

Mapping of Best Practices in Digital Education in the Americas: Terms and Conditions

Introduction

The Second Mapping of Best Practices in Digital Education in the Americas (hereinafter, the "Mapping"), organized by the General Secretariat of the Organization of American States (GS/OAS) and ProFuturo (hereinafter, the "Organizers") has the following objectives:

- Highlight initiatives by educational institutions and civil society organizations in Latin American and Caribbean countries that promote educational improvements through digital technologies.
- Analyze common and original aspects among these initiatives in order to build knowledge about their starting points, purposes, characteristics and results.
- Systematize information on initiatives to promote its transfer to other contexts and contribute to the promotion of digital education in the region.

Deadlines for the submission of best practices

This Mapping will be valid from October 15 to November 14, 2024 at 11:00 p.m. Washington, D.C.

Definition of best practices

There are multiple dimensions and purposes of digital education. Among them, we can recognize, for example: access to educational opportunities and the increase in levels of equity and inclusion in systems, the improvement of the relevance and quality of learning, the development of digital skills or education and learning management systems.

In this mapping, we will consider "best practices in digital education" to be initiatives that include digital or technological components developed by civil society organizations, management teams, and teachers of educational institutions in Latin America and the Caribbean, aimed at one or more of the following purposes:

- **Promote a more inclusive and equitable education.** The digitization of learning tools and resources can expand access to learning and teaching materials and, therefore, increase learning opportunities for the most disadvantaged students. In



this case, technologies enable the timely detection of students with specific learning difficulties or needs and also offer accessible resources and activities for these students. Through virtual teaching, it is possible to guarantee access to education to populations in remote contexts, in disaster situations or with difficulties in accessing schools or to improve educational opportunities for populations that had access to low-quality services. Technologies provide activities and tools that can be used to accelerate the learning of those students who have not reached certain learning goals and/or who require additional time to interact with the content. Another important advance in this regard is digital information systems from which timely and systematic information can be obtained about students and interventions can be carried out aimed at sustaining their educational trajectory and preventing school repetition or dropout. Some examples of digital technologies used for this purpose are: applications for the diagnosis of dysgraphia or dyslexia, accessible materials or activities for blind or deaf students, intelligent tutoring systems or MOOCs used to reinforce or accelerate the learning of students who need it most, early warning systems.

- **Promote specific digital skills in students.** In the context of the exponential advance of technologies, it is increasingly necessary to train future generations in digital skills that allow them, among other things: to participate responsibly in the processes of socialization and the construction and circulation of knowledge in the digital world; operate and think critically with the information available in cyberspace, interact meaningfully with digital resources that expand or enhance our capacities, coexist respectfully with others on social networks, analyze and reflect on the impact of digital technologies and environments on human life and development. Unlike the previous purpose, in this case, the priority and focus of the use of technologies is placed on the development of digital skills in students, although this may also be relevant for the teaching of specific content.
- **Offer a more personalized education for students.** Technologies can be used to produce relevant, timely and dynamic information about each student and their learning process, which is a central input for teaching and for the interventions carried out by schools aimed at sustaining and improving their educational trajectory. They also offer the opportunity to assist students individually in their learning, propose activities and guide them according to their levels of achievement, previous knowledge, interests, styles and rhythms. Some examples of this are: digital systems for teaching or evaluating specific content such as mathematics or reading fluency or comprehension, artificial intelligence systems for tutoring, student guidance systems for higher education.
- **Strengthen or enhance teacher training and professional development.** Digital education not only includes students but also directors and teachers of the



education system. Technologies provide new opportunities for teacher professional development based on virtual training, digital networks and communities for socialization and learning among teachers, platforms for access to resources and practices of other colleagues, teacher performance evaluation devices or systems for digitizing the teacher file and professional development. Some examples of this can be virtual experiences of initial or continuous teacher training for remote contexts or to improve the quality of programs, experiences of digital systems for evaluation and feedback of teacher performance, networks or social platforms that bring together teachers or digital files of teachers from which the instances of training and/or accreditation of knowledge and professional skills are registered.

- **Enrich the teaching and learning of school content.** Digital technologies provide different platforms, software and resources that can enhance, update or dynamize teaching. There are software aimed at teaching and learning specific content, platforms that teachers can use as support systems for teaching inside and outside the classroom, tools specific to disciplinary fields that can be integrated into curricula to update students' training. Some examples of technologies used for this purpose are mathematics or physical science learning software, virtual teaching platforms, artificial intelligence bots or digital design tools or simulators.

In the presentation of experiences for Mapping, it is recommended to frame the Best Practice to a single main purpose or a maximum of two, beyond the fact that it may contribute secondarily to other purposes. This framing allows us to clearly identify the main sense by which the experience was developed.

Participating Entities may apply for more than one best practice, as long as the latter has been developed by a different teacher, director or representative of a different civil society organization.

Requirements and criteria applied for the evaluation and presentation of practices

Requirements

This Best Practices Mapping requires that the experiences presented:

- **are based on the right to education**, that is, they conceive of education as a fundamental process for the development of individuals and societies and that contribute to improving educational opportunities and the quality of training to which students and teachers have access;



- **integrate ICT (Information and Communication Technologies) and/or TACs (Learning and Knowledge Technologies)** into education systems, schools, classrooms or teacher professional learning communities to promote educational opportunities and improve the quality of education;
- **have evidence of their progress or results**, in other words, these are experiences that are documented through sources or records of information (for example: written projects, audiovisual or visual materials, productions of teachers and/or students, among others).
- **they are or have been sustained over time**, that is, they are systems, communities of practice, projects, curricula or didactic sequences that are in development that have been completed and whose implementation is carried out over a period of time. Experiences related to specific classes or isolated and short-term interventions will not be considered.

The experiences presented may not have been those selected in the First Mapping of Best Practices carried out in 2022.

Criteria

The set of criteria that will be considered to assess the practices in this mapping is listed below.

- **Equity approach.** Experiences aimed at guaranteeing the right to education to populations in conditions of socioeconomic vulnerability or belonging to minority groups (migrant and/or rural and/or indigenous and/or disabled population, or others) and girls or adolescents will be valued. Taking into account the latter, experiences with a gender focus will be valued.
- **Pertinence.** It is expected that the experience presented will contribute effectively to the proposed purpose(s). This implies that there is a logical relationship between the initial problems or diagnoses, the purposes that are proposed and the strategies or interventions that are carried out.
- **Centrality of technologies.** It will be valued that ICT or TACs are used in a strategic and relevant way to achieve the purpose or purposes in which the experiences are framed.
- **Systematization.** It is expected that the practices are described and documented and that they clearly define their foundations, objectives, actors involved, strategies or interventions, times and progress or results.
- **Replicability.** The evaluation will consider the feasibility of implementing the practices in other institutions and contexts. To this end, it will give special consideration to the resources required for its development and the efforts and adaptations that would be necessary for its transfer.



Participants

Participants of the mapping may be:

- 1) Civil Society Organizations from Latin American and Caribbean Countries; and
- 2) State-run or privately run educational institutions, at the initial, primary or secondary level of all modalities, provided that they are duly recognized as such by the competent government entity of Latin American and Caribbean countries.

Participating Entities may apply for more than one best practice, as long as the latter has been developed by a different teacher, director or representative of a different civil society organization.

Recognitions

At the end of the call:

- There will be 4 documentary videos (no longer than 3 minutes) of the most outstanding mapping practices, which will be disseminated on the OAS and ProFuturo social media channels.
- A systematization will be developed on all the best practices presented that meet the selection criteria, seeking to publicize the type of initiatives developed through a compendium of best educational practices.
- The best practices presented that meet the selection criteria will be published on an interactive map hosted on a web page of the OAS Educational Portal as a repository open to the general public.
- Diploma recognizing outstanding best practices in mapping
- Communication to the Ministries of Education of the Countries of the Americas on the outstanding practices of their country.

Participation Requests

To submit the candidacy for the awards, the Entities must complete all the required data in the project's Application Form which is available on the website of the Educational Portal of the Americas (hereinafter "Application Form") through: Online submission: by completing the Application Form through the website of the Educational Portal of the Americas.

Consultations

Any questions regarding the presentation of an initiative can be consulted by email to cpacheco@oas.org. For their part, the Organizers will make all the pertinent communications to the email and contact telephone numbers indicated by the Entity in the Application Form.



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Selection and evaluation committee

Upon receipt of the Application Forms, the Organizers will make a pre-evaluation of the initiatives submitted. Participants may be contacted by the Organizers for further information, if deemed necessary.

Subsequently, the pre-selected projects will be submitted for consideration by an evaluation committee that will choose, according to its sole and exclusive criteria, the recognized projects and the special mentions (if any).

The communication of the recognized best practices will be made at the beginning of December through a telephone call and/or email to the contact details provided in the Application Form. If within 10 working days of the communication to the entities a response is not obtained from them, the Organizers may consider their recognition rejected.

Terms and conditions for participation in this Mapping

By submitting the Application Form in the Mapping, the participants:

- a) Acknowledge that they are responsible for the costs incurred for the submission of their initiatives and that the Organisers will not reimburse those costs for any reason.
- b) They warrant that any materials, methodologies, designs, processes, reports, trademarks, documentation, or information they provide as part of their submission do not violate or infringe any patent, copyright, trademark, trade secret, or other proprietary rights of any third party, any person's rights of privacy or publicity, or any other rights of any third party; certify that they have the full and unlimited right to transfer the content of their proposal free of claims and encumbrances; and hereby agree to indemnify and hold harmless Profuturo and the GS/OAS, as well as their respective authorities, agents, and employees, from and against any losses, damages, liabilities, causes of action, judgments, costs, or expenses, including reasonable attorneys' fees, that may result from the violation or alleged violation of these warranties.
- c) Grant the Organizers a perpetual, non-exclusive, and free license to use, reproduce, communicate, display, make available for public display, and distribute the content of their initiative for any purpose they deem necessary, including, but not limited to, be limited to promotional, informational and educational or awareness-raising purposes, through print, digital or online media.
- d) They undertake to publicly publicize the initiative presented and/or recognized and authorize the Organizers to use and disseminate, through printed, digital or online media,



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the name and image of the participants who attend the award ceremony, without obligation to make any compensation.

e) They undertake to indemnify the Organizers and their representatives, officers, employees or contractors, for any action, damage, loss and/or expense (including attorneys' fees) arising from their participation in this mapping, including, without limitation, any third-party claim for infringement or violation of intellectual property rights.

(f) Recognize the privileges and immunities enjoyed by the OAS, the GS/OAS, their organs, their personnel, and their property and assets, in accordance with the OAS Charter, the relevant agreements and laws, and the principles and practices that inspire international law.

g) They accept that situations not foreseen in these Terms and Conditions will be resolved by the Organizers, according to their sole discretion and that their decision will be final and final.

h) They accept that the Organizers reserve the right to modify the deadlines and dates established in these Terms and Conditions, as well as the right to cancel, suspend or modify the Mapping. In no case shall the exercise of such rights by the Organizers entitle the participant to make any claim.