**ELEVENTH INTER-AMERICAN MEETING OF** OEA/Ser.K/V.14.1

**MINISTERS OF EDUCATION** CIDI/RME/doc.12/22

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VIRTUAL

FINAL REPORT

ELEVENTH INTER-AMERICAN MEETING OF MINISTERS OF EDUCATION

Prepared by the Department of Human Development, Education, and Employment (DHDEE)   
of the Organization of American States (OAS) in its capacity as Technical Secretariat   
of the Inter-American Committee on Education (CIE)

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**Final Report**

**Eleventh Inter-American Meeting of** **Ministers of Education**

# Background

The Eleventh Inter-American Meeting of Ministers of Education of the Inter-American Council for Integral Development (CIDI) was held virtually on November 10 and 11, 2022, with the theme “Toward the construction of a new Hemispheric Education Compact in a context of change.” Prior to the event, a preparatory meeting was held virtually on July 28, 2022, to receive comments on the draft Declaration, Plan of Action, and 2022-2027 Inter-American Education Agenda. The dates of the preparatory meeting, as well as the change of date and venue for the Inter-American Meeting of Ministers of Education, were approved at CIDI’s meeting of May 31, 2022, document [CIDI/doc.348/22 rev. 2](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fscm.oas.org.mcas.ms%2FIDMS%2FRedirectpage.aspx%3Fclass%3DCIDI%2Fdoc.%26classNum%3D348%26lang%3De%26McasTsid%3D20893&McasCSRF=5b9e9477a1c8e283a52c1b0efbba14c48b790dc61dcb97ab3de9335beca519f5).

# Proceedings

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.258/18). It consisted of an inaugural session—with the participation of the Secretary General of the Organization of American States (OAS), Mr. Luis Almagro Lemes; the Chair of the Inter-American Council for Integral Development, Ambassador Yolande Yvonne Smith, Permanent Representative of Grenada to the OAS; and Mr. Jaime Perczyk, Minister of Education of Argentina and Chair of the Inter-American Committee on Education (CIE)—followed by six plenary sessions and a closing session. The meeting was attended by 27 member state delegations, 12 of which were headed by ministers of education. The list of meeting participants is contained in document [CIDI/RME/doc.11/22](https://scm.oas.org/IDMS/Redirectpage.aspx?class=V.14.1.CIDI/RME/doc&classNum=11&lang=t).

Audio recordings of the meeting’s sessions can be found at:

* November 10, 2022: morning sessions: <https://youtu.be/fS6L4tgY3to>
* November 10, 2022: afternoon sessions: <https://youtu.be/osEMVXDQcPU>
* November 11, 2022: afternoon sessions: <https://youtu.be/nhFGi6aFJzs>

The following paragraphs also contain links to the videos of the sessions, which appear between parentheses and indicate the minutes at which the remarks were made.

## Inaugural session [(21:36/39:38)](https://youtu.be/fS6L4tgY3to?t=1296)

The inaugural session of the Eleventh Inter-American Meeting of Ministers of Education was opened by Ms. Kim Osborne, Executive Secretary for Integral Development at the OAS. Opening remarks were given by the OAS Secretary General, Mr. Luis Almagro Lemes.

The Secretary General stated that the region must be more effective in fighting poverty, since people cannot thrive under models that redistribute misery. He said that in order to meet the current challenges, the key is to provide more and better education. He then extended greetings to the ministers of education and heads of delegation and congratulated the Minister of Education of Argentina, Mr. Jaime Perczyk, in his capacity as Chair of the Inter-American Committee on Education for the 2021-2024 period. The Secretary General highlighted Argentina’s commitment to build on the basis of collaborative work to help implement the 2022-2027 Inter-American Education Agenda (IEA). He also highlighted some of the initiatives and meetings held within the framework of the CIE over the past three years and concluded by stating that against the backdrop of educational needs and limited resources facing the member states, effective governance and synergies were required to achieve common objectives in order to make education an inclusive right for all the region’s citizens.

Mr. Almagro also spoke of the recent launch of the Inter-American Program on Healthy Eating and Physical Activity Policies in School Environments, a joint program of the OAS and the Pan American Health Organization (PAHO) that supports countries in developing national plans and facilitates the implementation of experiences that have proven effective.

The Secretary General concluded by stressing that the region was at a turning point and that this called for imagining a new and better future for education systems: a redesign that includes and promotes resilient educational systems that are adaptable to change, under a systemic approach that brings together different perspectives, as proposed by the Inter-American Education Agenda. [(23:30/29:03)](https://youtu.be/fS6L4tgY3to?t=1410)

Ambassador Yolande Yvonne Smith, Chair of the Inter-American Council for Integral Development and Permanent Representative of Grenada to the OAS, said that the theme chosen for the meeting—“Toward the construction of a new Hemispheric Education Compact in a context of change”—reflected the need for transformation in pursuit of achieving SDG-4, which focuses on quality, equitable, and inclusive education and the promotion of lifelong learning for all. With the awareness that the pandemic had affected efforts to that end, she called for strengthened determination to move forward to achieve the objective. She concluded by stating that the decisions taken at the meeting would strengthen the collective ability to achieve the commitments assumed in the draft Declaration and Plan of Action, and she underscored CIDI’s commitment to further the ministerial meeting’s objectives. [(29:32/34:00)](https://youtu.be/fS6L4tgY3to?t=1772)

Mr. Jaime Perczyk, Minister of Education of Argentina and Chair of the CIE, said that the dialogue between ministries of education within the framework of the CIE allowed it to define the priorities that will guide action in pursuit of the objectives set for the IEA up to 2027. He said that the actions that we will carry out over the coming years must meet the challenges that the pandemic has set for our education systems, especially as regards the learning and educational trajectories of an entire generation of children and adolescents. That situation, he said, required urgent decisions and transformations. He noted that the transformation of education systems requires that states guarantee their budgets and financing, so they can pursue active policies that, from a systemic approach, address the multiple challenges imposed by a highly complex educational context. [(34:24/38:44)](https://youtu.be/fS6L4tgY3to?t=2064)

## First plenary session: Election of the Chair and other agreements [(40:12/1:10:52)](https://youtu.be/fS6L4tgY3to?t=2412)

In accordance with Article 3 of CIDI’s Rules of Procedure, the first plenary session was opened by the provisional chair of the meeting, Ms. Marie Levens, Minister of Education of Suriname. On a motion from the head of the delegation of Ecuador and seconded by the head of the delegation of Chile, Mr. Jaime Perczyk, Minister of Education of Argentina, was elected by acclamation to serve as Chair of the Eleventh Inter-American Meeting of Ministers of Education of CIDI.

The session continued under the gavel of Minister Perczyk who, in submitting the draft agenda for the meeting’s consideration, proposed the inclusion of an additional item to cover the presentation of the report of the Technical Secretariat in follow-up to the Tenth Inter-American Meeting of Ministers of Education. The Chair’s proposal was accepted and the adopted agenda may be found in document [CIDI/RME/doc.1/22](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fscm.oas.org.mcas.ms%2FIDMS%2FRedirectpage.aspx%3Fclass%3DV.14.1.CIDI%2FRME%2Fdoc%26classNum%3D1%26lang%3De%26McasTsid%3D20893&McasCSRF=41e3a642cb36d33fb05da8dddf212d45cb654e0ed236a91f0481fd2e01eeb036) rev. 1.

The draft schedule for the meeting was then approved [(CIDI/RME/doc.3/22 rev. 3)](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fscm.oas.org.mcas.ms%2FIDMS%2FRedirectpage.aspx%3Fclass%3DV.14.1.CIDI%2FRME%2Fdoc%26classNum%3D3%26lang%3De%26McasTsid%3D20893&McasCSRF=41e3a642cb36d33fb05da8dddf212d45cb654e0ed236a91f0481fd2e01eeb036). The meeting also addressed procedural issues and ratified the agreements reached during the preparatory meeting, in keeping with Article 21 of the Rules of Procedure for Sectoral and Specialized Meetings of CIDI at the ministerial level.

Then, the Style Committee was set up with the delegations of:

* Belize, for the English language
* Brazil, for Portuguese
* Canada, for French
* Costa Rica, for Spanish

The deadline for submission of proposals was set at noon on Thursday, November 10, 2022, and it was agreed that the meeting would be concluded on Friday, November 11, 2022, at 1:00 p.m. It was also agreed that no committees or working group would be established for the Eleventh Inter-American Meeting of Ministers of Education.

After the procedural matters had been dealt with, Mr. Jesus Schucry Giacoman Zapata, Director of the Department of Human Development, Education, and Employment of the Executive Secretariat for Integral Development, presented the report of the Technical Secretariat.

Director Giacoman stated that the Technical Secretariat’s report included the main outcomes attained in pursuit of the Plan of Action of Antigua and Barbuda, the CIE 2019-2022 Work Plan, and the actions taken to respond to the COVID-19 pandemic and the programmatic activities of SEDI. He said that in response to the pandemic, the Technical Secretariat had supported the Ministries of Education with a virtual platform containing more than 15,000 resources on educational programs and free training courses. He noted that the Hemispheric Action Plan for Continuity of Education (PHACE) had become an efficient mechanism that allowed the ministries of education to adopt specific actions aimed at guaranteeing continuity of learning at the different levels of the education system. He highlighted the intersectoral collaboration between the education, labor, and health sectors. He reported that the Inter-American Teacher Education Network had organized its annual Virtual Seminar, which focused on the design and implementation of effective policies, programs, and practices in teacher training in the Americas. He concluded by extending special thanks to the Minister of Education of Antigua and Barbuda as the 2019-2021 Chair of the CIE, and to the education ministers of Argentina, Barbados, Chile, Costa Rica, and Colombia as active members of the working groups over the period; he also acknowledged the new leadership for 2022-2025, with Argentina as Chair of the CIE and Ecuador serving as Vice Chair. He also extended his recognition, commitment, and gratitude to PAHO, UNESCO, ILO, and other key institutions in the region. [(54:00/1:07:57)](https://youtu.be/fS6L4tgY3to?t=3240)

The Chair thanked the Director for his report, noting the comprehensive holistic vision, team work, and consensus-building that had characterized the past three years, as indicated in the report. The meeting agreed that note be taken of the Technical Secretariat’s report on the activities carried out since the Tenth Inter-American Meeting of Ministers of Education in July 2019 and to adjourn the first plenary session.

## Second plenary session: Toward the construction of a new Hemispheric Education Compact in a context of change [(1:10:52/1:23:09)](https://youtu.be/fS6L4tgY3to?t=4252)

The Chair opened the session by saying that in Latin America education was recognized as a fundamental human right, a social public good, and an inalienable state responsibility that places students and communities at the center of the teaching and learning process. He said that a comprehensive conceptualization of education quality must entail the inclusion and well-being of teachers and students. The Hemispheric Education Compact was, he said, the region’s road map for addressing challenges that affect our education communities such as inequality gaps, learning deficits, and the interruption of educational trajectories. In order to move on to transformative action, the presence and protagonism of the states, the active participation of civil society, and the effective inclusion of education communities in discussions were required. He said that this undertaking requires a strong commitment and the active participation of all the ministries of education, organized on the basis of two working groups: one to addresses the topic of “Systemic approach for building resilient education systems,” and the other the “Intersectoral Agenda.” Both groups will collaborate closely with the authorities of the CIE and the Technical Secretariat to provide a frame of reference that will feed back into the discussions, trends, and progress defined in the Committee’s 2022-2025 Work Plan. He stated that Argentina’s commitment, as CIE Chair, will be to promote intersectoral interaction and linkages with other actors so that they can also contribute their experiences, resources, and/or platforms and so we can amplify the scope of our initiatives. [(1:10:52/1:15:55)](https://youtu.be/fS6L4tgY3to?t=4252)

After concluding his remarks, the Chair gave the floor to Ms. Maria Brown Pérez, Minister of Education of Ecuador and Vice Chair of the CIE, who expressed her agreement with the Chair’s statements regarding the challenges facing the education sector. She said that the region’s education systems had experienced a far-reaching crisis, mainly due to the closing of schools, which had caused an increase in educational inequalities and losses in learning and in the well-being of students throughout the region. Minister Brown invited the meeting to consider the transformative capacity of education as a factor in promoting equality, which is the engine of sustainable and sustained democracies in an equitable society. She said that education in socioemotional skills has regained a great deal of importance in our national and regional debates; and that it was necessary to note that the challenges we continue to face and which are becoming increasingly visible—particularly in societies where social inequality is immense, such as those of Latin America—may continue to worsen if we do not take joint action from this perspective of international solidarity and multilateralism. Therefore, she said, having a common education agenda for the countries of the Americas was a step towards recovery, one that—beyond seeking concrete solutions to existing challenges—seeks to build on what has been learned and to share and enrich the knowledge and experiences of all. This is what we have called “Toward the construction of a new Hemispheric Education Compact in a context of change.”

She said that to ensure that this translates into actions and outcomes, the Inter-American Education Agenda and its Plan of Action are documents that have been worked on through consensus at the technical working meetings of the CIE. The Agenda’s priority areas are a systemic approach to building resilient education systems that will reinforce their work through the recovery, repair, and reactivation of the post-pandemic education sector and the intersectoral agenda. She concluded by noting that, without a doubt, education has not returned to what it was before; however, the consequences of the pandemic and the lessons learned from it will allow us to move toward new structures to construct a new world of education. (1:16:09/1:22:52)

## Third plenary session: Ministerial dialogue on the systemic approach to building resilient education systems [(1:23:10/2:48:21)](https://youtu.be/fS6L4tgY3to?t=4990)

The Chair gave advance thanks to the education ministers of Chile, El Salvador, the United States, and Paraguay, who were going to share their visions, approaches, and experiences to start the ministerial dialogue, and he invited the ministers to give their best efforts to ensure an open, rich, and deep conversation that would help define the next steps. He then gave the floor to the Minister of Education of Chile, Marco Ávila.

The Minister of Education of Chile, Marco Ávila, began by drawing attention to the crisis affecting all education systems, highlighting the climate crisis, the inequality evidenced in the post-pandemic period, the gaps caused by previous social injustices, gender inequality, the needs and transformations in the world of work, and the demands of societies, which have become more apparent since the pandemic. This poses a great challenge for education systems, given that schools are the first venue for socialization, where we not only learn curriculum subjects but also how to live together, to build a peaceful world, and to resolve conflicts effectively through dialogue. He said that these challenges would be better addressed if the countries jointly shared a series of practices and thereby generated collective actions. He concluded by stating that the proposed 2022-2027 IEA was in line with the efforts made in Chile and that it places central priority on the recovery of apprenticeships, professional development, changes in the labor sector, and employability. For that reason, the agenda will allow the sharing of those experiences and for progress to be made toward a policy that will effectively allow for radical collaboration. [(1:26:20/1:36:24)](https://youtu.be/fS6L4tgY3to?t=5180)

Then, the Minister of Education of El Salvador, José Mauricio Pineda Rodríguez, began his remarks by highlighting the importance of this venue for political dialogue, which was focused on updating the Inter-American Education Agenda to address the challenge of guaranteeing—through education—that current and future generations have the skills and capacities to face local, national, regional, and global challenges after a complex situation in which education processes have been almost annulled during the pandemic. He pointed out that the development of public policies should not only focus on stabilizing school systems and guaranteeing educational continuity, but that they should also consider the comprehensive transformation of education. He highlighted the challenge education systems faced in changing the way they teach, which is why venues such as this one were essential: the construction of regional agendas for cooperation among countries and the establishment of mechanisms for working together—especially in the most disadvantaged countries—allows us to address the shortcoming of teaching and learning processes with confidence and certainty. In this way, shared solutions to shared problems can be devised. He concluded by inviting the participants to take a fresh look at their realities and to think about resilient educational systems that can respond flexibly to emergencies while continuing to advance along the path of development. [(1:36:52/1:52:41)](https://youtu.be/fS6L4tgY3to?t=5812)

In turn, the Secretary of Education of the United States, Miguel Cardona, reminded the meeting that “strength lies in unity,” acknowledging that sometimes countries’ priorities were very different but emphasizing that we are united by the determination to give our children a better future, in the recognition that every young person has potential and that our societies are better when they have ways to fully develop that potential. He called for a lasting difference to be made in education and for acknowledgment of the urgency of reimagining education systems to make them more resilient, equitable, and sustainable. He noted that while each country was different, others were likely to face similar concerns in their own education systems. He said that the Department of Education, which he heads, was working to increase access to mental health, improve reading and mathematics, promote teacher training, and include and support students with disabilities. He then invited the region to step up its cooperation and dialogue, through creativity and innovation and by looking for different ways to collaborate. He concluded by reiterating his interest in continuing the discussion and in increasing engagement in the region on a basis of mutual respect and close and resolved collaboration between equal partners, recognizing at all times the incredible assets that the countries bring to the region and the world. [(1:53:44/2:04:29)](https://youtu.be/fS6L4tgY3to?t=6824)

In his remarks, the Minister of Education of Paraguay, Ricardo Nicolás Zárate, who was accompanied by Vice Minister Alcira Sosa, said that it would be difficult to reimagine the post-pandemic world given the funding difficulties for addressing the recovery of learning and implementing ICTs, especially at a time of global economic recession. He called for a gesture of brotherhood among nations to create a true cooperation fund, because if there is no money, it is all just talk. Such a fund could finance the best ideas to overcome the stagnation of education in the region, and he invited the meeting to reflect on and identify sources of financing to implement the ideas. Minister Zárate gave the floor to Vice Minister Sosa, who shared Paraguay’s experience with educational transformation. She explained that although the return to the classroom had already taken place, the lack of access to resources limited the possibilities of the recovery process. She noted that Paraguay had initiated a process of leveling-up or feedback on learning, by means of a program that is planned to run until 2024. She concluded by explaining that within the framework of the National Educational Transformation Plan, there was a road map that included nine policies—some substantive and others instrumental—which make up a plan for 2040. This allowed educational opportunities to be examined in a comprehensive manner, but she reiterated that sustained financing was needed to make it possible. [(2:04:49/2:15:46)](https://youtu.be/fS6L4tgY3to?t=7489)

The Chair thanked the presentations and opened the floor for dialogue.

The delegation of **Colombia** underscored the importance of the Hemispheric Declaration on Education that had been negotiated, particularly the emphasis it places on building resilient education systems and on advancing the intersectoral agenda. Colombia also reaffirmed its intention to serve as chair of Working Group 1, on the systemic approach to building resilient education systems, and stated that this ministerial meeting was an opportunity to move forward with the construction of milestones that will be historic in terms of guaranteeing the right to quality education. The delegation also supported the importance given by the United States to exchanges of teaching materials. [(2:17:47/2:24:22)](https://youtu.be/fS6L4tgY3to?t=8267)

The delegation of **Panama** noted that the pandemic had had an impact not only on national but also on international events and that it had had a definite impact on the lives of the population which, at this time, it was difficult to estimate. The delegation shared some of the initiatives developed in Panama and said that the pandemic was also an opportunity to transform education systems. It concluded by highlighting the importance of seeking support through all the region’s successful experiences, so that ideas such as those of Panama can be reinforced at the regional level and thereby participate in this evolution in the new regional context. [(2:26:19/2:32:24)](https://youtu.be/fS6L4tgY3to?t=8779)

The delegation of **Mexico** expressed its gratitude for the invitation and the opportunity to participate at the inter-American meeting, which provided the highest educational authorities with the opportunity to exchange policies, strategies, and ideas to strengthen our educational systems and to generate opportunities and guarantee the continuity of education for all students. Mexico stressed the importance of building alliances and strengthening cooperation on common issues, such as the development of a systemic approach to building resilient education systems that address initiatives involving the three Rs. The delegation also shared some of the steps adopted by Mexico to ensure the continuity of education and the recovery of learning. Finally, it expressed its appreciation for this opportunity to share experiences and learn about the actions that the member countries’ education ministries were pursuing to assist students. [(2:32:43/2:42:32)](https://youtu.be/fS6L4tgY3to?t=9163)

The delegation of **The Bahamas** shared some of the initiatives implemented to ensure the continuity of education and the challenges faced, including the learning gap, financing, access to connectivity, and several others. The delegation also congratulated the OAS for allowing the region’s countries to share what they have been doing and expressed its desire to continue dialogue and collaboration with regional partners. [(2:43:18/2:47:22)](https://youtu.be/fS6L4tgY3to?t=9798)

The Chair again thanked the speakers for their presentations, along with the remarks made during the dialogue, and then adjourned the session.

## Fourth plenary session: Ministerial dialogue on the intersectoral agenda [(16:54/1:02:24)](https://youtu.be/osEMVXDQcPU?t=1014) – [(52:40/2:18:40)](https://youtu.be/nhFGi6aFJzs?t=3160)

The fourth plenary session was chaired by Ms. Marie Levens, Minister of Education of Suriname. She opened the session by thanking in advance the ministries of Ecuador, Guatemala, and Suriname, which were to begin the discussion on visions, approaches, and experiences regarding the intersectoral agenda.

The Minister of Education of Guatemala, Claudia Patricia Ruíz Casasola, said that the meeting was an opportunity to meet again, reflect, rethink, and reorient strategies to ensure inclusive and equitable quality education. She noted that the IEA promotes political dialogue, coordination, and interconnected actions in the region and provides a valuable model to ensure that our countries’ children and adolescents are placed at the center of decisions. She stressed the need for centers of education and community learning facilities to become healthy school environments, where socio-affective well-being and the existence of inclusive, dignified, and safe spaces that ensured students relevant and meaningful learning. Minister Ruíz shared some of the actions carried out by Guatemala to structure intersectoral work and said that this collaborative action gave rise to the need to meet the demand for innovative, quality, and relevant educational services for children, adolescents, and people in mobility. She concluded by recognizing the OAS’s ongoing efforts to organize regional meetings that significantly favor the member states’ commitments and she urged them to assume that commitment for the benefit of our countries’ children and adolescents, who deserve a full and safe life guaranteed from its earliest days, as well as to continue working in harmony, with synergy, determination, and commitment to achieve the Sustainable Development Goals. [(20:16/31:45)](https://youtu.be/osEMVXDQcPU?t=1216)

The Minister of Education of Ecuador, María Brown Pérez, explained that the IEA’s Intersectoral Agenda was guided by the principles of collaboration between different sectors. She said that through initiatives such as educational mobility for regional integration, collaboration between education and labor, and the promotion of healthy school environments, their joint work will be strengthened, fostering multilateralism. As regards educational mobility for regional integration, she stressed the importance of discussing human mobility both between and within countries, where there was an urgent need to think about more flexible education systems that can respond to the specific realities of the different populations that—for different reasons—migrate from one place to another. The minister shared some of the steps taken by Ecuador in connection with mobility, in recognizing educational trajectories, and as part of its processes for inclusion and curricular flexibility.

Regarding challenges in education and work, she explained that the inclusion of young people in decision-making was essential to ensure that education and work policy not only responds to the needs of the productive sector and employers, but also—and primarily—to the life plans of individual young people. She also underscored the importance of creating opportunities to strengthen technical, professional, and vocational education with timely vocational guidance. Finally, regarding the promotion of healthy school environments, Minister Brown recognized the importance of addressing not only physical health and nutrition but also mental health, psychosocial risks, and the strengthening of socioemotional skills, which is an issue of regional concern. She concluded by stressing the need to seek out and encourage dialogue and reflection so that, in addition to exchanging experiences, opportunities for collaboration and regional solidarity could be identified and resources and time could be optimized. [(32:16/43:05)](https://youtu.be/osEMVXDQcPU?t=1936)

Speaking on behalf of Minister Levens, the Permanent Secretary of the Ministry of Education of Suriname, Ms. Daniela L. Rosario, shared some of the initiatives adopted by Suriname to strengthen the collaboration between the education and health sectors. She highlighted the inclusion of health policies in school study plans, through topics such as forest protection, food cultivation, healthy lifestyles, school gardens, mental health, and others. She concluded by emphasizing that there are similarities in the challenges faced by the region’s different countries and she invited them to learn from each other and to work together to build a better future for all our children. [(43:38/47:57)](https://youtu.be/osEMVXDQcPU?t=2618)

The Chair thanked the presentations and opened the floor for dialogue.

The delegation of **Costa Rica** shared some of the projects and initiatives it has underway, together with some of the country’s priority areas, including technical training, bilingualism, the use of technological resources, improvements to infrastructure, and public-private partnerships. Costa Rica also highlighted the importance of using information and data quality for decision-making, as well as of information systematization, standardization, and automation processes. [(49:02/58:34)](https://youtu.be/osEMVXDQcPU?t=2942)

Minister Levens thanked the participants and, there being no further requests to speak, adjourned the first part of the fourth plenary session, which would convene again on Friday, November 11.

The second part of the fourth plenary session was chaired by Minister Levens, who thanked the participants and highlighted the importance of the Intersectoral Agenda as a priority for the region, and which had fueled a permanent debate on policies for education, employment, development, and production. Minister Levens gave the floor to Minister Raquel Kismer de Olmos of the Ministry of Labor, Employment, and Social Security of Argentina and Chair of the Inter-American Conference of Ministers of Labor (IACML), who spoke about cooperation between education and labor to improve access to better job opportunities.

Minister Kismer de Olmos highlighted a number of issues relating to the importance of links between education and work, a synergy that had to take place within the framework of a development strategy in which the necessary, functional policies for a model of growth and distribution with social justice are designed, implemented, and structured. She shared some of the venues in which the collaboration between education and labor has been coordinated regionally since the start of the process in 2013, and she reaffirmed the commitment to continue strengthening those interactions and interconnections in job training through active public policies on priority issues such as learning for life, technical and vocational training, qualification frameworks, digital skills, prevention and eradication of child labor, technological advances and ecological impacts, mental health, and safety. She concluded by reiterating the importance of dialogue and building bridges between labor, education, and health policies, the conclusions of which should promote actions to benefit the sustainable development of our communities with decent work, equity, inclusion, and justice. [(59:13/1:31:09)](https://youtu.be/nhFGi6aFJzs?t=3553)

The Chair thanked her for the presentation and opened the floor for the dialogue.

The delegation of **Brazil** acknowledged the importance of this dialogue to promote exchanges of experiences on public policies and said that education was a way of exercising citizenship and a legitimate right, and that its provision was an obligation of the state. Brazil also noted that the COVID-19 pandemic had forced us to be innovative and to seek an education model that was adaptable, flexible, and capable of dealing with change equitably. The delegation spoke of the initiatives adopted by Brazil to make up for the learning lost during the pandemic and to strengthen links between work and education in areas such as vocational training and support for entrepreneurship. Brazil concluded by expressing its commitment to share experiences in order to advance the IEA. [(1:31:56/1:45:20)](https://youtu.be/nhFGi6aFJzs?t=5516)

Minister Levens thanked the participants for their participation and gave the floor to Leo Nederveen, Head of the Risk Factors and Nutrition Unit and Advisor on Food, Nutrition, and Physical Activity in Schools at the Department of Noncommunicable Diseases and Mental Health of the Pan American Health Organization (PAHO), to speak about cooperation between the education and health sectors.

Leo Nederveen, representing PAHO, said that obesity was a growing problem in the region, as was the risk of noncommunicable diseases such as diabetes, cardiovascular complaints, and mental health problems. He showcased the efforts made by the OAS and PAHO to address this issue through the launch of the Inter-American Task Force (IATF) on noncommunicable diseases (NCDs) in 2015. He highlighted the policy dialogues held in 2020 and 2021 with officials from the ministries of education and health and the launch of the Inter-American Program on healthy eating and physical activity policies in school environments in October 2022, which will allow for the creation of a forum for the exchange of successful initiatives, cooperation, technical assistance, aid, and capacity-building. He concluded by reiterating PAHO’s commitment to support countries in implementing policies and investments to foster efficient, inclusive, equitable, and health resilient school environments in order to improve education. [(1:48:26/1:59:19)](https://youtu.be/nhFGi6aFJzs?t=6506)

The Chair thanked him for the presentation and opened the floor for the dialogue.

The delegation of **Peru** shared the initiatives undertaken in recent years—particularly in the context of the pandemic—to ensure continuity and the return to and re-inclusion in on-site classes, and it joined the call made by the OAS to work with all social actors involved in education, especially on socioemotional issues and attention for migrant populations. [(2:01:58/2:18:24)](https://youtu.be/nhFGi6aFJzs?t=7318)

The delegation of the **United States** supported what had been said at the meeting, which was in line with the work carried out by the Department of Education. The delegation said that the debate on employment and education was a priority for the country and mentioned some of the initiatives undertaken in this area. The United States then reiterated the importance of these venues for dialogue because, despite the differences between countries, common challenges exist and such dialogues allow us to learn from each other. [(2:20:34/2:23:38)](https://youtu.be/nhFGi6aFJzs?t=8434)

Minister Levens again expressed her thanks for the presentations and for the remarks shared during the dialogue. She then closed this session and proceeded with the next plenary session.

## Fifth plenary session: Offers to host the Twelfth Inter-American Meeting of Ministers of Education, establishment of working groups of the Inter-American Committee on Education, and election of authorities [(2:24:07/2:37:19)](https://youtu.be/nhFGi6aFJzs?t=8647)

Minister Levens opened this session with the offer made by the delegation of Ecuador to host the next ministerial meeting, which was accepted by the plenary by acclamation. As regards the formation of the working groups, as proposed in the Hemispheric Plan of Action, two working groups would be set up. This was approved by acclamation, as follows:

Group 1: Systemic approach for building resilient education systems

Group 2: Intersectoral agenda

To chair Working Group 1, Minister Levens proposed the election of Colombia by acclamation and the adjustment of the draft Plan of Action for the election of the other authorities, which was approved. The Inter-American Committee on Education was also instructed to proceed, as soon as possible, with the election of the working groups’ remaining authorities, in accordance with the Rules of Procedure for CIDI Inter-American Committees.

The delegation of **Colombia** expressed its gratitude for the acceptance of its offer to chair Group 1 and reiterated its commitment to continue advancing toward guaranteeing the right to education and consolidating this hemispheric compact.

## Sixth plenary session: Adoption of the 2022-2027 Inter-American Education Agenda, the Hemispheric Declaration on Education, and the Hemispheric Plan of Action. [(2:37:21/2:44:59)](https://youtu.be/nhFGi6aFJzs?t=9441)

Minister Levens then submitted, for the meeting’s consideration and approval by acclamation, the 2022-2027 Inter-American Education Agenda [(CIDI/RME/doc.6/22 rev. 1)](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fscm.oas.org.mcas.ms%2FIDMS%2FRedirectpage.aspx%3Fclass%3DV.14.1.CIDI%2FRME%2Fdoc%26classNum%3D6%26lang%3De%26McasTsid%3D20893&McasCSRF=41e3a642cb36d33fb05da8dddf212d45cb654e0ed236a91f0481fd2e01eeb036), the Hemispheric Declaration on Education [(CIDI/RME/DEC. 1/22)](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fscm.oas.org.mcas.ms%2FIDMS%2FRedirectpage.aspx%3Fclass%3DV.14.1.CIDI%2FRME%2Fdec%26classNum%3D1%26lang%3De%26McasTsid%3D20893&McasCSRF=41e3a642cb36d33fb05da8dddf212d45cb654e0ed236a91f0481fd2e01eeb036), and the Hemispheric Plan of Action [(CIDI/RME/doc.8/22)](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fscm.oas.org.mcas.ms%2FIDMS%2FRedirectpage.aspx%3Fclass%3DV.14.1.CIDI%2FRME%2Fdoc%26classNum%3D8%26lang%3De%26McasTsid%3D20893&McasCSRF=41e3a642cb36d33fb05da8dddf212d45cb654e0ed236a91f0481fd2e01eeb036), together with the modification of the reference to the authorities of the working groups.

There being no additional comments, the motion was accepted and the documents were adopted by the member states by acclamation.

## Closing session [(2:50:00/3:05:54)](https://youtu.be/nhFGi6aFJzs?t=10200)

The Executive Secretary for Integral Development, Kim Osborne, offered her thanks to Minister Perczyk of Argentina and Minister Brown of Ecuador for their leadership as officers of the CIE, to Minister Levens of Suriname for her leadership during the meeting, and to Colombia for assuming the chair of Working Group 1. Similarly, Minister Levens thanked the Technical Secretariat for its support and reaffirmed her commitment to continue working through the working groups.

The delegation of the **United States** joined in the words of thanks and reiterated the importance of the topics discussed during the meeting.

Finally, the delegation of **Argentina**, speaking on behalf of Minister Perczyk, thanked Minister Levens for chairing the meeting. Argentina also thanked Minister Brown and the Technical Secretariat’s team, Secretary Osborne, Director Giacoman, and Cecilia Martins for their work. Finally, it thanked all the ministers for their participation at the meeting and for the adoption of the documents that would guide the next five years’ work.

There being no further comments, Minister Levens declared the Eleventh Inter-American Meeting of Ministers of Education closed.

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