION – DEEPENING THE DISCUSSION ON TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT, A PRIORITY AREA OF IEA	9
FIFTH PLENARY SESSION – DEEPENING THE DISCUSSION ON COMPREHENSIVE EARLY CHILDHOOD CARE, A PRIORITY AREA OF THE IEA	14
SIXTH PLENARY SESSION – TOWARDS IMPLEMENTATION OF THE PLAN OF ACTION OF ANTIGUA AND BARBUDA	18
SEVENTH PLENARY SESSION – TOWARD IMPLEMENTATION OF THE PLAN OF ACTION OF ANTIGUA AND BARBUDA	24
EIGHTH PLENARY SESSION – TOWARD IMPLEMENTATION OF THE PLAN OF ACTION OF ANTIGUA AND BARBUDA	25
NINTH PLENARY SESSION – ELECTION OF THE SECOND VICE CHAIR OF THE INTER- AMERICAN COMMITTEE ON EDUCATION (CIE) AND ADOPTION OF THE PLAN OF ACTION OF ANTIGUA AND BARBUDA	31
CLOSING SESSION	31
APPENDIX I – MAIN DOCUMENTS ADOPTED	33
PLAN OF ACTION OF ANTIGUA AND BARBUDA 2019	35
VOTE OF THANKS TO THE CHAIR OF THE TENTH INTER-AMERICAN MEETING OF MINISTERS OF EDUCATION	41
APPENDIX II – OTHER DOCUMENTS.....	43
ANNOTATED AGENDA	45
SCHEDULE	51
MONDAY, JULY 8, 2019	51

9:00 A.M. – 9:30 A.M. INAUGURAL SESSION 51

**9:30 A.M. – 9:45 A.M. FIRST PLENARY SESSION - ELECTION OF THE CHAIR AND OTHER
AGREEMENTS. 51**

LIST OF PARTICIPANTS / LISTA DE PARTICIPANTES 57

FINAL REPORT

TENTH INTER-AMERICAN MEETING OF MINISTERS OF EDUCATION OF THE ORGANIZATION OF AMERICAN STATES (OAS)

I. Background

The Tenth OAS Inter-American Meeting of Ministers of Education was held from July 8 to 9, 2019 in Washington, D.C. Ahead of the gathering, a Preparatory Meeting was held, from April 20 to 30, 2019 in Washington, D.C., and a timetable for consultation was established to receive comments on the Plan of Action of Antigua and Barbuda. By way of background, it is worth noting that on January 10, 2019, the government of Antigua and Barbuda announced its decision to withdraw the offer to host the Preparatory Meeting and the Tenth Inter-American Meeting of Education (CIDI/INF.303/19). The Delegation of Antigua and Barbuda told the March 4, 2019 meeting of CIDI about the change of dates for the Preparatory Meeting as well as the change of dates and venue for the Inter-American Meeting of Ministers of Education (CIDI/doc.268/19).

II. Proceedings of the Meeting

The Meeting was held in accordance with the Rules of Procedure for Sectoral and Specialized Meetings of the Inter-American Council for Integral Development (CIDI/doc.39/13). It comprised an inaugural session addressed by OAS Secretary General Luis Almagro and the Minister of Education of Antigua and Barbuda, Honorable Michael Browne, as well as nine plenary sessions and a closing session. During this Meeting, nine memorandums of understanding were signed between the OAS General Secretariat and the following stakeholders: The Government of Barbados and Profuturo Foundation, to implement the Digital Classroom in the Americas project; and between SEDI and Fairfax County Public Schools, for the Global Classroom Project.

Twenty-nine member states were present at the Meeting, 12 of them with Ministry of Education representatives, six were headed by ministers, four by vice ministers/permanent secretaries, and two by directors. Also in attendance as special guests were the World Bank, Development Bank of Latin America (CAF), Pan American Health Organization (PAHO), Economic Commission for Latin America and the Caribbean (ECLAC), International Labour Organization (ILO), Regional Center for the Promotion of Books in Latin America (CERLALC), Organization of Ibero-American States (OEI), Inter-American University Organization (IUO), Pan American Development Foundation (PADF), and Structuralia, among others.

The audio recordings of the meeting may be obtained at the following links:

July 8, 2019 https://www.youtube.com/watch?v=Xrmuf2ANm1A&list=PLkh9EPEuEx2uI5-PKhPYWggbxe4G7I_2&index=4
Morning
session

July 8, 2019 https://www.youtube.com/watch?v=EpVbl4f7jLk&list=PLkh9EPEuEx2uI5-PKhPYWggbxe4G7I_2&index=3
Afternoon
session

July 9, 2019 https://www.youtube.com/watch?v=UTdNONzSIc&list=PLkh9EPEuEx2uI5-PKhPYWggbxe4G7I_2&index=2
Morning
session

July 9, 2019 https://www.youtube.com/watch?v=La11pcR9dMo&list=PLkh9EPEuEx2uI5-PKhPYWggbxe4G7I_2&index=1
Afternoon
session

Inaugural session

In her capacity as Provisional Chair of the Meeting, Ambassador Luz Elena Baños Rivas, Permanent Representative of Mexico to the OAS, gave the opening remarks at the inaugural session of the Tenth Inter-American Meeting of Ministers of Education, on behalf of all the delegations thanking the Government of Antigua and Barbuda and the Organization of American States (OAS) Department of Human Development, Education, and Employment for organizing the event. [\(0:00/1:20\)](#)

Secretary General of the Organization of American States (OAS), H.E. Luis Almagro, referred in his opening remarks to the previous ministerial meeting, held in The Bahamas in 2017, and recalled the collective commitment made then to move forward with access to quality, inclusive, and equitable education by adopting the Inter-American Education Agenda (IEA). Fulfilling the goals of this Agenda is one of the most pressing challenges beyond whatever progress the region has already made. Arguing that bringing about the generational transformation being sought required a great deal of effort, he emphasized the importance of hemispheric initiatives being implemented to share experiences and the importance of educational campaigns, especially on citizen education issues, to promote quality, inclusive, and equitable education with a special focus on the most vulnerable populations. Mr. Almagro noted that the training of change agents in our schools was closely linked to the role, empowerment, and quality of our teachers. Lastly, with reference to the third pillar of the IEA he underscored the vital importance of comprehensive early childhood education if children are to reach their full potential, and noted the OAS' role in supporting member states by facilitating the exchange of experiences and training opportunities. Concluding his remarks, the Secretary General stressed the importance of cross-sector cooperation as vital to the future of education in the Americas operating in a manner consistent with the Agenda 2030 goals in forming partnerships and strengthening collaboration with partners in the region. The Plan of Action of Antigua and Barbuda is thus a roadmap for concerted action toward those goals. [\(1:21/6:33\)](#)

Next, the Minister of Education, Science and Technology of Antigua and Barbuda, Hon. Michael Browne, spoke in his capacity as Chair of the Inter-American Committee on Education (CIE). He observed that as a region and as a collective body we were at a critical juncture, fully understanding that our students require lifelong education to be able to adapt to constant change and be equipped with the necessary tools that the times and contexts call for. Education must meet the

ongoing challenges and must evolve with changing circumstances, adapting both content and format for each country to be able to position its citizens to create jobs and adjust to the existing settings. He said it was also important to share best practices in order to learn from solutions that have been applied in other countries, and which might be useful for tackling challenges emerging in other countries or in the region. Collective action and resources thus emerge, and can be shared equally among member countries by building and promoting partnerships. He concluded by pointing to the evident commitment of the countries that were present through their willingness to be always involved and engaged in discussing their circumstances and challenges in a broader forum, like this meeting. ([6:55/11:40](#))

First Plenary Session – Election of the Chair and other agreements ([11:46/32:40](#))

In keeping with the provisions of Article 3 of the Rules of Procedure of CIDI, the Temporary Chair of the meeting, Ambassador Luz Elena Baños Rivas, Permanent Representative of Mexico to the OAS, called the meeting to order.

Next was the election of the Chair of the Tenth Meeting of Ministers of Education in the Framework of CIDI. Colombia nominated Antigua and Barbuda for Chair and, with Argentina seconding the motion, Colombia was elected by acclamation. Thus, the Minister of Education, Science and Technology of Antigua and Barbuda, H.E. Michael Browne, was elected Chair of the meeting.

Minister Browne thanked his predecessor, Minister Jeffrey Lloyd, Minister of Education, Science and Technology of The Bahamas, for his leadership and commitment, and the Ministries of Education of Costa Rica, Colombia, Chile, Bolivia, Argentina, Barbados, Dominican Republic, Jamaica, and Honduras, which served as chairs and vice chairs of the working groups and of the Inter-American Committee on Education (CIE). Together with the OAS Technical Secretariat, they all made contributions and provided technical direction for the Inter-American Education Agenda.

The draft agenda and draft schedule ([CIDI/RME/doc.3/19](#)), ([CIDI/ RME /doc.2/19 rev. 2](#)), were adopted. In keeping with Article 2 of the Guidelines for ministerial processes under CIDI, the Vice Chair will follow the order of precedence established at the CIDI meeting on May 28, 2019, starting with the delegation of Mexico. As the meeting would be adopting no Declaration, it was proposed that no style committee should be established. Once this was agreed to, the official photograph followed.

Second Plenary Session – From the ninth to the tenth ministerial meeting: “Inter-American Education Agenda: Building Sustainable Partnerships through Cooperation, with renewed focus on Education and Skills Development for a better citizenry” ([33: 10/ 39: 35](#))

The Chair called the session to order and gave the floor to Mr. Jesus Schucry Giacoman Zapata, Director of the OAS Department of Human Development, Education and Employment.

Director Giacoman Zapata outlined the frame of reference for developing the proposed Plan of Action of Antigua and Barbuda, which includes activities the Ministries of Education requested to be included in the three pillars: quality, inclusive, and equitable education; professional development for teachers; and comprehensive early childhood care. He also explained the dynamics expected for the policy dialogue over the two-day ministerial, which also includes discussion on synergies with

subregional entities and their respective agendas to then mesh them at the hemispheric level in the Plan of Action and finalize the process with the connection maintained at the global level with UNESCO. To conclude, he emphasized the Secretariat's willingness to support the member states' efforts to meet their objectives.

The Chair thanked the Technical Secretariat for its support in implementing the mandates arising from the ministerial and for coordinating the process of building the Plan of Action of Antigua and Barbuda and then adjourned this plenary session.

Third Plenary Session – Deepening the discussion on Quality, Inclusive, and Equitable Education, a priority area of the IEA

The Chair explained that the next three plenary sessions would delve into the three priority areas of the IEA and that delegations would have an opportunity to hear presentations on progress made on those issues, as well as share their own experiences. To open the discussion on quality, inclusive, and equitable education, he invited the Minister of Education of Colombia, María Victoria Ángulo González, and H.E. Montserrat Solano Carboni, Ambassador, Permanent Representative of Costa Rica to the OAS, to the head table.

Thanking the organizers for the warm welcome extended to her, Minister Ángulo González outlined some of the steps Colombia has been taking on the issue of quality, inclusive, and equitable education, highlighting the new development plan for the next four years, which outlines progress made in terms of action that Colombia had been taking on education while including new issues on the agenda. She emphasized the importance of linking the concept of quality with that of reducing the dropout rate to improve standards of well-being as part of the concept of a broad educational community bringing families, schools, and institutions together. She spoke as well about the relationship between the concepts of quality and early childhood care, focusing on the issue of nutritional intake and access to healthy lifestyles. She cited the award the OAS gave to Bogotá for its transformation of the school feeding program, underscoring the importance of the issue of school transportation due to rural nature, distances, and the geography in countries of the region. With regard to mentoring, she acknowledged Mexico's experience with its mentorship network as another way of discussing and working on important issues on the education agenda. Beyond the fact that the topic of teaching would be discussed in another session, the Minister stressed the importance of adding work with teachers and managers in health, care, and social and emotional skills to the well-being agenda. Added to these well-being policies are those related to inclusive education to address and welcome diversity. Although the region was at different stages in terms of how to address this inclusion, she discussed the work Colombia has been doing with UNESCO to stage the UNESCO Global Forum on Inclusion in Colombia, for which she extended an invitation to the countries present. In that same vein, she referred to a third pillar establishing the link between quality and evaluation, saying it was important to have an evaluation focus not only for the primary level but for all levels of the formal system, incorporating a vital element of the 2030 Agenda – that is, the goal of global citizenship to be able to measure social-emotional and citizen skills, seeking to define the parameters for this learning and these skills. Among other things, this evaluation perspective requires active work to define training programs for teachers and principals. To that end, she proposed that the delegations in attendance craft, through IEA working group 1, a survey and evaluation of classroom practices and innovation exercises that would later have an impact on learning. In concluding, she said that from a well-being, inclusion, and evaluation standpoint, a quality agenda is set forth where we can focus on achieving an

improvement in the region. Lastly, she spoke about the follow-up on the quality agenda from early childhood to higher education in order to get a sense of a student's full track record. The quality agenda in higher education must turn universities and higher education centers into institutions for all generations. In that connection, she said Colombia was moving forward with reforms around a more flexible structure to foster academic mobility and include skills certifications, all through a national qualifications system as called for under the fourth industrial revolution. ([42:20/53:02](#))

The Chair thanked Minister Ángulo González for her presentation, noting that an emphasis on issues of quality and on the concept of well-being as part of a broader community of learning was especially interesting, mindful that education occurs in all aspects of development especially by taking decisions based on data and scientific studies. Something else the Chair discussed was how to balance and combine the needs of rural areas with educational models adapted to those realities, which provides ample space for debate and discussion.

Next, Ambassador Montserrat Solano Carboni, Permanent Representative of **Costa Rica** to the OAS, gave highlights of some of the activities her country had carried out in quality, inclusive, and equitable education, noting in that regard the Working Group's two basic objectives: 1) to learn about and exchange policies, programs, and experiences dealing with the subject matter, seeking to identify and promote innovative initiatives aimed at improving learning processes; and 2) to develop cooperation projects among the member states by designing promotional campaigns to showcase good practices. She shared especially about some of the progress that Costa Rica was making, taking into account the proposals contained in PAAB 2019. Specifically, in line with paragraph 8, on initiatives targeting the most vulnerable populations, she outlined early childhood with a bilingualism strategy developed for the entire country as a core line of activity. She spoke as well about the strategy to ensure that young people and adults who have not been able to complete their formal education can become more employable and trained. With regard to the point about a responsible global citizenry (PAAB 2019 paragraph 9), Costa Rica has promoted the Blue Flag program for educational establishments with good practices by way of programs that include sustainable development. In relation to educational infrastructure, she said the Universal Learning Design (UDL) approach and the development of protocols for diverse populations have been proposed, e.g., with indigenous populations for whom infrastructure development is a joint endeavor in partnership with them so they can be used as cultural promotion centers. In reference to OAS Model Assemblies, she noted that there was a large turnout for the Hemispheric Model OAS General Assembly Simulation held in March 2019, which the OAS Assistant Secretary General attended. On the question of gender, the Mexican Ambassador shared that gender affairs units have been created to ensure compliance in all areas of education, in addition to promoting the involvement of girls and adolescents in the areas of science, technology, engineering, and mathematics. With regard to dialogue with the Ministries of Health, progress has been made in implementing the Comprehensive Program to Study Affectivity and Sexuality at all levels of the secondary school system and is yielding success in reducing teenage pregnancy. Healthy menus have also been included in school canteens to combat overweight and childhood obesity. She concluded by noting the importance of the relationship with the Ministries of Labor both in the implementation of the Dual Education Projects inspired by the German model that seeks to ensure there are more job opportunities for young people and in the progress made in updating the technical education curricula in accordance with the Qualifications Framework established by the Ministry. ([54:23/1:01:00](#))

Once again expressing his appreciation for the presentations, the Chair underscored the importance of dissemination plans, the value of compulsory education in early childhood beginning at four years of age, bilingualism, and the focus on diversity, especially in rural areas. He specially noted the value of the Blue Flag Program for best practices, saying it offers fertile ground for subsequent discussion, thereby opening up an opportunity for delegations to engage in dialogue.

The delegation of **Paraguay** shared elements of its education agenda, stating that it was based on quality education, encompassing early childhood, diversity, and inclusion, higher education, and institutional strengthening. To overcome forms of discrimination and exclusion, an integrated approach is taken to inclusive education via the following regulatory instruments: the national constitution, the childhood and adolescence code, the general education law, the inclusive education law, and their regulatory decree. The delegation further highlighted some of the action taken to achieve equity in education: a bilingual program implemented, universal preschool education, and programs implemented to cater to the poorest rural and urban areas, as well as an incentives system included to promote staying in school. Lastly, the delegation thanked the Technical Secretariat and the delegations for the work they put into reaching consensus on PAAB 2019. ([1:03:00/1:05:50](#))

The delegation of **Mexico** shared the current administration's view of education issues. Understood as a component that is vital to the well-being of citizens and to sustainable development, the country is in the midst of a process of reforming its education system, which is why the Secretary for Education had sent his apologies for not being at this meeting. Next to be shared was what the Government of Mexico was proposing, through the Secretariat for Education, in terms of quality, inclusion, and equity: to ensure that education is universal, comprehensive, inclusive, public, free, equitable, excellent, and secular at all levels. It also disclosed the intention to fight dropout rates by promoting access, staying in school, and involvement in quality education services. Another priority was to incorporate a gender perspective and a holistic approach into plans and curricula being designed. In addition, literacy training should include social practices that provide a context and promote efforts to improve living conditions in highly marginalized basic schools, with an emphasis on feeding. The delegation went to state that the federal government was proposing reforms to ensure that cultural diversity was respected and addressed by giving indigenous peoples legal rights. Hence, indigenous languages would be included through multilingual and multicultural education. In concluding, it was noted that Mexico felt it was very important for the PAAB to be aligned with the Belém do Pará Convention. ([1:06:00/1:09:56](#))

The delegation of **Venezuela** raised the issue of the neglect the education system had suffered stemming from years without investment and an economic crisis that forced thousands of teachers and students to flee the country. It maintained that 30% of the children who remained in Venezuela were not enrolled in school, while 50% of those still in school did not attend regularly. Because of the crisis the country was experiencing, public and private schools alike were less accessible, besides which there was poor attendance by teachers who were not too qualified and were paid very little. The delegate said the Ministry of Education under the current administration either makes up figures on the system or simply does not report them. He also cited teaching materials that were out of date and lacking in ideas as another factor contributing to the collapse of the Venezuelan education system, given that the Venezuelan curriculum dates back to the 1980s and government investment in infrastructure was practically nil. He therefore commended the Herculean efforts of Venezuelan teachers who, despite these circumstances, still show up to school to give their students a quality education. In concluding, he remarked that his government's view of the issue was to empower students and the adults supporting

them in their education, by working to get schools to become places to stir their curiosity and promote their growth. He said his government was working on a plan to reform the education system, focused on policies that emphasize equity and access, quality, and efficiency to innovate and provide answers to be able to return to the forefront of education. This means guaranteeing an offer of quality to everyone. [\(1:10:02/1:14:06\)](#)

The delegation of **Brazil** described the document adopted in The Bahamas (Inter-American Education Agenda) as an important one that was the product of careful discussion among the member states – a rich, reliable document connected adequately and efficiently with international documents. Therefore, voicing its expectation that implementation through the Plan of Action of Antigua and Barbuda would match the objectives articulated in the Agenda, the delegation underscored the importance of following the steps – laid out in the three-year cycle model of ministerial processes that the member states approved – between now and the next meeting of ministers of education, scheduled for 2022. It highlighted a number of elements it felt should be given more recognition and visibility in implementing the Agenda, such as the education and professional training projects developed by the Secretariat, which clearly should be designed and incorporated as a solid foundation upon which cooperation pursued directly with the ministries of education can be built. The OAS Scholarship and Training Programs, the origins of which date back to 1958, deserve special attention. Several generations of leaders and scientists from the most diverse professional fields in our countries have been trained with the crucial support from the OAS Scholarship Program which, despite reforms and budgetary restrictions, remains an essential frame of reference for academic mobility and student exchange. In that connection, Brazil has built a solid partnership with the OAS through the Coimbra Group of Universities, thanks to which 2,792 scholarships were awarded for comprehensive studies for master’s degrees and doctorates in Brazil between 2011 and 2018. It has also partnered with the OAS to offer partial scholarships for more than 3,500 students from the region, a number that deserves to be recognized and given visibility. The member states have embarked on a process to financially reorganize the programs to put them on a footing to be sustainable in the years ahead. However in spite of all this success, bringing in external resources for more and/or better scholarship opportunities to be provided under the programs remains a challenge. One financial mechanism, the Scholarship Capital Fund, exists for that purpose, but a strategy to raise funds from different sources was still needed. Speaking to that issue, Brazil suggested the delegations consider creating an Alumni Association, building on the existing OAS Scholarship Recipients Association. [\(1:14:15/1:19:05\)](#)

The delegation of **Guatemala** gave an overview of the 2016-2020 Strategic Plan to facilitate access to quality education as a human right in that country, where coverage, infrastructure, technology, education quality, unserved populations, management models, etc., were identified as challenges. The lines of action are reflected under 5 priority areas: coverage, quality, equity and inclusion, delivery modalities, and dignified and healthy learning environments, in tandem with transparent, participatory institutional management that defines expected outcomes for each area. The delegation further explained that Guatemala’s educational reform was currently in the implementation stage and that the aim was to introduce steep changes to improve quality, equity, and coverage at the various levels of education; hence the awareness of and focus on comprehensive early childhood care. [\(1:19:15/1:21:56\)](#)

The Minister of Education of **Nicaragua** stressed the value of countries agreeing on the issues addressed thus far regarding quality of education enhanced by a variety of implementation strategies. She described early childhood as vital and added that Nicaragua had therefore been implementing a policy in that regard since 2014. On the issue of quality, she said a comprehensive approach was taken

and led to the possibility of a national education system being created. For the first time in the five years, the three education subsystems – i.e., the National Council of Universities, the National Technological Center, and the Ministry of Education – have been brought together to work on the issue of quality in a comprehensive way and to create a forum for coordinating activities. Especially noteworthy was the aspect having to do with the model implemented, whereby the extended family plays a vital role. The Minister argued that improved education quality required school environments capable of providing security and school meals, as well as a focus on teacher training, since the teacher is irreplaceable and plays a critical role in the implementation of the model. Another area of agreement she singled out from what other delegations had already said was rural education, with 100% coverage up to the sixth grade of primary school. Related to this issue, she said Nicaragua had implemented distance-learning schools in the countryside, with 8,500 young people graduating with high school diplomas in 2018. Through a tracking system, they have been able to verify that 85% of high school graduates in the countryside were continuing their studies in technical careers, universities, or regular schools. And on a concluding note, she underscored the importance of strengthening values in schools, in the classroom, and at home; and the importance of promoting leadership of teachers and principals, a point to be further explored when the issue of professionalization of teachers comes up for discussion. ([1:22:08/1:26:58](#))

The Minister of Education of **Belize** said it was good hearing in the country presentations preceding his that there were common problems and challenges in our Hemisphere, and a willingness to coordinate efforts on finding solutions. He especially thanked the OAS for offering this opportunity and platform for dialogue to be able to both meet and share about common challenges and collectively come up with potential solutions. Specifically, he asked that as strategies were being shared, care be taken not to “reinvent the wheel,” taking full advantage of the lessons learned and measures already being implemented in our countries. One added value was the possibility of visiting programs that were already applying solutions in other countries, in order to learn from them. He said that it should be borne in mind that there must be political will to allocate the necessary funds to those issues that are discussed and defined as priorities in order to really effect change, otherwise very little progress can be made. He emphasized the need to be mindful of the financial implications of mandates and public policy measures outlined by governments. ([1:27:10/1:32:45](#))

The **United States** Department of Education noted the opportunity this forum offered for ideas and views to be exchanged concerning the challenges all countries faced with education issues. The delegate noted that the different approaches of all our countries had strengthened education and ways we could best work together. She pointed out the common issues that all faced, and highlighted specific challenges the United States faced, such as the proposal to expand “Education freedom” in the country, noting that the solutions and investment made were clearly not reflected in the current PISA results, hence something different must be done. Education freedom is the power to find the right fit and together with the scholarship system is one of the mechanisms to help bridge the gap that exists and empower students. The delegate said that once enacted, this initiative would allow each state in the country to design and control the scholarship program for elementary and secondary students, which meet their specific local needs. She touted education as the great equalizer, the engine of strong economies, and the key to free and secure societies; and stressed the importance of learning from each country the best ways to prepare students, to collaborate and improve technical and career education, and to expand “Education freedom.” In closing, the delegation thanked the OAS Department of Human Development, Education and Employment for the important work it oversees in helping to implement

the education mandates from the ministerial meetings, particularly in coordinating the Inter-American Teacher Education Network. [\(1:32:53/1:37:43\)](#)

The delegation of the **Dominican Republic** stated that country's commitment and the priority it has afforded to education at every level since 2013 by investing more in education, with a doubling of the gross domestic product and signing the social and political pact involving all national sectors. Under the National Pact for Education Reform, signed in 2014 to remain in effect until 2030, all sectors agreed to invest in education through specific programs, policies, and agreements for expanded educational opportunities and quality, as well as for issues associated with access and inclusion. Specifically, it singled out a number of successful projects that have benefited the Dominican people, such as the Extended School Day Program serving the country's most vulnerable population through expanded educational infrastructure with approximately 14,000 new classrooms built. Another important project concerns comprehensive early childhood care, with a model that combines both an institutional service and services supported at home and in communities, catering to more than 200,000 children under five, who did not have this opportunity before. The delegation also highlighted the effort made to reduce the illiteracy rate and the expansion and improvement of the teaching career, including working conditions. Another critical element touched on related to measures to support vulnerable populations, notably the school feeding program under which nearly two million children are provided with nutritious snacks and lunches. In its comments, the delegation stressed that the Dominican Republic was very much interested in continuing to contribute to and align the subregional, regional, and global agendas in terms of collaboration and cooperation with all the countries of the region. On a final note, the delegation conveyed greetings from the minister of education as he could not attend this meeting but said he looked forward to the outcomes. [\(1:38:03/1:42:49\)](#)

Wrapping up the session, the Chair offered the floor for panelists to give closing remarks. Colombia's Minister Ángulo González proposed that the Committee handling quality and equity issues should be able to work on classroom innovations and evaluation, with support from the OAS and other organizations present. She further noted that all of the discussions had featured higher education exchanges and scholarships as a priority for integration among the countries and, in that connection, announced a Colombia-OAS partnership to offer 20 opportunities for exchanges in programs in Colombia through the Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX), under the Partnerships Program for Education and Training (PAEC). She also mentioned the event to be co-hosted with the Inter-American Organization for Higher Education (IOHE) in Bogotá from October 23 to 25 – the Conference of the Americas on International Education, a forum and showcase to exchange development hubs for innovation.

In his closing remarks, the Minister of Education of Antigua and Barbuda announced three scholarships – in education and nursing – which his country would be offering through the University of the West Indies campus. [\(1:43:00/1:47:00\)](#)

Fourth Plenary Session – Deepening the Discussion on Teacher Training and Professional Development, a priority area of IEA

The Chair called to order the Fourth Plenary Session, on deepening the discussion on factors that have a certain impact on teacher training and practice in the region. Seated at the head table for this session were the Permanent Representative of Barbados to the OAS, Ambassador Noel Lynch; the

Minister of Education of Nicaragua, Ms. Myriam Raudez Rodríguez; and the Secretary for Education Management in the Ministry of Education of Argentina, Mr. Oscar Ghillione.

The Ambassador of **Barbados** conveyed best wishes from the Minister of Education for a successful meeting, as she had to return to her country at the last minute to deal with an urgent matter. He opened his remarks stressing the importance of teacher training and professional development as vital to progress in professionalizing teachers and to development in our countries, and observed that ongoing training was as necessary for teaching as for any other profession. He said the profession therefore needed constant reform to ensure that structures and developments were adapted to the needs of our societies, and he pointed to reforms in special education to meet particular needs that are no longer the exception but the rule. He said that it important to be aware of the obstacles in the processes of change, training, and retraining of teachers. Recruiting the best qualified for the profession was therefore as crucial as retaining them, and he emphasized the complex reality of regulations and parameters that influence recruitment and retention of the best qualified in the teaching profession. Ambassador Lynch then stressed the importance of the diagnostics and assessment process that is ongoing in Barbados, enabling them to identify which critical subject areas needed education and training processes. Barbados was in the process of exploring contract-based recruitment of principals and the creation of an in-service Teachers Commission emphasizing the role of teachers in their development processes. To conclude, he noted the importance of the hemispheric perspective that the OAS could bring to bear on specific issues, such as incorporating technology in education and teacher exchange as an essential element of training plans. They have started exploring exchanges of this kind for languages and, once tested, these could be extended to other subject as well.

The Minister of Education of **Nicaragua**, Ms. Myriam Raudez Rodríguez, opened her remarks outlining teacher training as the driving force behind education, basically linking it to the promotion of teacher leadership. Nicaragua underwent a gradual transformation of education from 2007 to 2010, focusing on three fundamental elements: coverage, quality, and equity; all three linked to the teaching profession; efforts in rural education to deliver equitable education in the country, with teachers playing a fundamental role in this process, and training more teachers in educational research. Education and teacher training have been guided by strengthening skills, technical-pedagogical and social-emotional skills, and incorporation of new information technologies, in keeping with the 2030 Agenda to which the country is committed. Now with a complement of about 57,500 teachers, Nicaragua in 2014 embarked on a process to coordinate the three educational subsystems – the National Council of Universities, the National Technological Institute, and the Ministry of Education – under a single plan implemented for joint effort. Nicaragua has other training mechanisms such as educational television and virtual courses, and training components, such as the national training network of 7,554 national facilitators, have been developed with teachers. There is also ongoing training integrated into the single national training plan covering all the disciplines, with 31,290 primary school teachers in ongoing training. Nicaragua has eight regular teacher training colleges, 95% of them with a master’s degree in teacher education. As regards the boards of directors for the more than 10,000 centers, 100% hold a diploma in educational management and leadership and, in terms of early childhood education, Nicaragua has a National Early Childhood Policy and two care delivery modes: community-based and formal education, and there are 11,500 educators trained in child development. ([00:00/12:40](#))

The Secretary of Educational Management in the Ministry of Education of **Argentina**, Mr. Oscar Ghillione, opened his presentation with greetings from Minister of Education Alejandro Finnochiario, who was unable to attend because of a previous engagement. By way of introduction, he

shared that, although we all have challenges in this area, Argentina's challenges arise in two distinct categories: some that could be labeled "sophisticated," among them projects and processes dealing with artificial intelligence, connectivity and technologies, programming and robotics development, reforming the course of secondary education, smarter incentives systems, a new understanding of the role of teachers, issues in applied research, etc., which add forward-looking ideas and purpose; and on the other hand, most of the time is being devoted to challenges that could be called "basic" – that is, to get children learning to read and write, to perform basic math operations and logical reasoning, to complete their schooling the way they should and on time, and to find healthy and inclusive school settings, among other things. He expressed his view that the teacher was the bridge between these two worlds, one with the ability and potential to overcome those challenges with an opportunity to make a mark. He outlined action Argentina was taking to deal with these two challenges. The National Teacher Training Institute (INFOD), a federal system dedicated to meeting basic challenges, is addressing three issues: 1) Improving the quality of basic teacher training; 2) Guaranteeing the necessary number of properly qualified teachers; and 3) Strengthening the practice of in-service teachers and principals. He identified five points related to improving the quality of basic teacher training: a) development of a new national framework for curriculum renewal for basic teacher training and, as a result of this federal consensus, the creation of the so-called Frame of Reference for Professional Basic Teacher Education Skills, defining six general skills expected of graduates of the country's more than 1, 400 teacher training institutes; b) training teams of teachers at advanced teacher training institutes, for which an academic refresher program was developed to give all of the institutes a mechanism for institutional strengthening and a system for exchange with other countries was launched, with training institute principals and teachers participating; c) the distribution of the collection "Ideas that teach" to enhance the libraries of each of the country's training institutes; d) enhancing the research function of the educational system, whereby INFOD coordinates national studies that can produce evidence on critical issues in order to provide feedback concerning training system practice and policies; e) the School of Governance was developed for provincial higher education directorates to train public servants involved with teacher training policies, which is a place for training, reflection, and exchange of public management best practices revolving around 4 core areas: teacher training governance; strategic planning for the training system; links between teacher training and compulsory education; and pedagogical innovations in basic training. Regarding the issue of ensuring the number of teachers with the required qualifications, the first point he highlighted was planning for teacher training course offerings, given the significant imbalance between the number of trained teachers and the needs of the education system. INFOD developed the teacher training planning system as a tool for identifying the priority teaching courses in each jurisdiction for the ensuing four years. Implementation of the Advanced Institutes Management System started at the same time, automating internal academic and administrative management processes. The second prong of this strategy involved creating a scholarship program called "Progress Scholarships," and, lastly, teaching enrichment tracks with virtual training offerings for teachers lacking the required qualification. Finally, with respect to the third prong, strengthening practices of in-service teachers and principals, he shared on three main activities: a strategy for ongoing training for school-based teams of teachers, provided by INFOD; specialized online training in various subject areas using a customized, virtual, and free teacher training platform; and training for management and oversight teams, with agreement, at the federal level, on guidelines for professional development in education management around four core issues – support for the teaching, learning, and evaluation process; school organizational development; professional development leadership; and building an educational community and context-based linkages. ([13:02/26:20](#))

The Chair did a quick rundown of some of the highlights of presentations up to that point: teaching and instruction form the basis for all professions that recognize the importance and relevance of education; a regional approach to addressing special needs; retraining and professional development on multiple levels; recruitment of certified teachers; ongoing evaluation that could create an avenue for data-driven decision-making; contract principals; professional development for teachers and teacher leadership; emphasis on equity, national single planning, professional development, empowerment, and teacher networking; training for uncertified teachers, etc. The Chair again thanked the panelists for their rich presentation and opened up the dialogue for countries to comment.

The delegation of **Ecuador** brought special greetings from Education Minister Monserrat Creamer, who was unable to attend the meeting as she had just taken office five days prior. The delegation said the country's participation at this meeting was important because the Ministry of Education had been engaged in ongoing work for 12 years, with an education development policy in place. It further noted the question about how to ensure the best teachers are recruited for the classroom. The best teachers in Ecuador are those who get ongoing training combined with job security based on their work in the classroom. Also shared was an experience called "Mentors, Advisors, and Inspectors," a project that basically sought to replace the old punitive concept of educational supervision with a system that has two separate functions – one with educational advisors supporting the processes and the other with the inspector evaluating the planning. While this division of labor was extremely important, in relation to "mentors" – outstanding teachers who underwent special training over two years – several problems cropped up when this role was being brought into effect within the community of families and within the community of teachers. After two years, the mentors' role led to significant changes in each of the communities. The experience gained did involve carefully examining what structures were key to developing education. ([29:13/36:15](#))

The delegation of **Peru**, thanking the presenters, said that country appreciated the vital role that teachers played over an individual's lifetime, and cited an exercise done with teachers taking the same PISA test as their students. It found their performance was just as poor, which made it quite clear that better student outcomes called for better quality teachers. Solving the problems of education requires a multi-sector approach. The delegation also pointed to challenges involved in the fourth industrial revolution and its impact on the new skills needed, especially the so-called soft skills. The delegation shared that Peru was one of the pilot countries in a World Bank human capital project to implement evidence-based public policies. With the Chair's consent, at the request of the Peruvian delegation Mr. Omar Arias of the World Bank gave a presentation on certain elements of this project the purpose of which was to strengthen innovations in basic and ongoing teacher training through the Regional Program for the Development of the Teacher Profession in Latin America and the Caribbean (PREDALC), with the OAS among the participating organizations. ([36:21/40:52](#))

The delegation of **Mexico** spoke about the strengthening of the teacher profession as indispensable to better quality educational services in the Americas and, in that regard, noted that the Mexican government had just unveiled the National Reading Strategy, through which the Secretariat for Public Education was working with teacher training students and heads of libraries to bring three online courses and two elective courses on stream, giving continuity to projects like Reading for Life, thereby making the training of teachers stronger in reading skills. A project was being undertaken in conjunction with the Economic Culture Fund, to include work in public libraries. It also indicated that in terms of progress and outlook, work was being done to reform teacher training education, including an update to the plans and curricula for higher education in the different subsystems, in coordination

with the community and the country's public education institutions. More than 100 basic teacher training courses and state-run curricular support workshops have been designed. Reference was also made to mechanisms in Mexico, including a Virtual Center for Innovation in Education, whose main purpose was to help professionalize teachers and lift the graduation standards of teacher training colleges. On a concluding note, the delegation touched on an academic mobility program being promoted for students, teachers, principals, and officials of teacher training colleges in Latin American countries, France, and Canada, and pointed out that 10 Mexican states had benefited from a joint Excellence in Education Mexico-Oxford Education language program. ([40:57/45:50](#))

The delegation of **El Salvador** expressed appreciation for the presentations given, and conveyed greetings on behalf of Minister of Education Dr. Carla Hanania de Varela, who was unable to participate because of scheduling issues. The government's firm commitment to education and to teacher training was noted, especially in the areas of technology training and mastery of content. The delegation highlighted El Salvador's broad commitment to teacher training and underscored the importance of the work done through ministerial meetings in terms of major commitments and consensus produced here. ([45:56/49:30](#))

The delegation of **Guatemala** highlighted the crucial role of teachers in lifting quality levels of students – thus, the emphasis on improving the academic training for new teachers as a priority. It was also noted that a new basic education model needed to be put forward to meet both students' needs and the country's social and economic situation. Besides the focus on basic training, the delegation noted that the Ministry had been working on teacher improvement processes for 12 years and had sought to professionalize in-service teachers at universities. It went on to cite the two teacher training programs Guatemala was implementing: the Basic Teacher Training Program was established to raise the educational level of future teachers by ensuring quality education and making learning more relevant and important, giving special emphasis to a cultural and bilingual/multicultural approach; and the Academic Program for Teacher Professional Development was created as a university training program for public sector in-service teachers under the Ministry of Education. In that connection, Guatemala called for continued awareness of the importance of teacher training to quality education. ([49:39/52:10](#))

The Minister of Education of **Colombia** acknowledged the value of the contributions that were shared in relation to training for teachers and principals, and pointed to two issues on which the collegial body of the OAS could work: incorporating non-traditional subjects such as inclusion or social and emotional skills into continuing education programs; and combining post-graduate education with onsite, in-classroom training. This presentation concluded with reading as a recurring issue since this subject area turns out the worst performance in our countries, whereby all the teacher training innovations and education would be very useful to the work, especially as regards "Mentoring." ([52:15/54:00](#))

The delegation of **Saint Vincent and the Grenadines** identified quality education as one of the pillars upon which that country's development was built, with teachers as a core component, and then cited action the Ministry of Education was taking: 1) Public policy development; 2) Expanding access, improving quality, and reducing inequalities; 3) Capacity building by providing access to training opportunities to enhance the quality of leadership and learning; 4) Ensuring that education is relevant to national goals and needs; 5) Providing more citizens with access to tertiary education. Reference was also made to certain programs that were carried out through partnerships: the OECS

Education Support Project, sponsored by the Global Partnership for Education and covers the elements of (1) leadership and accountability for new principals, (2) teacher professional development training with an emphasis on mathematics, (3) curriculum and assessment focusing on learning, standards, and the assessment framework, and (4) monitoring and evaluation, and monitoring and evaluation. There was also a USAID-funded Early Learners Program that also included a teacher-training component and a Human Service Delivery Project that seeks to train vulnerable populations. On the subject of health, the delegation highlighted the IDRC-funded Nutrition Program focusing on local food production and combating childhood obesity. Lastly, it was explained that these projects were all well-aligned with the OAS' work, which Saint Vincent and the Grenadines very much supported. ([54:08/57:47](#)).

The Chair stressed the importance of the extremely rich reservoir of projects for future work. He also commended the activities that the Secretariat was carrying out and thanked the presenters and all of the delegates for sharing their countries' programs and experiences aligned with this issue and for their comments. There being no further requests for the floor, the Minister concluded this session.

Fifth Plenary Session – Deepening the Discussion on Comprehensive Early Childhood Care, a priority area of the IEA

The Chair opened the session on deepening the discussion on Comprehensive Early Childhood Care, one of the pillars of the Inter-American Education Agenda, thanking the following speakers for attending: Ms. Cheila Valera Acosta, Director of Plans, Programs, and Projects, Ministry of Education of the Dominican Republic; Dr. Grace McLean, Permanent Secretary, Ministry of Education of Jamaica; and Ms. Lorraine Armbrister, Permanent Secretary, Ministry of Education of The Bahamas. Apologies were conveyed on behalf of the Minister of Education of Honduras, who was absent that day as he had missed her flight.

Ms. Cheila Valera Acosta, of the Ministry of Education of the **Dominican Republic**, spoke about the qualitative leap made in early childhood care, as a national priority since 2013. On that note, she shared that her country had designed a comprehensive policy for early childhood care, agreed to by all sectors involved and included legal, health, education and, above all, protection components, involving families and communities. After the policy was implemented, the National Institute for Comprehensive Early Childhood Care was created, in 2015, and ushered in a major change in terms of coverage: from an initial population of 15,000 children under the age of five, the Institute – together with other providers – currently serves a vulnerable population of 200,000 children. With regard to the comprehensive approach underpinning the policy implemented, she said it had benefited from international best practices and lessons learned in the region. She also stressed the importance of reflecting on how to proceed on inclusion and poverty-reduction by linking comprehensive family- and community-based early childhood care services. To conclude, she again stressed the importance of the agreements the working groups crafted to strengthen and promote the substantive pillars and develop standards and comprehensive curricula for early childhood care, strengthen training for teachers and other agents and stakeholders in comprehensive early childhood care, also with a view to having the countries of the region exchange experience leveraging all available technologies and the lessons learned from regional experiences. In wrapping up, Ms. Valera Acosta urged the countries to encourage continued active participation and to recognize the strategic importance of the common objectives associated with comprehensive early childhood care, reflected in the Plan of Action that has already been agreed upon. ([1:20:25- 1:27:25](#))

Dr. Grace McLean, Permanent Secretary in the Ministry of Education of **Jamaica**, began her presentation commending Minister Brown in his role chairing this discussion, saying she was delighted to be representing Minister Karl Samuda, who was unable to attend this meeting, and to briefly outline the programs and policies to which Jamaica had pledged to improve early childhood-related issues. She said her government recognized early childhood development as a key strategic area for national development. As such, the sector was being reformed into one focused on achieving optimal development for all children from birth to 8 years of age. She noted that especially over the past two years there had been an increased emphasis on developing and implementing policies that address the physical, emotional, and mental well-being of children, and that this was accomplished through increased funding and amendments to existing regulations and introduction of new ones. The Early Childhood Commission was established in 2003 in accordance with the Jamaican Government's strategic goal to improve the quality of early childhood care and education as well as to effect positive change within the early childhood sector. One way of delivering these outcomes was through a comprehensive registration and certification drive. The Early Childhood Education Act of 2005 stated that all persons operating in this sector must register with the Early Childhood Commission. To achieve this, a certification plan was developed for use as a strategic guide for the certification of schools with a focus on training more than 2,000 practitioners. She outlined new programs Jamaica was introducing to specifically target early childhood development, under the "First 1,000 Days," otherwise called the "Brain Builders Program," encompassing the period from the first day of conception to 2 years of age as a critical period for brain development, during which parents are provided with an excellent opportunity to shape the long-term health of their children by implementing nutritional and maturing practices. She said it was therefore important for a nation to understand the full range of health, nutrition, early childhood education, and social service development programs that provide holistic development for children within the early childhood sector, saying this was important in preventing social problems in the year ahead. She added that Jamaica had rationalized operations at the infant and primary levels by absorbing a number of private institutions into the public system. In addition, she noted the government had approved the enrolment of children 3 years of age under the Brain Builders Initiative, in order to ensure greater access for students to the government-supported programs. She explained that under the direction of the Early Childhood Commission, there was a robust regulation and monitoring program to ensure that early childhood institutions were certified as having met the Commission's 12 operational standards. Even with these initiatives, there are challenges in being able to cover schools operating outside the required standards set by the Commission. At the end of June 2019, the government of Jamaica had 2,709 early child institutions, 2,546 (93%) of which had applied to be registered in the system; and of the 390 infant departments, 352 have applied. There are also seven day care centers, and three special-needs institutions. She said that a proposal developed in 2008 to evaluate the Jamaican early childhood curriculum for children from birth to 5 years old was under review. A previous report on the curriculum revealed practitioners' concerns about its design, which was why consideration was being given to evaluating it. In concluding her presentation, Dr. McLean said in order to continue promoting the program, a Brain Builders app would be launched in September 2019. She further stressed the importance of sharing best practices with the region to be able to collectively improve early childhood development with the countries, through the OAS. ([1:27:50/1:38:50](#))

Meanwhile, Ms. Lorraine Armbrister, Permanent Secretary in the Ministry of Education of **The Bahamas**, started off by congratulating Minister Browne's election as Chairman of the Meeting of Ministers. She also brought greetings from Minister Lloyd, who was unable to be at the meeting because of activities to celebrate Independence Day celebrations. She shared with those in attendance

that the National First Grade Screening Assessment administered in 2017 to first grade students in public schools revealed that 25% of incoming students did not demonstrate readiness for school, and were deficient in literacy and numeracy skills, in addition to a lack of available classrooms for special education appropriately trained teachers, and many parents were frustrated with the lack of trained teachers and schools that would admit their children. As a signatory to the Inter-American Education Agenda and the UN 2030 Development Agenda, The Bahamas had identified early childhood and pre-primary education as a priority in terms of legislation as well as initiatives to facilitate improved standards of services offered at early childhood care and pre-primary education centers. She outlined the pre-primary education policy established by the government in 2019 setting the goal of the Ministry of Education targeting 2025 to achieve universal pre-primary education capable of accommodating children 3 to 4 years old, explaining that the initiative comes with a price tag exceeding \$9 million, to be executed in 8 non-sequential steps: to add 500 public education spaces annually by 2025 until universal education is achieved; identify suitable private partners; make provisions for children with disabilities and special needs; review the pre-primary curriculum; identify, recruit, and train teachers and teacher's aides; recruit and train qualified candidates as inspectors; update regulations for pre-schools; and facilitate parental education and involvement. In addition, she noted that another key component under the pre-primary education priority relates to enhanced use of technology throughout the public schools in the system, where investment started in September 2018 with US\$17 million, to digitize and facilitate internet connectivity for the 179 public schools in The Bahamas. Linked to this initiative was Project Profuturo, which will provide equipment for a large number of children, for which the Government of The Bahamas has partnered with the OAS on two important projects – the OAS Early Start Project and the OAS-ITEN-coordinated STEM Project. To conclude, she said these Ministry of Education efforts and goals in pre-primary education were monitored by the Implementation Unit in the Office of the Prime Minister. ([1:39:11/1:50:51](#))

Expressing appreciation for the presentations, the Chair remarked that he had observed common discussion threads: a specific program set in motion to address the issue of early childhood; and a sense of urgency to take action on this issue, with its corresponding budgetary, legislative, administrative, and content development challenges. He also stressed that comprehensive early childhood care had become a national priority for most countries because of its implications for future generations, and pointed further to the need for flexible strategies and policies adaptable to each reality, context, and resources. One issue generating particular interest was the concept of the holistic approach needed to achieve the proposed goals involving families and the community, and at the same time, the existence of monitoring and evaluation mechanisms for data-driven decisions. After these preliminary comments, the Chair opened up the floor for dialogue.

The delegation of **Guatemala** said under that country's Education Law, two levels of care were established: basic education (from conception to 4 years of age); and pre-primary education (from 4 to 6 years of age) in which multicultural, bilingual education has been offered since May 1979, given the cultural characteristics. As a result of the country's education reform, in January 2001 the Ministry of Education began to design and build the basic national primary education curriculum, which was a collaborative effort involving teacher representatives, the country's 22 departments, and the Ministry of Education's technical team. This was endorsed by the Advisory Commission in May 2002 and national awareness and validation campaigns were embarked upon. The Ministry of Education provides care through pre-primary schools, programs for children under six years of age, and through the Ministry of Health, the Ministry of Labor, and municipalities, as well as through secretariats under the community homes program, community children's centers, childcare and development centers, and

comprehensive care centers. She also shared that the Ministry of Education of Guatemala had proposed the design, development, and contextualization of a program for the “Help Me Grow” early education program, to engage leaders, community organizations, local authorities, and government institutions that deliver health, nutrition, and protection services, promoting comprehensive early childhood development, guaranteeing quality care and increasing coverage since it is family-oriented. ([1:54:21/1:58:24](#))

The **Nicaraguan** Minister pointed to a consensus among the countries of the region with respect to dealing with early childhood as a central issue. She also commented that after five years, her country’s work in this area had been evaluated, with a new model of care called MEIDI – a program that addresses four dimensions: the cognitive, physical, emotional, and social. Most important is the involvement of the family. She also mentioned that Nicaragua had an early warning system in place and it was working with three key government institutions: the Ministry of the Family, Ministry of Education, and Ministry of Health. She shared as well that another way of working on these four dimensions was through art, culture and tradition, and “storytelling” programs. And to conclude, she called on the international community for more contribution to deal with the issue of early childhood and argued for a regional early childhood program. ([1:58:35/2:05:04](#))

The Chair concurred that the call for a regional early childhood program would be well-received.

The delegation of the **United States** expressed appreciation for the presentations given, especially those by colleagues stressing the importance of early childhood education. Insisting that it was hardly possible to overstate the importance of early childhood education in the early days, the delegation suggested it was a way to help address inequities among our populations. It was also explained that decisions on how to structure early learning and early childhood education and how to finance and operate it are made at the state level, but there were a few areas in which the federal government was involved. That information was shared in case it was of interest to other countries present. Firstly, at the US Department of Education, the main work in early childhood education was under the Individuals with Disabilities Education Act, supporting and funding children with disabilities as well as their families and increasing the effectiveness of services to them. It has also worked on technical assistance for centers specializing in early childhood and disabilities, while also providing professional development for personnel engaged in this field. Two specific programs were identified: one relates to data, an issue mentioned on several occasions during the sessions, i.e., the National Center on Early Childhood Data Systems, which provides technical assistance to improve capacity to collect, analyze, and report data. The other is a STEM program for early childhood, based on a body of evidence for children and families with young children with disabilities. Secondly, the “Birth to Five: Watch Me Thrive!” initiative, pursued jointly with the Department of Health and Human Services as a public awareness campaign for practitioners in early care and education, primary health care workers, and child welfare and mental health workers, and health care workers. ([2:05:16/2:10:09](#))

The Vice Minister of Education of **Ecuador** shared an experience related to what the Minister of Nicaragua had raised: that her country had 1,670,000 children under 5 years of age, 664,284 of them 3 to 4 years of age. Educational institutions numbered 7,622, with approximately 24,289 teachers. But rather than focusing on figures, she spoke about an Early Childhood Family Care Service (SAFI) program, which seeks to support holistic development of children three to five years old, taking into consideration cognitive, affective, psychomotor, and social aspects and which is based on everything

related to identity, autonomy, and relevance to the community. The Ministry had three specific objectives for the different modalities (distance learning and mixed/hybrid). It placed special emphasis on the mixed mode through the aforementioned project, whose aim is to enhance family skills to promote the top-level comprehensive and harmonious development of children 3 to 4 years old, recognizing the knowledge gained in families and communities. The teacher provides support and visits for about 60 minutes through the communities of those children who cannot attend an educational center. The development focuses have to do with three components – discovery of nature and culture, personal and social development, and communication and expression. She said that these meetings take place three times a week: two home visits and one group visit with the whole family. ([2:10:18/2:13:50](#))

The Minister from **Colombia** highlighted common threads to comprehensive early childhood care from conception to age 6, comprehensive models, some countries' focus on the 3 to 4 age group, and involvement of more government portfolios beyond Education based on a wellness principle. She said that after hearing her US colleague, she realized how far the region was from having good metrics and good analysis of the early childhood process. She pointed out that the existing US data center could be a useful frame of reference for moving everyone from over 10 years of early childhood activity to research and understand all of the findings and to delve deeper into the cognitive and social and emotional issues stemming from comprehensive early childhood care. ([2:14:00/2:15:02](#))

The delegation of **Peru** raised a related issue – malnutrition – noting that by its very nature it caused disadvantages from an early age. It then underscored as a concern the need for a multi-sector approach involving health and social action, adding that Peru had programs in place to address the issue and to assist expectant mothers. ([2:15:17/2:18:14](#))

Endorsing Peru's comments, the Chair said the issue would certainly be taken up in the next day's sessions in the PAHO presentation. With no further request for the floor, he declared the session adjourned.

Sixth Plenary Session – Towards implementation of the Plan of Action of Antigua and Barbuda

The Chair welcomed the delegations to the second day of the Tenth Meeting of Ministers of Education. Referring to the previous day's work, he commented on the excellent presentations and the consistency and recurrent themes throughout the presentations with special emphasis on equity, flexibility of approaches and structures, and the importance of data-driven decision-making for the definition of public policies. He also explained that this session would focus on examining measures that can be used to support implementation of actions stemming from the mandates of the regional policy dialogue processes, effecting synergies, and building multi-stakeholder partnerships. ([0:00/3:26](#))

Minister Patrick Faber of **Belize** shared that over the last decade, an extensive look at the quality of education had revealed problems with education infrastructure (classrooms, transportation, and access), especially in rural areas, and the small number of students continuing on to high school. To that end, Belize has partnered with the Caribbean Development Bank (CDB) for a \$70 million loan to build schools in the country and has received support from the Governments of Japan and Taiwan and the European Union. The schools (23) will be built at all levels of the system with greater focus on early childhood education as one of the country's priority areas in accordance with the same pillar of the Inter-American Education Agenda so that they can be connected to the next level of primary education. The Minister also shared that Belize had focused on the quality of teacher training,

increasing the number of teachers who have been trained in the last decade from 35% to 90% at present. This was accomplished with assistance from a consortium of 30 to 40 universities in the United States that have supported the construction of teacher training institutes through a certification in education program. At the same time, he brought up the fact that, in order to make teacher training more effective, they have focused on training the administrators or principals of the institutions under a leadership training program. This was made possible thanks to partnerships with the European Union and a program called “EQUIP,” which refers to “Education Quality through Innovative Partnerships” supported by a \$20 million IDB loan. To date, 90% of school principals have been trained. Regarding early childhood education, he shared that focus needed to be on this issue since it was not yet mandatory within the country’s education system. At the same time, he explained that Belize faced a particular challenge arising from language, since the original language was not English but Creole, and that he hoped to work on this issue with several of the partners present at the meeting (UNESCO, UNICEF, CECC-SICA, CARICOM, etc.). ([3:27/14:43](#))

Minister Arnaldo Bueso of **Honduras** said he was very grateful for the opportunity he was afforded to speak, and apologized for not being able to arrive the day before due to flight issues. He opened his remarks noting that in recent years his country had met the standard of 120 days of classes, but stressed, however, that the biggest challenge was how to achieve quality levels in education. In that connection, he mentioned that the Council of Ministers had approved the Strategic Plan to 2030 for the Education Sector in Honduras, which sets out the actions and budgetary framework to that end. He referenced school infrastructure as perhaps one of the greatest challenges common to a number of countries in the region. Honduras had more than 25,000 educational centers, many of them needing improvement, hence between 2019 and 2021 one of the largest investments for the last 20-25 years would be made to upgrade some 1,000 schools and build new ones, outfitting them with the necessary technological tools and connectivity. These improvements would be possible thanks to support from cooperation partners such as the IDB, World Bank, CABEI, and Germany. Honduras had more than 60,000 teachers and mention was made of the work being done on a central issue – teacher training – through a virtual platform created to maintain ongoing contact with them throughout their training. The Minister also identified as a priority access to and delivery of textbooks for basic subjects nationwide, which was accomplished in the last two years. A major challenge, however, was the creation of 18 Technical Institutes for Specialized Training (one for each Department) based on the country’s needs, culture, and community contexts in order to give young people better access to jobs. With French cooperation support, the creation of three Institutes was already started. To conclude on the topic of quality education, the last point he mentioned as an important element to be addressed was the teaching of English as a second language.

Specifically, as regards identifying synergies and building relationships among multiple actors, he described learning and connectivity as one of the major issues, understood as an opportunity for ongoing contact between Ministry officials and other actors taking part in this policy dialogue. It is vitally important for these discussion forums to identify common indicators on which to coordinate and collaborate with a view to learning about and sharing the many experiences arising in the region. He highlighted the importance of the common forum offered by the meeting of ministers to be leveraged as a platform to join efforts, and from which to build on the basis of already proven regional experiences. Lastly, he urged those present to use this forum more often to develop programs with common indicators to generate financing through cooperation. ([15:08 / 24:14](#))

Oscar Ghillione, Secretary of Education Management of the Ministry of Education of **Argentina**, outlined several collaborative strategies to develop citizenry with a global accent that is so badly needed in society today, viewed as a dual challenge. Classrooms need to be provided with technical and pedagogical content; even though contributing to any conversation or discussion about ethical, civic, and also global values unquestionably remained a challenge. Accordingly, Argentina has promoted synergy among various international organizations. The Minister therefore shared three strategies for action: skills development for citizens, proposing to implement simulation model assemblies, such as the OAS model assembly, the model United Nations, the Model G20, or Youth Parliament Mercosur, among others; turning to the domestic level, he talked about the Inclusive Education Coordination's Solidarity Education program; and, lastly, a point of collaboration toward community development that was introduced at the preparatory meeting, which was a game called Global Challenge – a 2030 Agenda learning and teaching tool. ([24:37 / 30:07](#))

Susana Beatriz Araujo Fiallos, Acting Vice Minister of Education, Ministry of Education of **Ecuador**, discussed how her country approached partnerships for quality education through two components: the United Nations system and multilateral lending and cooperation agencies. In terms of the UN Refugee Agency, UNHCR, it was working on a refugee program the main focus of which was anti-discrimination, strengthening educational institutions as places for inclusion and capacity-building for personnel through the so-called “We Breathe Inclusion” methodology to encourage educational institutions to develop codes of coexistence. She cited five lines of activity with UNESCO: education for global citizenship, human rights, and a culture of peace; technical and vocational education to develop training strategies; emergency education to explore human mobility in those situations and in natural disasters; human rights education and comprehensive sexuality education; and education and sustainable development via an environmental education strategy. Two priority areas were being worked on with UNICEF – New School and Ethno-education, as well as emergency education and risk management. With the United Nations Population Fund (UNFPA), there was a capacity building program for people with disabilities, one to raise teacher awareness about prevention of gender-based violence, and to develop a pregnancy prevention policy. She spoke about the highly acclaimed “Closing Gaps” training program started seven years earlier, for in-service teachers. Finally, as regards international institutions lending to and cooperating with the OEI, work was being done on early childhood education, 21st century skills, lifelong learning, citizenship, and governance in education. A project was being finalized with CAF, to build 16 Millennium units in marginalized areas with first-rate infrastructure. ([30:20 / 39:09](#))

Dr. Grace McLean, of the Ministry of Education of **Jamaica**, explained that the Jamaican education system consisted of 995 primary schools, more than 180 secondary schools, 15 tertiary institutions, four universities, and more than 150 vocational education and technical institutions. The policy directive in Jamaica sought to ensure good governance and delivery of effective education as vital to equitable access to education. The first element she referenced was the education of boys, which has been a matter of concern over the last few decades as a result of boys underperforming in schools, at least 10% behind girls. This topic has been studied with Commonwealth Secretariat support, the data from which was being used to explore how to improve this performance. New approaches to teacher training colleges have been developed through the work of the Jamaica Teaching Council (JTC) and the National College for Educational Leadership to train school leaders engaged with this issue, thus a new curriculum related to this area has been introduced. The Government of Jamaica was putting special emphasis on providing financial support for Technical and Vocational Education and Training (TVET) programs, to meet the changing demands of the Fourth Industrial Revolution to facilitate the

transition into the world of work. A major hurdle facing not just Jamaica but around the world was that some educators were not necessarily considering TVET as a valid career pathway. She revealed that the necessary steps had been taken to launch the National Qualification Framework of Jamaica as one way of bridging the gap between academic qualification and technical-vocational qualification, allowing for the matriculation and articulation of our people through the accreditation system. This framework supports greater progression and mobility for lifelong learning through the education and training pathways. A TVET integration model was created at the same time. It starts from the early childhood education stages and goes right through to young people being employed, and teachers are already trained and integrating TVET within the education system. Dr. McLean said a TVET policy was approved and used island wide. In terms of capacity-building and institutional strengthening, she said more than 96% of primary and secondary school teachers now had a first degree, compared to the early childhood level with only 12% of teachers holding a first degree. The focus was therefore on providing further training to upgrade the early childhood teachers. Jamaica's goal was for teachers to be required to do 200 hours of professional development in order to maintain their licenses. She announced that teachers had embraced the new curriculum implemented in 2016. To end her presentation, referring to synergies, she said Jamaica was working with several partners, among them the World Bank, IDB, and the Caribbean Development Bank (CDB), which have provided technical cooperation as well as loans, and reference was also made to programs with the OAS, the British Council, and the Commonwealth. ([39:19 / 49:40](#))

H.E. Noel Anderson Lynch, Ambassador, Permanent Representative of **Barbados to the OAS**, referenced remarks from the previous day's discussions on the importance of teacher training, noting that this priority was reflected in the relationships maintained over the years with a variety of multilateral partners. Barbados' education system has 21 public secondary schools, 12 nurseries, four special schools, and 68 primary schools. In terms of private institutions, there are 10 secondary, 16 nursery, five special, and 24 primary schools. He explained that many of the areas in which the country has developed would not have been possible without the relationships it had built with the multilateral agencies. Specifically, he noted that as a member of UNESCO since 1968, Barbados has embraced its ideals, including free education and professional enhancement of teachers, citing a number of the projects with this agency in this area. As regards the IDB, he pointed to a skills-for-the-future program, comprising two focal points: learning and training for secondary school teachers. In relation to UNICEF, he highlighted the campaign on teacher and student training and an anti-violence campaign with broad student involvement. He concluded his remarks by reaffirming that the development of education in Barbados would have been much more difficult without the support of these international agencies. ([49:47 / 59:31](#))

The Chair announced that there would be a departure from the regular order of business for this session, to hear the presentation (originally scheduled for the seventh session) by Joan Hardy, Project Liaison for the Fairfax County Public Schools Department of Instructional Services, on the Global Classroom Project. That presentation may be found at the following [link](#) (1:02:27- 1:06:00). This was followed by the signing of a Memorandum of Understanding by the General Secretariat and representatives of Fairfax County. ([Link](#) 1:08:00- 1:13:56)

Santiago Fernández de Soto, Head of Cooperation and International Affairs, Ministry of Education of **Colombia**, described multilateralism as a tool for institutional capacity building that produces public policies aligned with the overall goals associated with quality education in the context of the Sustainable Development Goals and the 2030 Agenda and, at the hemispheric level, with the

goals set forth in the Inter-American Education Agenda. He maintained that SDG 17 was important to strengthening the Global Partnership for Sustainable Development, especially target 17.6 on multi-stakeholder partnerships that share knowledge, expertise, financial resources, and technology to help all countries, especially developing countries, fulfill the SDGs. Against that backdrop, he said coordination and complementarity involving the various multilateral forums in the Hemisphere was of great significance. He therefore felt it important to participate in this forum that seeks to avoid duplication, in order to create synergies and multilateral partnerships through cooperation on the hemispheric and subregional education agenda; and noted the need to work on an agenda to create synergies with a view to advancing toward fulfilling SDG 4, based on the differences between the policy and technical dimensions. Each of these organizations relies on its capacity to act in coordination with not only governments but with other multilateral organizations in the region as well, in order to achieve the desired outcomes. He outlined what Colombia was doing to fulfill the objectives of this plan of action and the inter-American agenda, citing, as well, projects with UNESCO, the Regional Center for the Promotion of Books in Latin America and the Caribbean, the Organization of Ibero-American States, MERCOSUR, and the Pacific Alliance, among other multilateral and regional organizations. He concluded by proposing that joint action and synergies were needed to execute the inter-American agenda and the Plan of Action of Antigua and Barbuda. ([1:15:57- 1:23:44](#))

Cheila Valera Acosta, Director of Plans, Programs, and Projects, Ministry of Education of the **Dominican Republic**, shared information on cooperation, synergies, and partnerships with a variety of international organizations. She said they had taken an active role in all subregional, regional, and global integration arenas with an agenda for lifelong inclusive, equitable, and quality education, and disclosed that they chaired the OEI Board of Directors and the *Andrés Bello* Convention. She said that creating multilateral partnerships and synergies through cooperation was based on the criterion of aligning agendas based on the 2017-2020 Strategic Plan, in line with all of a country's domestic and international commitments. She then detailed some of the current partnerships, specifically citing one with UNICEF on designing an early childhood care and protection plan, and on inclusive education; and partnerships with the European Union and the Spanish Agency for International Cooperation, on professional technical education. She also commented on projects with the IDB in this field. ([1:23:52- 1:32:46](#))

Lisa Henry-David, Director of the Education Planning Division, Ministry of Education of **Trinidad and Tobago**, offered apologies for the minister of education not being able to attend, also conveyed the Minister's best wishes for a successful meeting. The representative mentioned the 2017-2022 plan that identifies the three areas on which education was focused: effective governance and education sector administration, universal access to educational opportunities, and quality education for all students. Also cited were cases of international cooperation, including projects with the IDB, the Government of Cuba, and the Commonwealth of Learning. In concluding, she reiterated the commitment to collaborating with international development partners. ([1:33:04- 1:40:08](#))

Next, the Chair meanwhile noted consistent themes that emerged in the contributions from the various delegations, and took the opportunity to thank all the presenters for sharing on what was happening in their own countries. Before opening up the floor for comments from delegations, he highlighted a number of the points identified up to that point: the focus on improving infrastructure, especially for pre-primary schools; continuity of students through all levels, from pre-primary to secondary with strong emphasis on quality assurance; training for teachers and education leaders; strategic partnerships with special emphasis on educating citizens, with a focus on migrants and

inclusive and quality access; and the importance of technical and vocational training and its relationship to employability; among other issues.

The delegation of **Argentina** thanked the Chair and those present for their greetings concerning Independence Day, which that country celebrates on July 9. ([1:44:04- 1:44:27](#))

The delegation of **Costa Rica** said it was important for synergies and multilateral alliances to be created through cooperation. It disclosed that the Ministry of Education had pursued projects with technical and logistical support from the Central American Office for Educational and Cultural Coordination (CECC-SICA), which worked out a regional consensus on the Central American Education Policy, including an institutional coordination project to link family farming to school feeding programs and development of the regional nutrition and food education strategy. The project for universal access to pre-school education for inclusion, equity, and retention put forward a regional proposal on early childhood care and education programs for the leadership of education ministries. The one for universal access to secondary education came up with a document on options for changing the current education offerings for secondary and upper middle school, as recommended for the SICA region. The delegation also emphasized that the technology platform for monitoring the SDG goals for the region was being strengthened. To conclude, it outlined the mechanisms to ensure better coordination among the Ministries of Education on disaster risk reduction, noting specifically that Costa Rica had joint projects with UNESCO, including one to support the policy on sustainable development education and its Action Plan and participation in a STEAM project. Costa Rica also had a joint workshop project with UNICEF – MPE Links – on involving families, to raise awareness about childhood and early childhood reading, among others. ([1:45:50-1:50:13](#))

The delegation of **Ecuador** expressed an interest in learning more about the experience cited by the Minister of Education of Honduras in reference to the virtual platform to train 60,000 teachers, because the difficulty encountered in Ecuador was with teachers lacking a mastery of computer tools, or even the lack of access to computers, thus the query about how this program was structured in Honduras. ([1:50:22- 1:51:00](#))

The delegation of **Saint Lucia** lauded Minister Browne's leadership at this Meeting of Ministers and underlined Saint Lucia's commitment to education as a basic human right for all. The delegation cited the continued support for access and inclusion in education and for the creation of a decent, safe, and healthy learning environment with respect for cultural differences. It reaffirmed the country's continued support of the priorities of the Inter-American Agenda, focused on implementing mandates, and in that connection thanked SEDI for its important work in the field of education. Despite financial, human, and other challenges, it argued that SEDI must be congratulated for all the agreements reached, for these had helped to facilitate access for students in Saint Lucia. Reference was also made to the Development Cooperation Fund, under which Saint Lucia operated a project for pre-school education, and to the agreements for teacher training courses. The delegation also indicated that the country was in the process of negotiating its participation in the Profuturo Digital Classroom project and valued collaboration and partnerships with UNESCO, UNICEF, and the Commonwealth of Learning, among other valuable initiatives. With regard to preschool education, mention was made of the importance of food and nutrition as well as all aspects, people, and sectors involved in child care. Digital education was also felt to be vital in Saint Lucia's education system. On a final note, the delegation underscored the importance of focusing on taking action on priorities and initiatives, as well

as on working together with other member states to meet the goals they had set themselves. ([1:51:11-1:55:43](#))

The delegation of **Antigua and Barbuda** gave an overview of what was happening in that country, noting that a lot had changed and that there was now a complement of 31 primary schools and 30 secondary schools. The delegate mentioned that there were several initiatives, and pointed out with regard to preschool education that there were three such centers, attached to primary schools. It was explained that secondary education had improved and, with reference to teacher education, that everyone was afforded ongoing development and guidance before stepping into the classroom. Professional development is addressed every month, with students, teachers, and education officials participating. The delegate explained how her country was working on the professional certification given to educators, then focused on existing partnerships in reducing violence in specific schools and communities, safety in schools, curriculum development, preschool learning programs, and OAS scholarships, among other initiatives, before commenting on the program with UNICEF, for teachers; and the one with UNESCO, for education officers. ([1:56:02- 2:01:36](#))

The delegation of **Nicaragua** acknowledged that multilateral cooperation contributed to meeting the goals more quickly and proposed this as a shared learning process. It outlined Nicaragua's education development plan on which all work plans were based – a course of action whereby cooperation could be presented with priorities and outcomes more aligned with the country's targets would be achieved. The delegate pointed out that there were international cooperation projects big and small, including those with the European Union, the OAS, and UNICEF; and that work was being undertaken to harmonize the country's entire curriculum, stimulating technical education and the option of being able to continue on to university. International cooperation was identified as an important process of complementarity capable of yielding tangible results (+96% school retention) and a lot of learning, while creating installed capacity for sustainability over time and continuing to delve into the various education issues. The delegation called for a regional project, especially in the area of educational technologies with goals for a given year, as well as installed capacities, and concluded with a reaffirmation of its view of cooperation as an opportunity to advance and learn together, and to achieve equity in education. ([2:02:00-2:12:54](#))

The delegation of **Honduras** argued that the ongoing teacher training challenge was a complex one because there were more than 60,000 practitioners. The country was seeking to implement a complementarity process; and it was noted that an app was created to report the level of infrastructure of schools. The process will be enhanced with help from the IDB, the World Bank, and other actors that could bring experiences from other countries to build a user-friendly, innovation-oriented platform. In its concluding remarks, the delegation noted the importance of the lessons learned from countries that had already made progress with this initiative and with virtual platforms. ([2:13:14-2:16:00](#))

With no further requests for the floor, the Chair adjourned the session.

Seventh Plenary Session – Toward implementation of the Plan of Action of Antigua and Barbuda

Necessary elements and key examples of effective cooperation. ([2:48:05- 3:02:30](#))

The Chair stressed the importance of this session, which focused on building cross-sector partnerships to bring the IEA into operation. He then proceeded to the launch of the General Secretariat-

Profuturo Partnership agreement, yielding the floor for Sofía Fernández de Mesa of Profuturo to do the honors, then to Oscar León, Secretary of the Inter-American Telecommunication Commission (CITEL), and Ambassador Noel Anderson Lynch, Permanent Representative of Barbados to the OAS. This is the link to the remarks made at the launching of the Program with Barbados as an initiative to provide mainly digital classrooms for rural communities in the Caribbean. Sofía Fernández de Mesa-Profuturo ([2:51:18-2:56:30](#)); Ambassador Noel Anderson Lynch-Barbados. ([2:56:34-3:00:07](#))

And with the Agreement signed, the Chair adjourned the session.

Eighth Plenary Session – Toward implementation of the Plan of Action of Antigua and Barbuda

After calling this session to order, the Chair explained that it would examine the various modalities for collaboration and joint, cross-sector commitment emphasizing the relationship between education and labor to strengthen economic competitiveness and decent work, as well as between education and health. He then welcomed the following panelists: Dr. Anselm Hennis, Director the **PAHO** Noncommunicable Diseases and Mental Health Department, and Enrique Deibe, Director of the Inter-American Center for Knowledge Development on Vocational Training (**ILO-CINTERFOR**).

Dr. Hennis' presentation, which may be obtained from the attached link, highlighted the various opportunities for collaboration between education and health, especially around the issue of childhood obesity. ([3:03:50-3:20:13](#))

After that, the Chair opened up the floor for comments from delegations.

The delegation of **Barbados** first thanked the Secretariat and PAHO for their collaboration on this agenda item, citing especially PAHO's assistance in addressing the high rate of childhood obesity. The delegation also stressed how important it was for this problem among children in the Americas to be recognized and placed on the inter-American agenda, since it is well known that better health involves better education. It was suggested that schools were the best place for action to be taken and as a bridge between early childhood and health promotion. In the schools, children can learn and make decisions to promote healthy eating and healthy habits. They are led to modify their health practices, an influence that is then carried over to the home – thus taking the process from school to community. Next to be cited were steps being taken in Barbados to prevent obesity. The delegation said non-communicable diseases (NCDs) were not separate from education and, on a concluding note, pointed to the need to be concerned about the investment governments make in education and in projects to prevent obesity, given that the rate in the countries of the Americas was almost double the rate for the rest of the world. ([3:21:03- 3:26:02](#))

Firstly, the delegation of **Colombia** emphasized that while the country had developed a school feeding plan, it was doing so as a strategy that should boost retention in school. The aim was for children and adolescents to be able to stay in school and to promote healthy lifestyles to improve their ability to learn. This is done through food supplement for children to be able to develop their intellectual capacity and learn better. The delegate commented on Colombia's goals and plans in this direction, pointing to the number of urban and rural children accessing the school feeding program. It was noted that this was a joint effort between national bodies and international organizations. In conclusion, the delegation stressed the importance of programs of this kind and their impact on children's learning. It

noted that there were significant opportunities to continue strengthening this area, thanks to agendas such as those proposed by PAHO in coordination with the inter-American agenda. (3:26:08-3:31:15)

The delegation of **Peru** said it was willing to share an experience from that country. Although concurring with the idea that healthy eating led to better students, it pointed out that this could not be limited just to schools but rather should be extended to the home as well. The experience and evidence gathered revealed cases in which families replaced a diet rich in protein, vegetables, and other healthy foods with processed foods. A healthy diet was therefore encouraged at school, but the habit did not carry over to the home, hence the importance of extending healthy habits, even into pregnancy. In conclusion, emphasis was put on the importance of ensuring that healthy eating was practiced both at school and at home. (3:31:25-3:33:49).

The delegation of the **Dominican Republic** said that the school feeding program was intended to meet the nutritional needs of the school population in order to support learning, performance, and staying in school. It explained that different modes of the program were in operation, e.g., urban, border, and extended school day. It was also noted that the program benefited teachers and school personnel as well, and had a school health component intended to give more attention to the situation of students in the education process – through programs related to dentistry, ophthalmology, and hearing health. It was also noted that there was a monitoring program to identify emerging health problems in schools. (3:33:57-3:36:06).

The comments from the delegation of **Nicaragua** focused on the comprehensive school feeding program the country was operating, including the school garden program as a vehicle for teaching families how to use their patios and how to incorporate healthy eating habits. A big difference was found in Nicaragua between urban and rural food, with more processed foods consumed in the urban areas. However, the delegation felt this was something cultural, which called for some intervention beginning in the classroom to reach the family. On that note, an explanation was offered about the usual idea that thinness was associated with malnutrition, which was not always the case. This presentation also underscored the importance of addressing malnutrition and obesity, as well as incorporating school sports programs. And it was emphasized that this was a family education issue beyond the classroom. In its concluding remarks, the delegation proposed that work be done on a joint program in the region. (3:36:21-3:41:03)

The delegation of **Jamaica** outlined the school feeding program that supports children in that country, which also introduced a policy to cut down on sugar in drinks as well as on salt. This is a four-year transition program to gradually reduce in the first three years, with studies now underway on progress made in schools, among other providers, with constant control. Children were thus found to be consuming less sugar and salt. Reference was also made to the program to get children, and the rest of the population, to exercise, drawing on experiences in Brazil, the Dominican Republic, and Trinidad and Tobago. Efforts are being made to find more creative ways of packaging nutritional products and assessment of results of the program's implementation will continue. (3:41:16-3:44:30)

There being no further comments, the Chair adjourned the discussion on this topic.

Upon resuming the session, the Chair introduced the matter of the cross-sector relationship between education and employment, yielding the floor for the Ambassador of Barbados to speak on behalf of the Chair of the Inter-American Conference of Ministers of Labor. Next to speak was Enrique

Deibe, Director of the Inter-American Center for Knowledge Development in Vocational Training (**ILO-CINTERFOR**), ([0:14-16:00](#)). After an overview of the emergence and concept of the ILO and CINTERFOR, he touched on a number of arguments raised in the ILO's Centenary Declaration regarding the future of work, having explained parallels with the OAS declaration of Ministers of Labor. Among the issues discussed was a proposal to promote lifelong skills acquisition and qualifications for all workers. Another issue concerned bridging existing and projected skills gaps, to devote special attention to ensuring that education and training systems meet the needs of the labor market, taking into account how work has evolved as well as important factors of change. Also raised was the issue of capacity building for everyone to leverage opportunities in a changing workforce through gender equality, an effective lifelong learning system, and quality education for all. It was noted that both the ILO and CINTERFOR were encouraging all aspects of technical assistance and south-south and triangular cooperation; that education and labor ought to both strive for the goal of a more fruitful interface between both arenas; and that dialogue between them has not always been easy because their concerns are different. One example cited was that this meeting had raised the concern about a better quality citizenry, whereas for labor the concern was quality work, and these were considered to be complementary, rather than at odds with one another, in building deeper dialogue. It was disclosed that a number of strategies for cooperation in the region were being worked on with counterparts in each country, Panama, Dominican Republic, and Chile cited among instances of cooperation. To conclude, he reiterated the ILO's commitment to contributing toward ensuring any declaration and plan of action arising from this meeting.

Department Director Jesús Schucry Giacomán Zapata took the floor to stress the importance of greater coordination between education and employment. He said the OAS viewed this as indispensable if longstanding gaps in quality, inclusive, and equitable education were ever to be bridged – an area in which the region has a long way yet to go. He also deemed correcting the widely recognized and so-called skills gap to be crucial, arguing that the Department was the leader in promoting this cross-sector coordination and that important steps had been taken towards that end. On the one hand, the ministerial conferences have featured a cross-sector dialogue and pledged better coordination between both sectors. Furthermore, seeking to translate political commitment into concrete action, he spoke about the cross-sector workshop on youth employment, which, for the first time at the hemispheric level, brought together labor and education ministry officials from 21 OAS member states. The Director thanked ECLAC, the World Bank, CERLALC, and other partner organizations for attending, as efforts were being made to put together what follows from this meeting. He reaffirmed the sentiment about not being stuck at the talking stage but instead getting to concrete action, and noted the support received from two private sector companies: Xennial Digital, in the exploration of virtual reality techniques for education and training; and Structuralia, which provided support to develop the tool to be unveiled. ([16:12-21:56](#))

Drawing on the comments by the Education Department Director, the Structuralia Manager remarked that the training project under reference involved providing full scholarships for recent science, technology, engineering, and math graduates to supplement their college education free of cost through an online technical and management education platform geared towards enhancing their employability and professional career. He also announced the award of 100 scholarships for each OAS member state. Among other benefits students received, he cited a full year of access to the platform with available courses and accreditation diploma, and concluded his comments by describing this project as an innovator in education and training, seeking to contribute towards social, economic, and technological development in each OAS member country. ([22:00-28:08](#)).

The Chair shared some of the essential elements from this session, highlighting among other things how important it was for programs to be able to help meet different needs, the importance of multi-sector relationships in programs, the need to ensure that no one is left out, and the need to equip professionals with tools to integrate into the workplace. ([29:03-31:00](#))

He then opened up the floor for comments from the countries.

The delegation of the **Bahamas** opened with a focus on reducing unemployment, highlighting current programs dealing with this subject and one it hoped to implement in collaboration with the IDB. Lastly, it stated that the National Training Agency of the Bahamas had established assistance to help young students develop their skills and promote job-readiness. ([31:11-35:14](#))

The delegation of **Peru** referred to the situation of vulnerable groups, especially school-age Venezuelan migrants, and the need for a cross-cutting approach as well as international cooperation. With children found not to be in the school system across the country, it was revealed that a registration platform was opened up to include them, but thus far had managed to enroll just a small percentage of them. This uncovered other intervening factors – such as family situation, discrimination, health, and culture – which have to be taken into consideration. It also uncovered the need for cross-sector coordination. The delegation said Peru had been assessing new multi-sector strategies with UNESCO, UNICEF, IOM, and the Red Cross, among other agencies, to attract unenrolled students, pointing out specifically that this was the first time they had seen foreign migration on such a scale. In the quest for innovative strategies, a multidisciplinary approach and coordination at both the domestic and international levels were critical. Peru stated that the OAS should serve as a catalyst by facilitating this crosscutting approach to address the challenges faced; promote information gathering for decision-making on public policy design; share good and bad experiences, given that a lot can be learned from mistakes; and should continue deepening its role as a facilitator between international financial institutions and member states. ([35:21-38:46](#))

The delegation of **Mexico** explained that in that country's view, the future of higher education rested on improving its quality, making it more equitable, and on ensuring it was more connected to the labor market. It cited the progress made and projects they had in execution around the Mexican model of dual education. At the international level, reference was made to an agreement with Germany. ([38:51- 44:29](#))

For its part, the delegation of **Trinidad and Tobago** expressed an interest in accessing the scholarship programs offered by *Structuralia*. ([44:39 - 45:15](#))

The delegation of **Costa Rica** thanked the Chair, the presenters, the OAS, *Structuralia*, and the ILO for the reports and presentations they gave. It noted that as part of a process of consolidating sustainable partnership schemes through cooperation to leverage existing resources, the Ministry of Public Education was undertaking a "Community teacher" project through the Development Cooperation Fund, seeking to implement social, community, and teaching interventions for those who had been excluded from the education system or were at risk of becoming excluded in 2019. The delegation said the priorities now included reducing exclusion and reintegrating those who had not completed their secondary education, and that this project was in execution. ([45:40 - 48:34](#))

Next, the Chair welcomed the presenters, inviting them to identify new points and to indicate what was already discussed.

Oscar Ghillione, Vice Minister of Educational Management, Ministry of Education of **Argentina**, offered some final thoughts about coordination, sharing his own university experience to bring out the point made in the session, about how difficult it was in our countries to meaningfully coordinate on the same work in the same government spaces. He said that a loan package for some \$340 million was being pursued with the World Bank for the “Progress Scholarships” program, to handle one million enrolments a year; an “I will attend” program, to reduce dropout rates; and “Teach” program, which assesses teachers’ knowledge in the last year of their basic training. He explained that with public policies, it is not always possible to go by the book, but the very fact that countries were collaborating amongst themselves and with multilateral and international agencies gave an opportunity to pursue them and to handle many complex situations related to education and progress in our countries. ([50:58 - 54:26](#))

Minister of Education of **Honduras** Arnaldo Bueso shared information on an initiative that was in its final stage. He said that previously, the talk was about creating synergies with different countries with a view to common indicators for us to move ahead much faster and for knowledge to be shared with everyone. On that note, he shared information about the “Meso-America Health Initiative,” which was in execution and in its final phase. He said it had yielded very positive results and this experience in health could likely be replicated in education. He concluded by explaining that the reason he had shared this project at the session was to draw participants’ attention to what could be in the offing and the kind of collaboration that could emerge. ([54:48 - 58:16](#))

Susana Beatriz Araujo Fiallos, Acting Vice Minister of Education, Ministry of Education of **Ecuador**, said the country was holding refundable loans with four agencies: the World Bank, CAF, the French Development Agency, and IDB. She focused on the pedagogical components: some of these contributions related to infrastructure, training, reporting, and consulting, among other things. She gave more specific details on what was to be established with these loans: training in reading and writing skills, teacher refresher programs, and experiences with mathematics, training for technical high school teachers or qualitative assessments, evaluation of impact on teaching staff, new school education leadership in reading and writing processes, contracting of training for teachers in strategies to address special education needs, technical high school, training for intercultural bilingual teachers and training for high school teachers. She stressed the importance of training teachers in vulnerable sectors. Regarding support for students coming from Venezuela, the Minister endorsed the “Joint Declaration of the Fourth International Technical Meeting on Human Mobility” signed in July this year, saying it was important for it to be complied with. To conclude, she reiterated the importance of increasing synergies among countries. ([58:28 – 1:01:29](#))

Dr. Grace McLean, Acting Permanent Secretary in the Ministry of Education of **Jamaica**, highlighted several current instances of collaboration with international development partners: UNICEF, \$3 million for school safety and security, quality education; IDB, technical cooperation for teaching and learning; FAO, sustainable school feeding; the Japanese Government, an infrastructure program to build additional classrooms; the Chinese Government, construction of school facilities; and technical support received from UNESCO, among others. She concluded noting that they support all these institutions that help to improve education in Jamaica. ([1:01:44 – 1:06:23](#))

Cheila Valera Acosta, Director of Planning, Programs, and Projects at the Ministry of Education of the **Dominican Republic**, added to what was already stated regarding the sustained growth that the country had witnessed over the last few decades and a doubling of international investment in education, international cooperation, and specifically regarding how, despite the fact that international investment in education has been down, it was targeted and well aligned with the national agenda. She viewed this cooperation as very important because it supported specific streamlining processes, both in terms of spending quality and expanded coverage and quality for the most vulnerable populations. She therefore thanked several of the international agencies mentioned in the morning and the World Bank for their ongoing technical cooperation. She noted that it was important to coordinate and align and maintain dialogue on international cooperation so that national governments can devote more attention to implementation and really make significant strides on the education goals. ([1:06:30 – 1:09:45](#))

Santiago Fernández de Soto, Head of Cooperation and International Affairs, Ministry of Education of **Colombia**, reiterated that states lacked the capacity to achieve certain goals by themselves, but that other governments, the private sector, and civil society with a common perspective as to the most suitable way to tackle these types of challenges must move resources and demonstrate determination. He noted said action must be taken at the policy and technical levels by the multilateral agencies, in response to the characteristics of a heterogeneous region with significant asymmetries. He stated that the dialogue taking place in multilateral settings such as this one should strategically guide the OAS' plans, in accordance with the reality in the countries and is relevant to effecting deep transformation in education in the Americas, for education ministries to become more open to supporting these initiatives. From a technical standpoint, he felt it was crucial for the relevant people in charge to be actively involved in the implementation of the inter-American agenda. Mr. Fernández de Soto said that in determining multilateral action, the aim was to shift from validating programs to building them by involving those relying on public education policies. To that end, he proposed that joint working methods should be crafted, taking into account identifying as well as distinctive features of OAS education systems. He felt that the Hemisphere's various multilateral forums must be coordinated and complementary. Lastly, he explained that this was the reason they were participating in this forum with such enthusiasm, to create synergies and multilateral alliances, through cooperation, on the hemispheric and sub-regional education agenda. ([1:10:04 – 1:12:25](#))

The delegation of **Chile** spoke about the Congress of the Americas on International Education (CAEI) and repeated the call, made by the Minister of Colombia the day before, to encourage all countries to participate. In addition, she announced that Chile intended to propose hosting the next CAEI meeting, scheduled for 2021. ([1:12:33 – 1:13:17](#))

Karen Best, Chief Education Officer in the Ministry of Education, Technological and Vocational Training of **Barbados**, made reference to agreements they have with multilateral agencies, citing in particular the Development Cooperation Fund. Under the pillar of strengthening the teaching profession, she indicated that Barbados was able to access some funds for this purpose, with a focus on ongoing teacher training and the establishment of a professional training center. ([1:13:49 – 1:15:03](#))

Minister Browne expressed appreciation for the comments and requested the OAS to continue coordinating and expanding partnerships to support the Agenda. There being no further requests for the floor, the session was adjourned.

Ninth Plenary Session – Election of the Second Vice Chair of the Inter-American Committee on Education (CIE) and Adoption of the Plan of Action of Antigua and Barbuda

The Chair called the session to order and, before moving to the adoption of the Plan of Action of Antigua and Barbuda, proposed that the Second Vice Chair of the Inter-American Committee on Education (CIE) be elected. Noting that in October 2018 Argentina was elected First Vice Chair, he recalled that the position of Second Vice Chair remained to be filled. The Chair asked the delegations whether they had any candidate, whereupon Costa Rica nominated Barbados and requested that the election be by acclamation. Grenada took the floor to congratulate the Chair and to second the motion moved by Costa Rica. Next, Barbados was elected by acclamation. The Chair congratulated the delegation elected and pledged to continue working together to meet the goals of the Inter-American Education Agenda.

He then submitted the Plan of Action of Antigua and Barbuda document in its third revision. There being no comments, the Chair explained that the note sent by Nicaragua would be included and the Plan of Action of Antigua and Barbuda was adopted.

Closing Session

The Chair called the session go order, after which the delegate of **Peru** proposed the resolution on the Vote of Thanks to the People and Government of Antigua and Barbuda, which the member states applauded and adopted by acclamation. ([1:34:16 – 1:36:13](#)) The delegation of **Barbados** also congratulated the Chair on his steering of this meeting. ([1:36:33 – 1:39:30](#))

His Excellency Michael Browne, Minister of Education, Science and Technology of Antigua and Barbuda, expressed appreciation for the opportunity of presiding over this meeting, specially thanking the Secretariat for its hard work and his delegation for representing Antigua and Barbuda. He commended the member states' commitment to this meeting and to collective efforts in the region and remarked that everyone was very passionate about the evolution of education and educative environments within the region. He observed meanwhile that there was awareness nationally and regional about the constantly changing circumstances. The student learning processes should therefore be retooled, re-learned, and retrained, as those in training need to adapt and be brought into the labor force, to work with others or for themselves. He stressed that on many levels and in many countries and regions students needed to be retrained and be constantly engaged in sharing best practices and evaluation. He commented as well on the application of best practices in all areas of education. The Minister concluded by remarking how it was always a pleasure to collaborate on the confluence of content, concepts, modes, and tools to drive education. On a concluded note, he once again expressed appreciation, and then yielded the floor. ([1:39:46 – 1:44:55](#))

Executive Secretary for Integral Development Kim Osborne thanked the Chair, the member state delegates, and all those who attended this meeting and, before the closing remarks, proposed to display a short video on the work carried out by the Secretariat for Integral Development as the OAS body responsible for development in the region. Explaining that it looked at the member states' future, she said the images were intended to show the direction, how work was being done, what has been done, and how the member states can be served in the future through SEDI projects ([link 1:46:02 – 1:53:06](#)). She went on to thank Antigua and Barbuda for its leadership at this meeting and said the aim was to continue working together. She specially thanked the Chairs and Vice Chairs – Costa Rica,

Chile, Colombia, Bolivia, Argentina, Barbados, Dominican Republic, Jamaica, and Honduras. She noted that since the adoption of the Inter-American Education Agenda in 2017, the member states had worked on strengthening capacity to develop education policies in the three priority areas of the IEA. Under the IEA plan 2017-2019, the OAS' Development Cooperation Fund has identified \$1.5 million to implement projects in each of these areas. She noted there was an additional \$1.3 million, thanks to contributions from the member states and other partners. Under the project, which is in its early stage of implementation, 18 member states received support and science and technology, among other key issues, were incorporated. She spoke about the October 4 to 5, 2018 meeting of the Inter-American Committee on Education in Washington, D.C., to advance, through the IEA, the cross-sector agenda involving public sector institutions of labor and education, government and multilateral organizations, academia, and civil society organizations, then briefly touched on the main issues on which SEDI has worked since 2017, in keeping with the IEA action plan, in the three priority areas: quality, inclusive, and equitable education, professional development for teachers, and comprehensive early childhood care. She also mentioned the projects undertaken in reference to cross-sector collaboration, and recalled that SEDI was able to do all that work, thanks to contributions from member states and partners, such as *Structuralia*, PAHO, *Telefónica*, CAF, World Bank, etc. She also noted the intention to bring partnerships together to develop education, and later noted that the dialogue held over the last two days as part of this meeting had revealed the great efforts each country was making to build a regional education system and was doing in terms of the three pillars of the IEA. Amidst a rapidly changing situation, with new technologies emerging, she noted the need to establish education systems to meet the demands of economic development. All students must be trained and prepared to play a significant role in the socio-economic development of the countries and the region. She stated that key skills for the future must be recognized and trained at every level, and in that regard underscored the need to embrace this new reality as a matter of urgency and develop policies, programs, practices, and infrastructure to effect quick transition. She mentioned the 2021 Ministerial, saying she hoped to be able to report concrete results with respect to the goals established for the entire region to pursue, and urged all the member states to not only continue collaborating on the Inter-American Agenda but to work on building the societies, schools, universities, students, and citizens we wish to see in the Americas. She thanked the entire Department of Human Development, Education and Employment, the conference team, the interpreters, and all the member states, and the Honorable Michael Browne for presiding over this meeting. ([1:45:03 – 2:08:10](#))

APPENDIX I – MAIN DOCUMENTS ADOPTED

- Plan of Action of Antigua and Barbuda
- Vote of Thanks to the Government of Antigua and Barbuda

**TENTH INTER-AMERICAN MEETING
OF MINISTERS OF EDUCATION**

OEA/Ser.K/V.13.1

CIDI/RME/doc.6/1

9

July 8 and 9, 2019
Washington, D.C.

9 July 2019
Original: English

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”*

(Adopted at the ninth plenary session held on July 9, 2019)

BACKGROUND

1. This Plan of Action shall promote implementation of the Inter-American Education Agenda (IEA) 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 Sustainable Development Goal 4.
2. This Plan of Action will strengthen 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.

PURPOSE

3. Take steps to implement actions in the Declaration adopted at the IX 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

4. This Action Plan builds on the structure, composition, and methodology of the three priority thematic areas identified in the Inter-American Education Agenda: quality, inclusive and equitable education; Strengthening of the teaching profession; and Comprehensive early childhood care; likewise, on the three areas of the Work Plan: (1) Advance the implementation of initiatives in the three thematic areas of the Inter-American Education Agenda, (2) Build alliances to leverage 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 promoting science and technology.

5. The Plan of Action of Antigua and Barbuda 2019 will focus on the following actions:

WORKING GROUPS

6. Developing specific activities through the three Working Groups in accordance with the key thematic areas and priorities adopted at the IX Ministerial Meeting on Education and in keeping with the existing mandates;
7. Facilitating exchanges of experiences and following up on the implementation of related hemispheric initiatives.

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

8. Sharing experiences and good practices with a special emphasis on the collection and analysis of initiatives and models targeted to the most vulnerable school populations;
9. Promoting education for a responsible global citizenry, aligned with UNESCO's efforts, to provide students in the region with education programs and/or pedagogical resources that can be used to reflect local and global challenges and that create proactive, innovative, peaceful, and sustainable attitudes;
10. Promoting, in accordance with the 2030 Agenda, target (4 a) "... education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all". Specifically, supporting the work of the IADB in the construction and adaptation of education facilities within the region.
11. Promoting activities that would help highlight educational challenges and actions that are being carried out to mitigate them, such as the implementation of Models (simulations) of the OAS Assembly, the linkage among youth participation programs and the implementation of a newsletter highlighting innovative citizenship-building experiences;
12. Implementing mandate 3 of the Lima Commitment in reference to promote a hemispheric initiative to coordinate the efforts of relevant regional and international organizations in the framework on the Inter-American Education Agenda focusing on civic education led by the Organization of American States (OAS), through the Inter-American Committee on Education (CIE), with the support of the Joint Summit Working Group (JSWG) and respecting regional diversity¹;

¹. The Government of the Republic of Nicaragua affords special importance to regional and international cooperation intended to strengthen education in line with the goals of the 2030 Agenda; nevertheless, as regards the reference to the Eighth Summit of the Americas, the Republic of Nicaragua noted on that occasion that it did not endorse "The Lima Commitment: Democratic Governance against Corruption"

13. Continue to promote in the educational field the right of every woman to be free from violence as well as "the right of women to be valued and educated free of stereotyped patterns of behavior and social and cultural practices based on concepts of inferiority or subordination", in accordance with the provisions of the Convention of Belém do Pará, (Art. 6b);
14. Cooperating with the Pan American Health Organization and Members of the Inter-American Task Force on NCDS, through the Ministries of Health, to engage in a dialogue pertaining to implementing health promotion practices and planning across school environments including approaches to the prevention of overweight and obesity.
15. Continue engaging with Ministries of Labor in order to improve channels of communication, strengthen collaboration and better articulate efforts to respond to current and emerging education and labor challenges, particularly regarding the identification and development of the skills for the future;

Working Group 2 (WG2): Strengthening the Teaching Profession

16. Increasing the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states;
17. Promoting the exchange of experiences and good practices based on current programs implemented by the Ministries of Education and the institutions responsible for initial teacher training, as well as through the Inter-American Teaching Network (ITEN);
18. Drafting a report of the situation of current public policies in the region on the teaching profession and training;
19. Identifying the studies and training opportunities that member states currently offer to teachers of other states in line with Goals "b" and "c" of SDG 4, so that, in coordination with the OAS initiatives, they can be included in the creation of an Inter-American Catalogue of Studies and training opportunities for teachers;
20. Including training opportunities related to food, nutrition, health, and physical activity, in the Inter-American Catalogue of Studies and Training Opportunities for Teachers; in collaboration with PAHO and the Inter-American Task Force on Noncommunicable Diseases (NDCs).
21. Promoting cooperation initiatives for the exchange of teachers in languages, taking as reference existing programs between MERCOSUR and CARICOM that already have similar offers;

or any other documents, declarations, mandates, communiqués, or resolutions emanating from the Eighth Summit of the Americas because it did not participate in their negotiation.

22. Promoting the implementation of initiatives to improve teacher's capacity to transfer reading and comprehension skills and provide them with methodologies that convey a love for reading to their students;

Working Group 3 (WG3): Comprehensive Early Childhood Care

23. Promoting an exchange of best practices and experiences focused on comprehensive early childhood care in institutional, community, and family modalities.
24. Identifying and analyzing pedagogical practices that can support specific contexts of early childhood development and learning, such as those offered in indigenous languages;
25. Facilitating the collection and dissemination of information concerning certification programs for educators and caregivers on Early Childhood Education.
26. Strengthening the leadership of the Ministries of Education to elaborate pedagogical proposals for initial education, in each of the different modalities for the provision of early childhood development services.

International Cooperation and Partnerships

Taking into account the mandates stemming from regional political dialogue processes, the working groups will promote, as crosscutting actions:

27. The building sustainable partnerships and 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;
28. The resource mobilization in coordination with development finance institutions such as WB, IADB, CAF, CDB, CABEI, 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;
29. The exchange of experiences regarding policies and programs developed by the region to achieve target 4.7 of the SDG's;
30. The continuity of the work with UNESCO in the construction of consensus in the hemisphere regarding trends, challenges, and recommendations in the field of education;
31. The active participation of the OAS in the SDG-E2030 Regional Steering Committee coordinated by OREALC;

32. The support of dissemination actions², as appropriate, of the “Global Challenge” game as a tool to learn and teach the 2030 Agenda. Also encourage its translation by interested Member States;
33. The continuity of the work with the Inter-American University Organization (IOHE), on initiatives fostering the internationalization of Higher Education in the Americas, such as the Conference of the Americas on International Education (CAIE), a continental forum that brings together key decision-makers to exchange experiences and prepare the future of academic cooperation in the region.

Strengthening of OAS initiatives and projects

34. Strengthening the OAS Scholarship and Training Programs, with emphasis on maximizing their impact on development, promoting their efficiency and sustainability;
35. Expanding the number of scholarships available to developing countries, in particular least developed countries and small island developing States, for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries;
36. Promoting international exchange opportunities to the citizens of OAS Member States by seeking to increase the number of beneficiaries of interest-free loans for higher education and research at universities in the United States awarded by the Rowe Fund;
37. Strengthening the partnerships between the Educational Portal of the Americas and public and private institutions to increase access to training opportunities with special focus on innovation and integration of ICTs in education;
38. Expanding the opportunities for professional development of teachers as it relates to science, technology, engineering, and math (STEM) education, with a special emphasis on early childhood education and the inclusion of girls and women in technical fields;
39. Expanding the opportunities for international recognition of teachers and facilitating their collaboration with education policymakers;
40. Continue strengthening the Inter-American Network for Labor Administration (RIAL), as a vehicle to improve the coordination between the education and labor sectors. It should continue facilitating the exchange of practices and knowledge on areas, such as: employment services, professional training, development of skills for the future, and labor market information systems;

². Global Challenge is the first multiplatform digital game aimed at teaching the United Nations Sustainable Development Goals. It is an initiative of the Republic of Argentina, for the purpose of promoting active and conscious citizenship regarding the challenges and opportunities that the world is encountering.

41. Streamlining the coordination among OAS initiatives such as the Inter-American Teacher Education Network (ITEN), the Educational Portal of the Americas, the Scholarships Programs, and those of external partners such as UNESCO, UNICEF, PAHO among others.

FOLLOW-UP, EVALUATION, AND REPORTING

42. To invite member states to actively participate in the initiatives of the CIE.
43. To urge the 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.
44. To reiterate that the implementation of this Plan of Action will be led by the CIE Chair and the current Authorities of the three Working Groups of the Ministerial Meeting with the support of the Technical Secretariat. The CIE Chair will report on the follow-up of the actions at each one of the OAS Meetings of Ministers of Education.

**TENTH INTER-AMERICAN MEETING
OF MINISTERS OF EDUCATION**

OEA/Ser.K/V.13.1

CIDI/RME/RES.1/

19
July 8 and 9, 2019
Washington, D.C.

9 July 2019
Original: Spanish

**VOTE OF THANKS TO THE CHAIR OF THE TENTH INTER-AMERICAN
MEETING OF MINISTERS OF EDUCATION**

(Adopted at the ninth plenary session held on July 9, 2019)

CONSIDERING:

The interest shown and positive response of participants to the topics discussed at the Tenth Inter-American Meeting of Ministers of Education;

That Ministers and heads of delegations responsible for education, representatives of international organizations, the private sector, academic institutions, and civil society had an opportunity to engage in action oriented dialogue on the subject of "The Inter-American Education Agenda: Building Sustainable Partnerships through Cooperation with renewed focus on Education and Skills Development for better citizenry".

That, the Adoption of the Plan of Action of Antigua and Barbuda 2019 establishes a clear pathway for the continued development and implementation of initiatives, projects and programs that undergird the Inter-American Agenda in support of the development of more equal, inclusive and competitive societies in the members states of the OAS.

RESOLVES:

1. To express its appreciation and congratulations to the Honorable Michael Browne, Minister of Education, Science and Technology of Antigua and Barbuda, for his outstanding performance as Chair of the Tenth Inter-American Meeting of Ministers of Education; and
2. To thank the staff of the Ministry of Education, Science and Technology of Antigua and Barbuda, the Permanent Mission of Antigua and Barbuda to the OAS, and the Executive Secretariat for Integral Development for their contribution to the success of the Tenth Inter-American Meeting of Ministers of Education.

APPENDIX II – OTHER DOCUMENTS

- Annotated Agenda
- Work Schedule
- List of Participants

**TENTH INTER-AMERICAN MEETING
OF MINISTERS OF EDUCATION**

OEA/Ser.K/V.13.1

CIDI/RME/doc.3/1

9 rev.1

July 8 and 9, 2019

Washington, D.C.

8 Julio 2019

Original: English

ANNOTATED AGENDA

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

(Agreed at the first plenary session held on July 8, 2019)

I. BACKGROUND

As established in the Inter-American Education Agenda, 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, “Building an Inter-American Education Agenda: 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.”

The above resolution also entrusted the Inter-American Committee on Education (CIE) with building the Inter-American Education Agenda (IEA), and established three working groups to carry out that task:

- Working Group 1. Quality, Inclusive, and Equitable Education.
- Working Group 2. Strengthening of the Teaching Profession.
- Working Group 3. Comprehensive Early Childhood Care.

At the Seventh Regular Meeting of the CIE in April 2016, authorities consolidated the final drafting and negotiation of the IEA, and in the Ninth Inter-American Meeting of Ministers of Education, celebrated in The Bahamas in 2017, the Ministers resolve to adopt and implement the IEA (CIDI/RME/doc.6/17 rev. 1), and to build alliances to leverage the existing resources that could be used in new cooperation projects.

The Conceptual Framework, prepared by the Chairs of the Working Groups in 2017, compiles the main concepts, definitions, and regional and global scope documents, which imply commitments in the three priority areas of the AEI, and coordinates efforts with other international, regional, and sub-regional organizations including CARICOM, CELAC, MERCOSUR, SEGIB, SICA, UNESCO, among others.

In April 2018, the Member States approve the Inter-American Committee on Education (CIE) Work Plan, establishing the following activities:

1. Operationalizing the general objectives and priority areas of action defined by the IEA

Advance the implementation of initiatives in the three thematic areas of the Inter-American Education Agenda by April 2019. Under this component, the CIE seeks to set the foundation for the development of relevant and hemispheric cooperation initiatives among OAS member states. To achieve this initiative, the following activities, as proposed by the three Working Groups, will be implemented between April 2018 and April 2019:

- Working Group 1: Identify, analyze, and promote policies, programs, and experiences developed by OAS member states that are oriented towards improving Quality, Inclusive and Equitable Education in the Americas. Special emphasis will be placed on the collection and analysis of initiatives and models targeted to the most vulnerable school-age population..
- Working Group 2: Conduct a study of current public policies on the Teaching Profession and Teacher Training. The study will include a comparative analysis between national and regional policies in the field.
- Working Group 3: Compile a report that identifies, systematizes, and analyzes public policies, programs and initiatives implemented by OAS member states in the field of Comprehensive Early Childhood Care and the diversity of its interventions. Special emphasis will be placed in the collection and analysis of practices targeted to vulnerable groups.

2. Build alliances to leverage the existing resources and practices of national, sub-regional, regional, and international organizations.

Member states coordinate actions with other regional organizations for policy dialogue meeting. The main opportunities identified were:

- Participate and present advancements made to the UNESCO Meeting of Education Authorities that will take place in Sucre, Bolivia, July 2018.
- Coordination of Action Plans, negotiated with CARICOM Secretariat, CECC SICA, MERCOSUR and OECS, to align and increase the scope of the impact envisioned on the IEA for the region. Virtual sessions will be held to define collaboration.
- Coordination of Action plans in specific lines of implementation, defined with UNICEF and UNESCO-OREALC, to leverage resources and optimize priorities. Virtual sessions will be held to define collaboration.
- Sub-regional Secretaries will actively participate during the Ministerial process and CIE scheduled meetings.
- Review the work of the Steering Committees within the framework of Goal 4 of the 2030 Agenda, specifically the “SDG4-E2030 Regional Steering Committee.”

3. Engage in intersectoral collaboration that emphasizes, inter alia, the link between education and labor for producing competitive economies and decent work, as well as the importance of promoting science and technology.

- Create channels of communication between the Authorities of CIE and the Inter-American Conference of Ministers of Labor (IACML), and also with the Authorities of the Inter-American Committee of Science and Technology (COMCyT). In this respect, it is worth highlighting that the CIE Technical Secretariat has already been liaising with the Technical Secretariats of the Labor and Science and Technology Ministerial processes so that their work plans also reflect joint actions in support of the IEA.

Implementation of the 2017-2019 CIE Work Plan, coordinated by the Technical Secretariat of the CIE, encompasses an overall alignment of the existing programs and available resources of the Executive Secretariat, and in particular, the 2017-2021 program cycles of the Department of Human Development, Education and Employment, the Department of Economic Development and the Development Cooperation Fund, in advancing the three pillars of the IEA.

As part of the SEDI's thrust in the implementation of the Inter-American Education Agenda (IEA), the Development Cooperation Fund (DCF / OAS) approved US \$ 1.5 million of seed funding for projects under each of the three pillars of the of IEA in 19 member states. Each project is expected to include specific cooperation for knowledge transfer between member states as indicated in the IEA. The detailed information on countries and projects as they relate to the pillars of the IEA are as follows:

Quality, Inclusive and Equitable Education	Costa Rica; Ecuador, El Salvador, Guyana; Nicaragua
Strengthening the Teaching Profession	Antigua & Barbuda; Argentina; Peru; St Kitts & Nevis;
Comprehensive Early Childhood Care	Bahamas; Barbados; Dominica; Honduras; Jamaica; Panama; St Lucia; St Vincent and the Grenadines; Uruguay

Dialogue, between the Authorities of the Ministers of Labor and the Authorities of the Ministers of Education, was deepened and consensus was built on specific themes to guide the formulation of an inter-sectoral proposal for cooperation under the themes of:

- Youth Employment and School-to-Work Transition.
- Technical and Vocational Educational Training.
- Modernizing Curricula and Training Systems;
- Future Trends and Skills - ICT for skill development and expansion of access to education

In the Preparatory Meeting for the X Inter-American Meeting of Ministers of Education, that took place in April 2019, the ministries discussed progress in the cooperation projects that each working group is implementing in its country, in alignment and coordination with the work defined in the Work Plan, in order to leverage, scope and define ownership of impact in our region, as well as to define the following steps:

This space provided the representatives of the ministries of education from member states with the opportunity to match and connect with the cooperation projects that existing OAS initiatives have been implementing, including the OAS Scholarships and Training Program, The OAS Consortium of Universities, the Inter-American Teacher Education Network (ITEN), the Development Cooperation Fund, the Portal of the Americas, as well as the Leo Rowe Pan American Fund.

The 2019, Inter-American Meeting of Ministers of Education aims to identify tangible and measurable outcomes, and benefits to Member States. Hence, it is proposed that the 2019 meeting be an action based meeting that brings Member States, stakeholders, and private sector partners to build sustainable partnerships through cooperation, with renewed focus on Education and Skills Development for better citizenry.

II. PROPOSED TOPICS FOR DISCUSSION

1. The Inter-American Educational Agenda: Building Alliances and Advancing towards the Sustainable Development Goals. Deepening the discussion on its three Areas of Work:
 - Advance the implementation of initiatives in the three thematic areas of the Inter-American Education Agenda.
 - Build alliances to leverage the existing resources and practices of national, sub-regional, regional, and global organizations, and
 - 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 promoting science and technology.
2. Towards the implementation of the Plan of Action of the Inter-American Education Agenda: Building Sustainable Partnerships through Cooperation, with renewed focus on Education and Skills Development for better citizenry.
 - Exploring innovative approaches and/or opportunities for expanding cooperation and increasing resource mobilization.
 - How can the ministries of education implement/built multi-stakeholder partnerships through cooperation with renewed focus on education and skills development for better citizenry.
3. Consideration of the Plan of Action of the Inter-American Education Agenda
 - Common challenges and existing capabilities for building sustainable partnerships through Cooperation.
 - Necessary elements and key examples of effective cooperation;
 - Avoiding duplication, realizing synergies.

III. MEETING PURPOSE

- To adopt and implement the Plan of Action for the Inter-American Education Agenda (IEA).

- To identify and secure sustainable partnerships through cooperation and collaboration in order to leverage existing resources.
- To propose sustainable funding models that will support the three pillars of the Inter-American Committee on Education (CIE) Work Plan.
- To strengthen cooperation between Member States by promoting all forms of cooperation, that includes, among others, triangular and South-South Cooperation.
- To identify concrete mechanisms that allow participation of the private sector based best practices and experiences in Member States.
- To instruct the Inter-American Committee on Education (CIE) to work jointly with other international, regional, and sub-regional organizations, to identify the convergences between the different ongoing agendas and Initiatives.
- To request to the CIE a prioritization of current and future cooperation projects and initiatives in conjunction with the OAS ongoing initiatives.
- To instruct the CIE and its authorities to continue its engagement in inter-sectoral collaboration between education and labor for producing competitive economies and decent work, as well as the importance of promoting science and technology and human development.

IV. MEETING STRUCTURE

- Dialogue among the participating Member States authorities in charge of education to adopt and implement a Plan of Action for the IEA, build sustainable partnerships through cooperation, and define a sustainable financing mechanism for the implementation of the IEA
- Dialogue with other international, regional, and sub-regional organizations and private sector to secure commitments and collaboration with the IEA.
- Dialogue with internal and external OAS partners, and potential contributors about ongoing cooperation projects to support the IEA implementation.

V. MEETING RESULTS

- Adopt a Plan of Action for the IEA that builds sustainable partnerships through alliances, cooperation and collaboration.
- Promote the reciprocal learning and exchange among OAS member states on experiences, challenges and lessons learnt from the implementation of policies in each of the three thematic areas of the IEA, with a special emphasis on those targeted to low-income and vulnerable groups.
- Increase coordination and linkages with other international organizations and regional, sub-regional entities and multisectoral partners, to support the implementation of the IEA.
- Strengthen ongoing cooperation projects in the three pillars of the IEA, with the inter-sectoral collaboration that emphasizes the link between education and labor, human development, competitiveness, science and technology.

**TENTH INTER-AMERICAN MEETING
OF MINISTERS OF EDUCATION**

OEA/Ser.K/V.13.1

CIDI/RME/doc.2/1

9 rev. 4
July 8 and 9, 2019
Washington, D.C.

8 July 2019
Original: English

SCHEDULE

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

(Agreed at the first plenary session held on July 8, 2019)

Monday, July 8, 2019

08:00 a.m. – 09:00 a.m. REGISTRATION OF PARTICIPANTS

9:00 a.m. – 9:30 a.m. INAUGURAL SESSION

- Luis Almagro, General Secretary of the OAS
- Honorable Michael Browne, Minister of Education, Science and Technology from Antigua and Barbuda

9:30 a.m. – 9:45 a.m. FIRST PLENARY SESSION - Election of the Chair and other agreements.

- Election of the Chair of the Tenth Inter-American Meeting of Ministers of Education
- Adoption of the Draft Agenda and Draft Schedule of the Meeting

9:45 a.m. – 10:00 a.m. SECOND PLENARY SESSION - From the IX to the X Ministerial Meeting: “The Inter-American Education Agenda: Building Sustainable Partnerships through Cooperation, with renewed focus on Education and Skills Development for better citizenry”

- Jesus Schucry Giacoman Zapata, Director, Department of Human Development, Education and Employment

Monday, July 8, 2019 (continuation)

- 10:00 a.m. – 10:15 a.m. BREAK – OFFICIAL PHOTOGRAPH
- 10:15 a.m. - 12:00 p.m. THIRD PLENARY SESSION - Deepening the Discussion on Quality, Inclusive, and Equitable Education, priority area of the IEA.
- Discussions from Ministers of Education (10 min presentations):
- María Victoria Angulo González, Minister of Education of **Colombia**.
 - H.E. Montserrat Solano Carboni, Ambassador, Permanent Representative of **Costa Rica**.
- Ministerial Dialogue (1 hour)
- 12:00 p.m. – 1:30 p.m. LUNCH (*PATIO AZTECA*)
- 1:30 p.m. – 3:30 p.m. FOURTH PLENARY SESSION - Deepening the Discussion on Teacher Training and Professional Development, priority area of IEA.
- Introductory presentations from Ministers of Education (10 min presentations):
- H.E. Noel Anderson Lynch, Ambassador, Permanent Representative of Barbados
 - Miriam Soledad Raudez Rodríguez, Minister of Education of **Nicaragua**
 - Oscar Ghillione, Secretary of Educational Management, Ministry of Education of **Argentina**
- Ministerial Dialogue (1 hour)
- 3:30 p.m. – 3:45 p.m. BREAK
- 3:45 p.m. – 5:15 p.m. FIFTH PLENARY SESSION - Deepening the Discussion on Comprehensive Early Childhood Care, priority area of the IEA.
- Introductory Presentations from Ministers of Education (10 min presentations):
- Cheila Valera Acosta, Director of Plans, Programs and Projects, Ministry of Education of the **Dominican Republic**.
 - Dr. Grace McLean, Permanent Secretary, Ministry of Education of **Jamaica**.

- Lorraine Armbrister, Permanent Secretary, Ministry of Education of the **Bahamas**.

Ministerial Dialogue (1 hour)

Tuesday, July 9, 2019

9:00 a.m. – 10:15 a.m.

SIXTH PLENARY SESSION: Towards implementation of the Plan of Action of Antigua And Barbuda

Realizing synergies and building multi-stakeholder partnerships through cooperation with renewed focus on education and skills development for better citizenry: Global hemispheric agenda and subregional Education: CARICOM, OECS, SICA, UNESCO, UNICEF, UNDRR, ECLAC, OEI, IOHE, MERCOSUR, THE PACIFIC ALLIANCE, UNDP, SEGIB.

- Honorable Patrick Faber, Minister of Education, Youth, and Culture of **Belize**.
- Arnaldo Bueso, Minister of Education of **Honduras**.
- Oscar Ghillione, Vice Minister of Educational Management, Ministry of Education of **Argentina**.
- Susana Beatriz Araujo Fiallos, Acting Vice Minister, Ministry of Education of **Ecuador**.
- Dr. Grace McLean, Permanent Secretary, Ministry of Education of **Jamaica**.
- Mrs. Karen Best, Chief Education Officer, Ministry of Education, Technological and Vocational Training, **Barbados**.
- Santiago Fernández de Soto, Head of Cooperation and International Affairs, Ministry of Education of **Colombia**.
- Cheila Valera Acosta, Director of Plans, Programs and Projects, Ministry of Education of the **Dominican Republic**.
- Lisa Henry-David, Director Educational Planning Division, Ministry of Education of **Trinidad & Tobago**

10:15 a.m. – 10:30 a.m.

BREAK

10:30 a.m. – 11:00 a.m.

SEVENTH PLENARY SESSION: Towards implementation of the Plan of Action of Antigua And Barbuda.

Necessary elements and key examples of effective cooperation.

- The Global Classroom Project
 - Joann Hardy, Project Liaison, Instructional Services Department, Fairfax County Public Schools (**FCPS**).
 - Luis Almagro, Secretary General, OAS

- Marty Smith, Chief Operating Officer, Fairfax County Public Schools (**FCPS**).
- Education and Information and Communication Technologies
 - Luis Almagro, Secretary General, OAS
 - Honorable Patrick Faber, Minister of Education, Youth, and Culture of Belize.
 - H.E. Noel Anderson Lynch, Ambassador, Permanent Representative of Barbados.
 - Lorraine Armbrister, Permanent Secretary, Ministry of Education of the Bahamas.
 - Sofía Fernández de Mesa, Profuturo.
 - Oscar Leon, Secretary, Inter-American Telecommunication Commission (CITEL)

11:00 a.m. – 1:00 p.m.

EIGHT PLENARY SESSION: Towards implementation of the Plan of Action of Antigua And Barbuda.

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 other sectors, such as health.

- Education and Health
 - Dr. Anselm Hennis, Director, Department of Noncommunicable Diseases and Mental Health, **PAHO**.
- Education and Labor
 - H.E. Noel Anderson Lynch, Ambassador, Permanent Representative of **Barbados**.
 - Enrique Deibe, Director of the Inter-American Center for the Development of Knowledge in Vocational Training (**ILO**).
 - Jesus Schucry Giacomán Zapata, Director of the Department of Human Development, Education and Employment.

Open Dialogue

1:00 p.m. – 2:30 p.m.

LUNCH (*GALLERY OF HEROES*)

2:30 p.m. – 4:00 p.m.

EIGHT PLENARY SESSION (continuation): Towards implementation of the Plan of Action of Antigua And Barbuda

Build alliances to leverage the existing resources and practices of national, sub-regional, regional, and global organizations.

Identify and secure sustainable partnerships through cooperation and collaboration in order to leverage existing resources: Development Cooperation Fund (DCF), Caribbean Development Bank, Inter-

American Development Bank (IADB), Development Bank of Latin America (CAF), World Bank (WB), Central American Bank for Economic Integration (CABEI).

- Honorable Patrick Faber, Minister of Education, Youth, and Culture of **Belize**.
- Arnaldo Bueso, Minister of Education of **Honduras**.
- Oscar Ghillione, Vice Minister of Educational Management, Ministry of Education of **Argentina**.
- Susana Beatriz Araujo Fiallos, Acting Vice Minister, Ministry of Education of **Ecuador**.
- Dr. Grace McLean, Permanent Secretary, Ministry of Education of **Jamaica**.
- Mrs. Karen Best, Chief Education Officer, Ministry of Education, Technological and Vocational Training, **Barbados**.
- Santiago Fernández de Soto, Head of Cooperation and International Affairs, Ministry of Education of **Colombia**.
- Cheila Valera Acosta, Director of Plans, Programs and Projects, Ministry of Education of the **Dominican Republic**.
- Lisa Henry-David, Director Educational Planning Division, Ministry of Education of **Trinidad & Tobago**

Open Dialogue

4:00 p.m. – 4:15 p.m.

BREAK

4:15 p.m. – 4.45 p.m.

NINTH PLENARY SESSION: Election of the Second Vice Chair of the Inter-American Committee on Education (CIE) and Adoption of the Plan of Action of Antigua and Barbuda

- Election of the Second Vice Chair of CIE
- Consideration of the Plan of Action of Antigua And Barbuda

4:45 p.m. – 5:00 p.m.

CLOSING SESSION:

- Honorable Michael Browne. Minister of Education, Science and Technology from Antigua and Barbuda
- Kim Osborne, Executive Secretary for Integral Development

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**MEMBER STATES OF THE ORGANIZATION OF AMERICAN STATES/
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Ministry of Education, Science and Technology of Antigua and Barbuda

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Ministry of Education, Science and Technology of Antigua and Barbuda

Alicia Knowles
Education Officer, Education Broadcasting
Ministry of Education, Science and Technology of Antigua and Barbuda

Jeanette Mason
Knowledge Base Officer
Ministry of Education, Science and Technology of Antigua and Barbuda

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Ministerio de Educación, Cultura y Ciencia y Tecnología de Argentina

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Mr. Jovan B.M. Reid
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Jefe Delegación

Sofía Fernández de Mesa

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ORGANIZATION OF AMERICAN STATES

Oscar Giovanni León Suárez
Executive Secretary of the Inter-American Telecommunication Commission-CITEL

ORGANIZATION OF AMERICAN STATES – EXECUTIVE SECRETARIAT FOR INTEGRAL DEVELOPMENT

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Committee Secretary and Documents Officer
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