



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



**PREPARATORY MEETING FOR THE
TENTH INTER-AMERICAN MEETING
OF MINISTERS OF EDUCATION**

April 29 and 30, 2019
Washington, D.C.

OEA/Ser.K/V
CIDI/RPME/doc.45/19 rev.3
8 July 2019
Original: English

DRAFT PLAN OF ACTION OF ANTIGUA AND BARBUDA 2019

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

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 diversity;
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;
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, CABEL, to identify elements for the construction of a Regional Funding Mechanism that supports the implementation of the Inter-American Education Agenda as the hemispheric tool for accomplishing SDG4 of the 2030 Agenda, in collaboration with the Private Sector and Academia;
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 actions¹, 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.

¹ 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.

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;

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.