



# CIE Quarterly Bulletin

APRIL-JUNE 2006

FIRST EDITION

## What is the Inter-American Committee on Education? Inter-American Committee on Education (CIE)

CIE is a collegial entity composed of one representative of the Ministry of Education of each of the Member States of the Organization of American States. It was formed in 2003 to promote dialogue and cooperation among the education authorities of the hemisphere, under the auspices of the OAS. The CIE provides follow-up on the education-related mandates of the Summit of the Americas and the accords reached in the meetings of the Ministers of Education.

### **Main objective:**

To strengthen and reinforce Inter-American dialogue in order to support policy and collaborative action in the field of education. To identify and promote multilateral initiatives and contribute to the execution of OAS policies that seek to improve education in the hemisphere.

### **Priority Topics:**

- Achieving Equity and Quality
- Secondary Education
- Strengthening Teacher Preparation
- Education for Democratic Citizenship
- Emerging Priorities (Adult Literacy, Workforce Competencies, Early Childhood Education, Info.)

The Ministers of Education and Heads of Delegations officially installed the Authorities and Executive Committee of CIE for the 2005-07 period.

<b>President</b>	<b>Vice Presidents</b>
Trinidad and Tobago	Brazil and Venezuela

### **Executive Committee**

Sub-region	Representative	Alternate
North America	United States	Mexico
Central America	Nicaragua	Panama
Caribbean	Barbados	St. Lucia
Southern Cone	Paraguay	Argentina
Andean Region	Ecuador	Peru

### **Events**

#### March 2006

- Hemispheric Project on Teachers Meeting (Paraguay)

#### April 2006

- Commonwealth and ILO Teacher Working Conditions Workshop
- Inter-American Program Advisory Board Meeting (Citizenship Education)
- VI Authorities Meeting

Take a look at the **CIE calendar** for more specific information on events and important dates.

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### **Welcome to CIE**

Welcome Address by the President of CIE Dr. Marva Ribeiro

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### **What is the CIE doing?**

Find out more about the projects the CIE is currently working on

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### **Did you know?**

Of the 50.5 million young people between 15 and 19 years of age in the countries studied, slightly less than 6 million have not concluded primary schooling. (*PRIE 2005*)



## Welcome and Introductory Remarks by the President of the Inter-American Committee on Education (abridged) Dr. Marva Ribeiro

OAS Headquarters, Washington, D.C - November 9, 2005



*As we begin the second mandate of the Inter-American Committee on Education (CIE) it is important to take a step back and reflect on where we have been, what we are doing and where we would like to go. This exercise lends itself more to the types of democratic discussions we enjoy in our meetings, but I wanted to start the ball rolling by laying out a possible strategy and provide my rationale. I look forward to your feedback and ideas.*

Thinking Strategically about the Role and Function of the Inter-American Committee on Education

### **Background**

When the Ministers of Education created the CIE in Mexico City in August of 2003 they did so with a specific mandate:

*The purpose of the CIE is to coordinate the implementation of inter-American ministerial dialogue on education, to follow-up on mandates of the Summits of the Americas and agreements entered into at Meetings of the Ministers of Education, to identify multilateral initiatives, and to contribute to the execution of OAS policies in the area of partnership for educational development.*

### **Lessons Learned**

The results of the CIE's first term were positive given the challenges it faced in establishing itself as a relevant body for political and technical cooperation in education in the Americas. It took an approach that can best be described as "learning by doing" and in that sense, it learned some valuable lessons about what methodologies and structures best fit its needs and make the best use of its niche. One of the most important of these concerned the CIE's ability to build consensus and set goals that were relevant to ministerial mandates, but feasible in terms of financial and time restraints. Building consensus often meant negotiating among a variety of priorities that were separately important to various countries and their constituencies. To compromise, members were more likely to add everything into a wish list rather than analyze the constraints of the Secretariat and the members to fulfil mandates in meaningful ways. To my mind this past practice deserves a candid review by the Authorities and Executive Committee as we lay out our Work Plan.

Another lesson deals with the issue of making use of what we have at our disposal and focusing on what works. To my mind, the niche of the CIE is cooperation and dialogue. Unlike other bodies we have a unique opportunity to: gather information about the state of education in this hemisphere, disseminate that information, narrow our priorities, identify promising programs and practices, share those programs, evaluate what works and feed that knowledge back into a process of reflection and practice. We even have many civil society organizations actively requesting to be included in the process and a mechanism/methodology that was developed by Technical Secretariat to help us cooperate more effectively. I suggest that we take a serious look at how we can incorporate the tools that we have at our disposal to achieve the goals that the Ministers and ourselves have set.

One of the main challenges, as we enter the next phase for the CIE is to transcend our bureaucratic tendencies and focus on meaningful dialogue and projects. I distinctly remember the tension we encountered in some of the first

few meetings of the CIE as we struggled to define our role, purpose, and rules for operation. In one of these instances, the representative from Canada, my good friend Patrice Lafleur, wisely reminded us that this tension is an inherent part of institution building, and he was very right.

However, we are now at a different stage. The basic foundation has been laid and that next step is for us to create a common strategic vision; a vision that proposes rather than reacts; a vision that transforms rather than reproduces. It is too easy to simply attend CIE meetings in order to defend our own interests and get caught up in technical details, and quibble over scarce resources. That is not what I intend to do here, as President of the CIE. That is not what my Minister would want. I challenge each and every one of you to come to these meetings prepared to participate in meaningful discussions and make important decisions. I challenge us to construct a common vision that goes beyond our own particular interests. I challenge each of you to return to your countries, to your Ministers of Education with our work plan and garner the political will and technical resources that we require to translate their commitments into actions that will have a lasting impact on the region.

### **CIE Vision for the 2005-2007 Term**

For the next two years, the CIE has the opportunity to build on the foundation laid in the last term. Yet, to accomplish that we obviously need to lay out a plan and map out our objectives, strategies, activities and benchmarks. I have been studying the Declaration of Scarborough and Commitments to Action and looking at the state of current initiatives and would like to submit some decisions to be taken at this upcoming meeting.

- *Identify priority areas:* I realize that there are numerous and overlapping priorities but I challenge us to distil five main priorities from the Ministers' mandates. I would almost suggest that they include:
  1. Equity with Quality (encompassing PRIE, Evaluation, Early Childhood Education, Compensatory Education and Preventing School Failure)
  2. Democracy and Citizenship Education (encompassing the Inter-American Programme)
  3. Teacher Development and Quality (hemispheric project, teacher development, teacher evaluation, teacher incentives, etc)
  4. Secondary Education and Workforce transitioning (Hemispheric project, Labor Competencies, the new skills, etc)

5. Literacy and Life-long learning (Inter-American Literacy campaigns/ partnerships, etc)

- *Commit to Horizontal Cooperation:* After more than three years of using the virtual and on-site tools of the OAS’ Knowledge Sharing Advisory Network (KSAN) and the numerous valuable experiences that all ministries have shared and received, I think we should formally make KSAN a CIE mechanism and ensure that it continues well into the future. Once we have identified priorities and selected promising programs we can use the tools to share the knowledge we have learned. The Minister of Education, Trinidad and Tobago suggested in her presentation at the IV Ministerial, that, “with horizontal cooperation as its preferred strategy, we should utilise to the fullest the possibilities inherent in the KSAN/CONARED to facilitate the transfer of knowledge, experiences and best practices in providing quality of life to the peoples of the hemisphere.”
- *Promote and Expand Horizontal Cooperation:* (move beyond governments to identify and share promising practices from Civil Society and other International organizations). Make use of the World Bank Institute’s offer to host videoconferences on the priority areas we decide, use the OAS Survey Tool to gather information, and the Virtual Forum to discuss options and collaborate.
- *Establish a formal procedure for following-up on mandates:* We are all conscious of the critique that there is no accountability for ministerial commitments and we know that the onus is squarely on us. Simultaneously, we all feel the constraints I mentioned earlier, particularly in terms of financial and personnel. I suggest that we establish criteria for prioritizing mandates:
  - i. They should be supported with evidence (PRIE and OEST could help us with this but we need to include other sources of information; quantitative and qualitative);
  - ii. They are not already receiving priority attention in another forum or if they are that the strategy

to address them takes this into account in the form of coordination (the Inter-Agency Forum could help with this);

- iii. They have a clear country or organization that is willing to take the lead in initiatives to address the given priority and report to the CIE about progress;
- iv. The CIE’s role is clearly defined and that our comparative advantage is appropriately leveraged
- v. Other funds besides the sub fund would be leveraged in this area and documentation should be provided to support this

Part of that responsibility means doing what the Ministers asked us in Tobago – generating more resources and exploring innovative ways of doing so. What might these be? How shall the CIE more effectively engage with the donor community? What products and processes do we offer that they would see as valuable? I mean that if donors want to invest in multinational priority areas, shouldn’t we be the logical starting point?

These are some of the issues that we need to think about at the beginning of this Second Term. My team and I, along with the technical secretariat have tried to put forth an initial proposal that is a first step in operationalizing the mandates from the declaration. This is not set in stone and needs your input and expertise. But please go over it and be prepared to discuss it or other manifestations of it so that we can really have some concrete ways of responding to the main commitments that we were given.

I am particularly honoured to be the President of the CIE at this exciting stage of its development. I feel confident that we have a great group of committed and knowledgeable education professionals and that we will be able to achieve the goals that the Ministers have set for us. I sincerely thank you.

**-Dr. Marva Ribeiro**

**What is the CIE doing? (Overview of Current Projects)**

**Equity and Quality**

- **Summit Project:** PRIE (Regional Project on Educational Indicators)
- **Summit Project:** Evaluation Forum
- **Hemispheric Project:** Development of Policies and Strategies for the Prevention of School

**Teacher Education**

- **Hemispheric Project:** School Management and Certification for the Training and Accreditation of Labor and Key Competencies at the Second Level of Secondary Education

**Secondary Education**

- **Hemispheric Project:** Responses to the Challenge of Improving the Quality of Recruitment and Selection, Initial Formation, Professional Development and Evaluation of Teachers in Countries in the Hemisphere

**Education for Democratic Citizenship**

- **Inter-American Program on Education for Democratic Values and Practices**

**Emerging Priorities**

- **Ready to Learn, Early Childhood Projects**

## Summit Projects

### PRIE: The Regional Educational Indicators Project (Proyecto Regional de Indicadores Educativos)

The Regional Educational Indicators Project (PRIE) was started after the Second Summit of the Americas in 1998 as member governments were becoming increasingly concerned with the state of education in their own countries and within the region. Among their chief concerns was the need to improve gathering and analyzing of statistical data and information about their education systems and to provide a means in which to share this information with one another. By compiling and analyzing statistical data and information about education, leaders can gain a better understanding of not only the problems within their education systems, but also what their respective education systems are doing right. In turn, by sharing information and data with others,

countries within the region can find out more about common problems in education and coordinate with one another to identify potential solutions for resolving them. The PRIE is currently under the auspices of the Mexican Public Education Secretariat (SEP). To learn more, take a look at the PRIE website which was created and maintained by the OAS at [www.prie.oas.org](http://www.prie.oas.org)

PRIE was established with three objectives in mind:

- 1) To create a basic set of comparable education indicators
- 2) To help countries within the strengthen their capacities for gathering and analyzing educational data and information
- 3) To publish and share the results of findings so that countries can learn more about the issues facing their own education systems as well as those of other countries within the region.

## Evaluation Forum

In addition to inspiring the creation of PRIE, the Second Summit of the Americas helped spur the creation of the Forum for Educational Evaluation. The Forum for Educational Evaluation serves to assist member states to better critique and evaluate the performance of their respective education systems. Also, the Forum allows countries to share ideas and experiences that could potentially help improve the educational system performance, particularly the assessment of educational outcomes. The Forum focuses its evaluation activities around six core areas, including:

- 1) Relationships and experiences between national evaluation systems
- 2) Participation in comparative educational studies
- 3) Establishing educational censuses or registries
- 4) Establishing technical capacity
- 5) Raising international support
- 6) Increasing interest in educational evaluation and statistical indicators.

The Forum is currently under the auspices of the Brazilian Ministry of Education. To learn more about the Forum for Educational Evaluation visit its website [www.inep.gov.br/internacional/forum](http://www.inep.gov.br/internacional/forum).

## Hemispheric Projects

### **III Meeting of Ministers of Education**

(August 11-13, 2003 – Mexico)

These 3 projects are funded from FEMCIDI and managed by country coordinators. Oversight is provided by the OAS and SEDI because they implement the mandates of the Ministers of Education and the Authorities of the CIE.

1. **Development of policies and strategies for school failure prevention** (Elaboración de políticas y estrategias para la prevención del fracaso escolar) (<http://www.oas.org/udse/informeIIIministerial/informe/Equidad.doc>)
2. **School management and certification for the training and accreditation of labor and key competencies at the second level of secondary education** (Gestión escolar y la certificación de competencias laborales en la educación secundaria) (<http://ebnc.cipet.ac.cr/>)
3. **Responses to the challenge of improving the quality of recruitment and selection, initial formation,**

**professional development and evaluation of teachers in countries in the hemisphere** (Respuestas a los desafíos de mejorar la calidad del reclutamiento y selección, formación inicial, desarrollo profesional y evaluación de los docentes)

([http://scm.oas.org/DOC\\_SEARCH\\_ENGINE/ENGLISH/hist\\_04/cidi01355e02.doc](http://scm.oas.org/DOC_SEARCH_ENGINE/ENGLISH/hist_04/cidi01355e02.doc))



The OAS Education Team - Spring2006

## **Inter-American Program on Education for Democratic Values and Practices**



Secretary General Insulza

Elections throughout the Hemisphere, increasing attention is being paid to the importance of promoting a democratic culture to strengthen and sustain democracy. Underlying a society's democratic culture are shared values, attitudes, knowledge and skills, always developing, never complete, that constitute citizenship competencies.

Democracy requires an aware, involved, and active citizenry with democratic values and practices.

The Inter-American Program on Education for Democratic Values and Practices was adopted by the ministers of education of OAS member states through CIDI/RME/RES. 12 (IV-O/05) at the IV Meeting of the Ministers of Education held in Scarborough, Trinidad and Tobago on August 11th and 12th, 2005.

[http://www.oas.org/udse/english/cpo\\_educ\\_democr.asp](http://www.oas.org/udse/english/cpo_educ_democr.asp)

The main objective of the Program is to promote the development of a democratic culture through education by encouraging research, professional development and educational resources, and information exchange among member states of the OAS. This Program builds on significant efforts in education for democratic citizenship going on within countries throughout the region, as well as on prior work of nongovernmental and international organizations such as the OAS, IDB, UNESCO, and others. An Advisory Board of Experts met in late April 2006 to help shape future initiatives within the Program.

## **Early Childhood Development – A Priority for Sustained Economic Growth and Equity**

The OAS led the construction of a Latin American consensus on Early Childhood Education and organized and executed events in coordination with the Ministers of Education, Family and Health; among them: Mexico (1991, 2003, 2004, 2005); Ecuador (1992); Chile (1994); Brazil (1996, 2001, 2005); Nicaragua (2004); Dominican Republic (2003, 2004, 2005). The OAS has brought together the countries of the hemisphere through global meetings that have taken place in Chile (2000) and Mexico (2004, 2005); and by institutions of civil society such as the Asociacion Mundial de Educadores Infantiles (AMEI) in: Spain (2000); Colombia (2002); El Salvador (2003); Venezuela (2004), Mexico (2005, 2006). In conjunction with the Centers of Early Childhood Development in Monterrey, Mexico, the financial support of the Scholarships Department and the Inter-American Committee on Education (CIE) has contributed to the institutional strength of the national directions, capacitating 25 directors in Latin America and the Caribbean.

In September of 2005, the World Bank, the IBD and the OAS held a gathering of governmental institutions, civil society, international agencies, and universities to participate in the "Early Childhood Development – A Priority for Sustained and Equal Economic Growth" Symposium. The

region was represented by 16 countries. Chile, Mexico and Trinidad and Tobago had an exposition on the evaluation of programs and projects. Another activity that took place was the Observation of Experiences in Early Childhood Centers in Washington, D.C., where the delegates from Latin America and the Caribbean gave input for the preparation of the report that the World Bank and the OAS will publish.

In April (23 to 27) the OAS, together with other delegates of agencies and civil society, participated within the international group organized by the AMEI in Mexico where the Morelia Declaration was prepared on: Early Childhood Education: Challenges of the Third Millennium. This document establishes guidelines on the quality and development of policies for the development, care and education of those in Early Childhood, which will be discussed and later distributed on a global level.

Since 1990, the OAS has made a specialized Website available to the member states with updated information on this topic (<http://www.oas.org/udse/dit2>). The version in Spanish relied upon financial support from the World Bank and the English version is under the name Ready to Learn. It was initiated in 2004 as a part of the CONARED.



# CALENDAR OF ACTIVITIES – EDUCATION 2006

- I. Summit Projects**  
**Regional Project on Educational Indicators (PRIE)**  
Statistics Workshop for Caribbean.....TBD  
**Evaluation Forum**  
Possible III Evaluation Forum.....TBD
- II. Hemispheric Projects**  
Hemispheric Project on Teachers – Sub-regional Coordinators meeting.....March 9-10  
Hemispheric Project on Secondary Ed and Competencies.....April 24-25
- III. Inter-American Program on Education for Democratic Values and Practices**  
Selection and Formation of Advisory Group.....February  
Develop Web Portal.....February – June  
Advisory Board Meeting.....April 19-21  
Seminar on Good Practices (Mexico).....May 29-31  
Bulletin.....quarterly (starting May)  
Mapping Key Initiatives.....ongoing
- IV. Early Childhood Education**  
International Working Group, ECD and education Guidelines. Morelia Declaration.....March  
VI International Conference on Initial and Pre-School Education: Neurosciences, Sexual Development and Multi-Culturalism.....May
- V. CIE Coordination**  
Project Proposals received and shared.....February  
VI Authorities Meeting.....April 27-28  
II CIE Plenary (September).....late September  
CIE Bulletin.....quarterly (starting April)  
VII Authorities Meeting.....November (tentative)
- VI. Horizontal Cooperation**  
CONARED Workshop, Teacher Preparation and Practice.....August (tbd)
- VII. OAS Events**  
OAS General Assembly (Dominican Republic).....June 4-6

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