**PREPARATORY MEETING FOR THE** OEA/Ser.K/V

**TENTH INTER-AMERICAN MEETING** CIDI/RPME/doc.42/19 rev. 1

**OF MINISTERS OF EDUCATION**   1 May 2019

April 29 and 30, 2019 Original: English

Washington, D.C.

DRAFT PLAN OF ACTION OF ANTIGUA AND BARBUDA 2019

(ARG 05-27-19) DECLARATION OF MINISTERS ON THE

 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* ***(USA 5-31-19: a)*** *better citizenry”*

(Prepared by the delegation of Antigua and Barbuda as Chair of the CIE in collaboration

 with the OAS Technical Secretariat)

[ARG 05/27/2019; WG 06/12/19]: It is proposed that this first part keep the Declaration’s format and that the Plan of Action be included as an Annex.

[ARG 05/27/2019]: In terms of organization, from Argentina we suggest that, on the meeting’s agenda, a meeting of technical advisors to the Ministers of Education be scheduled for July 8 in order to finalize adjustments to the Plan of Action that would be adopted on July 9 at the Meeting of Ministers.

That the Secretariat / Chair provide a report to the Ministers on July 9 about actions carried out by: The Inter-American Teacher Education Network (ITEN), Portal of the Americas, Development Cooperation Fund (DCF), The three Working Groups that are coordinating the Inter-American Education Agenda (IEA).Furthermore, we believe that an opportunity should be provided for a multisector dialogue, which would consist of the following:

1. Education and work: a summary of the conclusions stemming from the Intersectoral Workshop on “Skills for the Future: Coordination between the Ministries of Education and Labor” held in Santiago de Chile on May 16 and 17, 2019.

2. Education and health: an online presentation with PAHO with the proposal by Barbados***.***

1. WE, THE MINISTERS OF EDUCATION OF THE MEMBER STATES OF THE ORGANIZATION OF AMERICAN STATES (OAS), gathered in Washington DC on July 8 and 9, 2019, on the occasion of the Tenth Meeting of Ministers and High Authorities of Education within the framework of the Inter-American Council for Integral Development (CIDI), ***(USA5-31-19 support)*** ***(CAN -4-30-2019 - ~~commit to implementing~~ endorse) (USA 5-31-19 ~~the following~~ this)*** Plan of Action in order to fulfill the Declaration of The Bahamas that was adopted in February 2017 and which ***(USA 5-31-19 ~~codefies~~ summarizes)*** member states’ continued ***(USA 5-31-19 ~~commitment to make~~ support for making)*** progress with the construction and implementation of an Inter-American Education Agenda , ***(ARG 05/17/19 GT 06/12/19*** ~~that prioritizes and focuses its areas of action on strengthening cooperation efforts to address the region’s most urgent challenges with the eradication of poverty, and with extreme poverty in particular, in order to advance access to~~ ***~~quality~~*** ~~inclusive and equitable quality education for all.~~ w***hich purpose is to strengthen inter-American cooperation, as well as coordination and linkages of efforts with other international organizations and regional and subregional entities, to ensure inclusive and equitable quality education and promote life-long learning opportunities for all.)***

[ARG 05/17/19 GT 06/12/19: propose to be replaced with the text approved by the style committee when the Agenda was approved in 2017]

***NN.2. (ARG 5-27-19; WG 06/12/19) 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 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.***

3. In order to ensure the continuity and coherence of efforts toward the implementation of the Inter-American Education Agenda, the Chair of the Inter-American Committee on Education (Antigua and Barbuda), in collaboration with the immediate past Chair and with the support of the Technical Secretariat and the Inter-American Committee on Education (CIE) Working Groups, will be responsible for driving forward the implementation of the Plan of Action and for leading coordination with the international and regional organizations. ***(USA 5-31-19 ~~contributing to the implementation and strengthening of the Inter-American Education Agenda.)~~ WG 06/12/19***

New paragraph to be submitted by BB

***4. (BAR–4-29-2019) Guided also by AG/RES 2919 (XLVIII-O/18) and cognizant of the disproportionate burden of non-communicable diseases (USA 5-31-19 NCDs) on the region’s people (USA 5-31-19 particularly those in the most vulnerable conditions, we express our deep concern that the prevalence of obesity among school-aged populations in the Americas is nearly twice the global average, which threatens the region’s long-term development prospects due to increased morbidity and mortality due to NCDs. We further affirm that schools are critical settings for interventions to influence the health and well-being of children and adolescents, (USA 5-31-19 to help halt the obesity epidemic among school populations, and decrease the risks of children and adolescents developing non-communicable diseases during their(USA 5-31-19 lifetime) .***

[BOL: 05/14/19]: Since this is a more declarative part, the incorporation of the theme should be done in the action plan.

[ARG 05/27/2019]: Its exclusion from the Action Plan is proposed. It is suggested that in the framework of the Meeting, PAHO authorities be invited to present the situation of the hemisphere on the subject of obesity in the school population and to explore opportunities for cooperation between both organizations and countries that request it.

[COL: 05/30/19]: This proposal looks out of place in this first part of the action plan. We suggest including it as part of a quality education. We suggest explicitly including girls when referring to boys, girls and adolescents.

***NN. 5 [PAN-MEX 05/30/19] Teniendo en cuenta que la Conferencia de los Estados Parte del Mecanismo de Seguimiento de la Convención Interamericana para Prevenir, Sancionar y Erradicar la Violencia contra las Mujeres (MESECVI) acordó en su Séptima Reunión impulsar “la prevención de la violencia a fin de garantizar el derecho de las mujeres a ser valoradas y educadas libres de patrones estereotipados de comportamiento y prácticas sociales y culturales basadas en conceptos de inferioridad o subordinación” (acuerdo 4 MESECVI-VII/ doc.126/17.rev1), refrendado por los pilares establecidos en su Plan Estratégico 2018-2023 (MESECVI/II-CE/doc.133/18.rev1);***

RECOGNIZING the progress achieved with the adoption of the Inter-American Education Agenda and realizing the need to continue and deepen the work carried out over the last two years,

[CAN 4/30/2019; BOL 05/14/2019]: Suggests to delete.

[WG 06/12/19]: Agreed to keep the paragraph as it is

WE AGREE TO APPROVE THE ***(USA 5-31-19 ~~FOLLOWING~~ PLAN OF ACTION OF ANTIGUA AND BARBUDA***

[CAN 4/30/2019]: Suggests to delete.

[ARG 27/05/2019; WG 06/12/19]: Which stays, up to here, in a Declaration format. As of the following page it is a Plan of Action.

***(ARG 5-27-19) ANNEX***

***DRAFT PLAN OF ACTION OF ANTIGUA AND BARBUDA 2019***

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

(Prepared by the Delegation of Antigua and Barbuda as Chair of the CIE,

in collaboration with the OAS Technical Secretariat)

BACKGROUND:

1. This Plan of Action will strengthen and effectively ***(USA 5-31-19 ~~direct~~ focus)*** the work emanating from the 2017 - 2019 Work Plan adopted in April 2018 and the discussions held during the 8th Regular CIE Meeting convened in Washington DC in October 2018. Therefore, we reaffirm the structure, composition, and methodology of the three pillars identified in the Inter-American Education Agenda and the three areas of work adopted on the Work Plan: (1) Advance the implementation of initiatives in the three thematic areas the Inter-American Education Agenda, (2) Build alliances to leverage existing resources and practices of national, sub-regional, regional, and global organizations, and (3) Engage in inter-sectoral collaboration that emphasizes, inter alia, the link between education and labor for producing competitive economies and decent work, as well as the importance of promotion of science and technology.

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

***NN 3 WG 06/12/19: brought from page 11 numeral 24]*** In this connection, under the framework of 2017 -2019 IEA Work Plan, the OAS Development Cooperation Fund (OAS/DCF) has allocated $1.5 million of seed funding for the implementation of projects under each of the three priority areas. The projects, which are in the early stages of implementation in 19 member states, also incorporate science and technology as a cross cutting subject. This serves the dual purpose of utilizing technology to deliver inclusive and equitable quality education, and building human capacity in these skills and areas of knowledge that are critical to meeting the challenges and opportunities of the Fourth Industrial Revolution (4IR).

PURPOSE:

4. The main objective of this Plan of Action is to ***(USA 5-31-19*** ***USA comment: In some Member States, the ministry of education is not wholly or directly responsible for implementing the kinds of actions described in the Plan of Action, but instead must encourage and/or work with other actors.*** ***USA is proposing the following language***  ***~~implement the commitments enshrined in~~ take steps to implement actions in***  the Declaration adopted at the Ninth Meeting of Ministers of Education in The Bahamas, through specific actions that will help achieve member states’ educational priorities until the next ministerial meeting is held in 2022.

GENERAL FRAMEWORK FOR ACTION:

5. The Plan of Action for the Inter-American Education Agenda is built upon the principles of collaboration and intersectoral coordination, and it will ***(USA 5-31-19 aim to foster)*** close ***(ARG 5-27-19 ~~collaboration and~~)*** cooperation with international, regional, and subregional organizations, as well as with academia, the private sector, civil society, and other social stakeholders whose participation is essential in developing and strengthening educational policies, programs, and initiatives.

6. The Plan of Action for the Inter-American Education Agenda is guided by two criteria: (1) the priorities identified by the member states, and (2) ***(USA 5-31-19 the generation of)*** more dynamic participation and dialogue among the countries regarding those priorities. ***(2) (ARG 05/27/2019 the promotion of cooperation and exchanges among the countries regarding those priorities).***

WORKING GROUPS***:***

[ARG 27/05/2019; WG 06/12/2019]: “International Cooperation and Partnerships” is incorporated as the fourth section, in which future lines or areas of work of the OAS can be included.

[ARG, BB AND COL 06/12/2019]: Will be submitting concrete proposal to “strengthen” the WG

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

8. ***(USA 5-31-19; CAN 4-30-2019 ~~we instrucs to~~)*** The existing working groups ***(CAN – 04/30/2019 will)*** determine the specific activities of this Plan of Action, to facilitate exchanges of experiences, and to follow up on the implementation of related hemispheric initiatives:

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

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

***NN. 10 To promote education for a responsible global citizenry, according to UNESCO’s definition, providing the region’s students with education programs and/or pedagogical resources that can be used to reflect on world challenges (local and global) and that create proactive, innovative, peaceful, and sustainable attitudes. (ARG 27/05/2019)***

11. To lead through ***(USA 5-31-19 ~~the Interamerican Committee on Education~~ CIE),*** with the support of the Joint Summit Working Group (JSWG) an hemispheric initiative that coordinates the efforts of competent regional and international organizations in the framework on the Inter-American Education Agenda focusing on civic education and with respect for regional diversity.

***NN 12 [PAN-MEX 05/30/19] Garantizar de acuerdo a lo establecido en la Convención de Belém do Pará, y con el apoyo de la Secretaría Técnica de su Mecanismo de Seguimiento (MESECVI), cuando se requiera, “el derecho de la mujer a ser valorada y educada libre de patrones estereotipados de comportamiento y prácticas sociales y culturales basadas en conceptos de inferioridad o subordinación” (Art. 6b).***

***NN. 13 Encourage/promote the implementation of Models (simulations) of the OAS Assembly (WG 06/12/19 ~~with the sponsorship or coordination of an organization of the region]~~; linkage among youth participation programs to create synergies; [promotion of a school calendar using international dates / celebration of noteworthy events] that are used to highlight the challenges and actions that are being carried out to mitigate them, as well as the proposal of classroom activities; the implementation of a newsletter highlighting innovative citizenship-building experiences; etc. (ARG 27/05/2019)***

***14. (BAR- 4-29-2019) To cooperate with the Pan-American Health Organization (PAHO) and the Members of the Inter-American Task Force on NCDs, to (USA 5-31-19 engage in dialogue pertaining to Implementing health promotion policies and planning across school environments, and regarding approaches to supporting interventions for overweight or obese school populations by: ~~facilitate analysis, exchanges of experience, and the development of recommendations to support Member States with the following objectives:~~***

[USA 05/31/2019]: In some Member States – including the USA – the ministry of education does not have these actions within its purview. The U.S. requests placing the emphasis on dialogue and information sharing regarding such topics.)

***NN. 14.1 (COL 05/30/2019): Prepare a situational diagnosis of the school feeding policy and program***

***14.2 (COL 05/30/2019): Develop practices of care, self-care and healthy lifestyles ~~Implementing health promotion policies and plans across school environments~~ in school environments and support interventions for the school population with obesity and overweight.***

***14.2.1 Developing (USA 05/31/2019 Sharing informationregarding) norms and standards, informed by the best available evidence, to improve school food and nutrition programs and environments to promote healthy diet and physical activity among school populations, (COL 05/30/19 including the implementation of Healthy School Stores.)***

***14.2.2 Ensuring access to potable water in schools;***

***14.2.3 (USA 5-31-19 Sharing information regarding promising approaches to) strengthen Strenghtening food procurement policies in public schools to support healthy and sustainable eating;***

***NN. 14.2.4 (COL 05/30/2019) Implement agricultural and livestock projects in rural educational institutions as an input for a healthy food environment***

***14.3 Creating a mechanism to report periodically on achievements on policy implementation and to monitor nutrition status in children and adolescents in school settings.***

[ARG 05/27/2019] The issue is not considered among the themes of Working Group 1, so it is suggested that it be excluded from the Action Plan and treated in a different area.

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

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

***NN.15 (BOL 05/14/2019) Draft a study on the status of the situation of current public policies on the teaching profession and training.***

***NN. 16 (IPGH 05/30/2019. Create working groups by country linked in connection with the Geography Committee and to develop comparative research that would make it possible to understand the differences and similarities among countries,\* for the purpose of identifying weaknesses and strengths, whose results would lead to the development of workshops on transfer and improvement in various countries. The targets of the comparison could be the curriculum, teaching training, and didactics.***

[WG 06 / 12/2019] Its introduction is very recent and needs more debate and information on the subject. It is suggested to exclude it.

17. Establish a Directory of Officially Accredited Training Institutions for In-Service Teachers and a Catalogue of Training Opportunities. The Catalogue ***(BOL 05/14/2019 ~~should include the needs, challenges and recent developments of in-service teacher training in each country, and a priority list of focal areas for in-service training by country and align with available training opportunities in the region~~ must identify the training opportunities that the countries make available to teachers of other states so that, in coordination with ITEN, they can be adapted and included as an inter-American training opportunity.)***

[USA 05/31/2019]: There are a few concerns regarding this proposal: 1. Inservice training for teachers (i.e., in-person, not online) is generally done within each Member State for its own teachers. For this reason, the utility of a regional directory about in-service training in other countries is not clear. (Will significant numbers of teachers, for example, travel to other countries in the region for Inservice training?) 2. Curating a list of such training opportunities could potentially be a significant undertaking in terms of the resources required (including staff time), both within the OAS Secretariat and within ministries.

18. ***(USA05/31/2019*** ~~(~~***~~BOL 05/14/2019) Include in inter-American training opportunities a regional)~~*** ~~Design~~~~training program~~ ***Promote the development and dissemination of resources)*** for the professional development of teachers in the learning of foreign languages ***(BOL 05/14/2019 on the basis of agreements with MERCOSUR and CARICOM which already benefit from similar opportunities (ARG 05/27/2019and a hemispheric mobility program for foreign language teaching capacity building in the region’s schools. In this respect, creating a program of language assistants boosting the possibility of exchanging Spanish/English language teachers in the region is encouraged.)***

[USA 05/31/2019]: Edit suggested to clarify that such a “Regional Training Program” is contemplated as a helpful tool, rather than as a requirement for anyone

19. ***(BOL 05/14/2019*** ~~Identify Opportunities for Cooperation on Strategies in the Training of Early Childhood Teachers, in concert with~~ ***Align)*** OAS initiatives such as the Inter-American Teacher Education Network (ITEN), the Educational Portal of the Americas, the Scholarships Programs and external partners such as UNESCO, UNICEF, PAHO among others.

20. ***(BOL 14/05/2019 Include in inter-American training opportunities, subjects related to*** ~~(BAR 29/04/2019 Strengthen the mainstreaming of~~ food, nutrition, health, and physical activity in school programs and teacher training, in collaboration with PAHO and the Inter-American Task Force on Noncommunicable Diseases (NDCs).

[ARG 05/27/2019] The issue is not considered among the themes of Working Group 2, so it is suggested that it be excluded from the Action Plan and treated in a different area.

***NN.21 (CECC 17/06/2019) Promote the exchange of experiences and disseminate good practices of articulation between the Ministries of Education and the institutions responsible for initial teacher training.~~Endorse the project of the eight countries of the SICA region (Belize, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, and Panama), members of the Central American Education and Cultural Coordination (CECC), on initial teacher training, which consists of agreeing on common teacher profiles in the subregion and arranging for public universities of the High Council for Central American Universities (CSUCA) to adjust their initial teacher training programs to said profile.~~***

[GT 06/15/2019]: It is proposed to eliminate since the problem is very local. Otherwise offer another alternative language]

22. (MEX – 4-30-2019) ***(USA 5-31-19*** ~~To develop and promote policies and measures~~ ***To encourage reading among teachers and trainee teachers*** ~~by~~ ***using various approaches, such as*** strengthening study programs ~~in the subject area and by~~ ***,*** using external and cross-disciplinary training, allocation of funds and earmarks and cooperation with other institutions. This is with a view to: 1. Enhancing teacher reading and comprehension skills; 2. Building a love for leisure reading, cultural knowledge, and imagination; and 3. Providing them with the background and methodology to be able to convey a love for reading to their students.

[GT 06/15/2019]: It is proposed to eliminate since the problem is very local. Otherwise offer another alternative language.

***NN.23 (IPGH 05/30/2019). Support the secondary education sector on the basis of curriculum developments, best practices, platforms and model for pedagogy in geography on the basis of an approach explicitly grounded in the empowerment of students through knowledge and an equitable perspective.***

[WG 06 / 12/2019]: Its introduction is very recent and needs more debate and information on the subject. It is suggested to exclude it.

***NN. 24 (IPGH 05/30/2019) Support the higher education sector by establishing, steering, training, and mainstreaming the chapters of YouthMappers, through activities linked to authentic humanitarian mapping.***

[WG 06 / 12/2019]: Its introduction is very recent and needs more debate and information on the subject. It is suggested to exclude it.

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

25. To promote ***(USA 05/31/2019 an)*** exchange of policies, programs and experiences in relation to comprehensive early childhood care in institutional, community, and family modalities.

26. ~~Formulation~~ ~~of~~ ~~regional~~ ~~criteria~~  ***(USA 05/31/2019 compiling examples within the region of*** quality standards and best practices in curriculum development ~~that could be used as a resource to help guide) the development of quality standards and curriculum development~~for Early Childhood Development and Initial Education, through the identification, ***~~systematization~~*** and analysis of promising pedagogical practices. Special emphasis will be made on the identification of ***~~unconventional~~*** pedagogical practices that i) contribute to early childhood development and learning, promoting quality education, and ii) are developed in specific contexts ~~that imply a greater complexity in the certification of teachers~~ , e.g.teachers speaking national indigenous languages, ***which may imply a greater complexity in the certification of teachers.***

[USA comment: In some OAS member states (e.g., USA, Canada), standards and curriculum are not within the purview of the national government.

27. ~~Develop~~ ***(USA 5-31-19 Facilitate the collection and dissemination of information concerning)*** certification programs for Early Childhood Education educators and caregivers ***~~based on progressive curriculum development and quality standars~~***. The first phase of this activity will be the elaboration of recommendations on standardized course outlines that ~~will~~ ***can help*** guide interested Member States with the design of the certification programs. This activity will be done in concert with OAS initiatives such as the Inter-American Teacher Education Network (ITEN), the Educational Portal of the Americas, the Scholarships Programs and external partners such as UNESCO, UNICEF, PAHO among others***.***

[USA 05/31/2019]: In some Member States (like the U.S. and Canada), standards and curriculum development are determined at subnational level, not by the federal/national government.

***(ARG 05/27/2019) INTERNATIONAL COOPERATION AND PARTNERSHIPS***

[ARG 05/27/2019]: It is proposed subdividing the paragraphs into the various cooperation stakeholders: member states, international organizations, others. Argentina will provide an introductory paragraph.

***NN. 28 (CECC 17/06/2019)*** ***Strengthen the capacities of the Ministries of Education to exercise leadership over the pedagogical proposals for initial education, formulated for their application in each of the different modalities of provision of early childhood development services carried out by the countries. ~~Endorse the project of the eight countries of the SICA region, which have proposed building up the capacities of their Ministries of Education in order to exercise leadership over initial education proposals, in each one of the various modalities for providing early childhood development services. These eight countries have a Regional Roadmap and a guide that has been agreed upon: “The Ministry of Education and Initial Education. Inputs for Steering Pedagogical Proposals.” The Central American Educational and Cultural Coordination (CECC) is making this already existing instrument available to the other countries of the region.~~***

[GT 06/15/2019]: It is proposed to eliminate since the problem is very local. Otherwise offer another alternative language.

29. We agree to include in our work, as ***( CAN -4-30-2019 ~~We agree to include in our work~~ ~~as~~)***, crosscutting actions, ***(CAN- 4-30-2019 – of this working plan will be***) the building of sustainable partnerships, resource mobilization, and strengthening hemispheric cooperation through the Inter-American Education Agenda in order to better coordinate and effectively strengthen the dialogue, interconnections, and collaboration with other regional, subregional, and international agencies and mechanisms, such as, UNICEF, UNESCO, PAHO, UNDP SEGIB and ECLAC; subregional bodies such as CECC-SICA, CARICOM, OECS, The Pacific Alliance and MERCOSUR; and development financing institutions in the region such as WB, IDB, CAF, CDB, 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.

30. We commit to strengthening and adequately resourcing (***CAN – 4/30/2019*** ***~~We commit to strengthening~~ ~~and adequately resourcing~~)*** the Inter American Committee on Education (CIE) (***CAN – 4/30/2019 will continue) COL 05/30/19 and to participate actively in its Initiatives]*** as the permanent ministerial dialogue mechanism responsible for the development and follow-up on the lines of action established by the Ministers of Education to respond to the mandates emanating from the Inter-American Meetings of Ministers of Education, the General Assembly and the Summits of the Americas.

31. We request ***(CAN – 4-30-2019 ~~We request~~ It is expected)*** that the Executive Secretariat for Integral development (SEDI) ***(CAN -4-30-2019 will)*** continue supporting the efforts of member states to increase access to inclusive and equitable quality education and lifelong learning opportunities that drives sustainable and integral development through its different programs, mechanisms and Initiatives. ***(ARG COL GT 06/12/19 move it to Background)*** ~~In this connection, under the framework of 2017 -2019 IEA Work Plan, the OAS Development Cooperation Fund (OAS/DCF) has allocated $1.5 million of seed funding for the implementation of projects under each of the three priority areas. The projects, which are in the early stages of implementation in 18 member states, also incorporate science and technology as a cross cutting subject. This serves the dual purpose of utilizing technology to deliver inclusive and equitable quality education, and building human capacity in these skills and areas of knowledge that are critical to meeting the challenges and opportunities of the Fourth Industrial Revolution (4IR).~~

***NN.32. (UNESCO OREALC 05/30/2019). Taking into account the mandates stemming from regional political dialogue processes, it proposes:***

***32.1 To promote the exchange of experiences regarding policies and programs developed by the region to make progress on target 4.7 and to foster reflection about trends, challenges, and recommendations on the next steps that could be developed in the region to contribute to boosting the efforts of countries in this area; and***

***32.2 To propose the active participation of the IEC/DDHEE-OAS in the Working Group on Policy and Strategies that is part of the SDG-E2030 Regional Steering Committee coordinated by OREALC; and b) to facilitate the presentation of the initiative’s progress in political dialogue forums scheduled in its own 3-year ministerial cycle, during which discussions can be promoted for its strengthening and improvement.***

***NN 33 (ARG 05/27/2019). Coordinate “Global Challenge” dissemination actions***[[1]](#footnote-1) ***as tools to learn and teach the 2030 Agenda, including the Inter-American Teacher Education Network (ITEN). Also promote the translation by the various states interested.***

***NN 34. (OUI-IOHE 05/28/2019) Coordinate actions with OUI-IOHE such as the CAIE, which is the Conference of the Americas on International Education, as a continental forum bringing together the key decision-makers involved in internationalizing higher education in the Americas.***

FUNDING:

35. (***COL 05/30/2019).*** ~~We agree to allocate the technical, human, and economic resources needed to participate in the meetings and activities of the working groups~~. ***We agree to participate actively in the activities and working groups that are needed to successfully implement the IEA.***

36. With the support of the Technical Secretariat, the Chair of the CIE and the coordinator of each working group will invite the relevant regional and international organizations and other stakeholders to participate in, and make voluntary contributions to, the activities, projects, and programs resulting from the implementation of this plan.

37. ~~We ask~~ (***CAN – 4-30-2019 It is expected that)*** the OAS General Secretariat to continue facilitating communication among the working groups and supporting the implementation of projects and collaborative efforts, including convening and organizing videoconferences and on-site meetings.

FOLLOW-UP, EVALUATION, AND REPORTING:

38. The present Plan of Action will be led by the CIE Chair with the support of the Technical Secretariat. The CIE Chair will report on the follow-up of the actions ***(ARG 05/27/***2019 ~~at the next education ministerial meeting~~ ***at each one of the OAS Meetings of Ministers of Education).***

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. [↑](#footnote-ref-1)