



SUMMARY

3RD REGIONAL MEETING OF KIX LAC

Strengthening public education systems in Latin America and the Caribbean





3RD REGIONAL MEETING KIX LAC HONDURAS 2023

Strengthening public education in Latin America and the Caribbean

GPE KIX LAC HUB

SUMMA
Laboratory of Education Research
and Innovation for Latin America
and the Caribbean

ECS
Organisation of Eastern Caribbean States

IDRC · CRDI
Canada



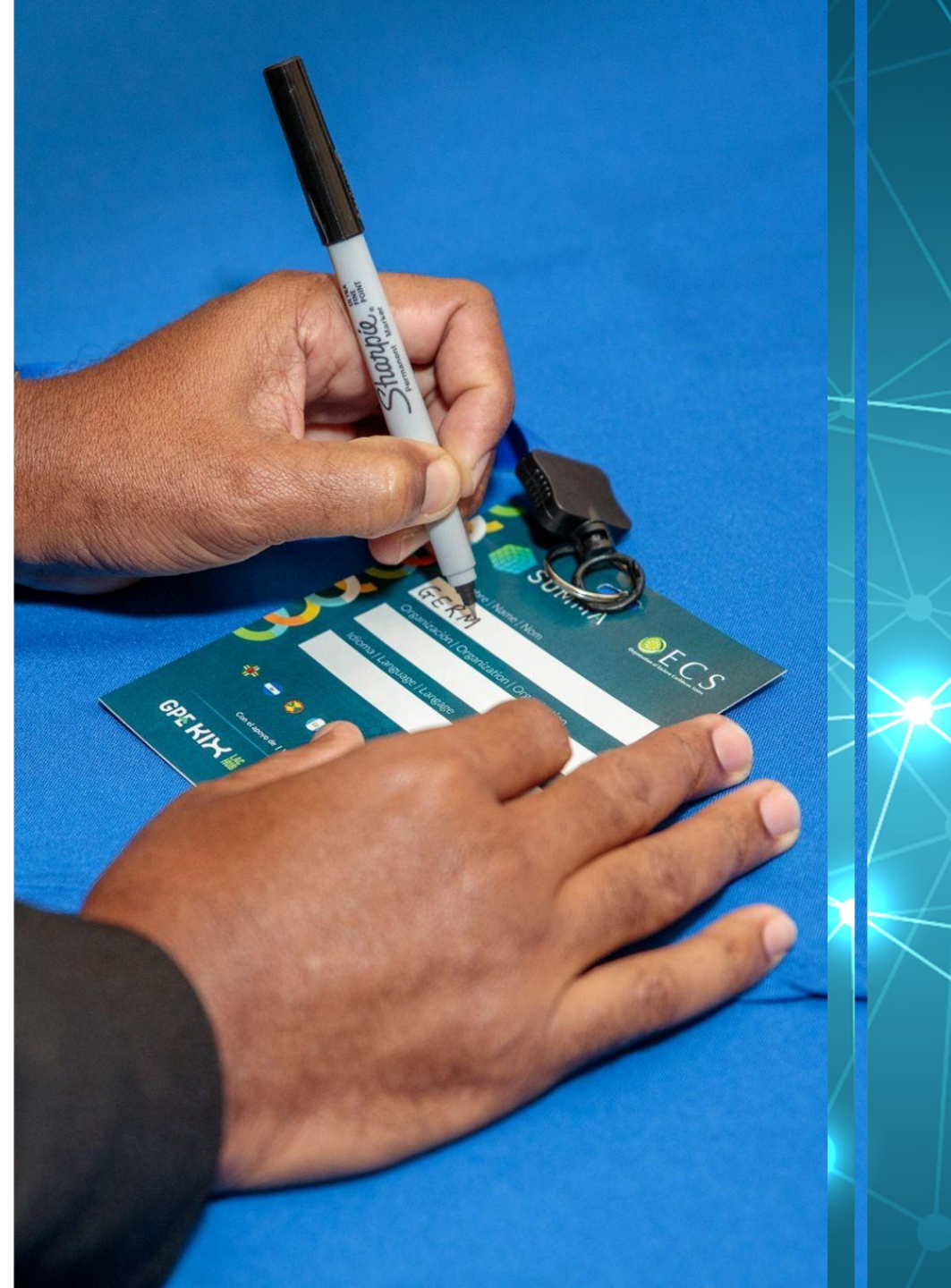
THANKS REPRESENTATIVES

THANK YOU once again for the generosity and commitment in this space that we have built together, and that seeks to promote a platform for reflective dialogue, which brings us innovations and new experiences for improving our Latin American educational systems.

Teamwork, diverse points of view, local experiences, and commitment to education have allowed us to strengthen the consolidation of the Center for Latin America and the Caribbean - KIX LAC - to continue working on educational priorities.

In these uncertain times that affect us, we reaffirm the understanding of education as a human right, where our systems are deployed to impact every student, especially the most disadvantaged, positively.

In this 3rd KIX LAC Regional Meeting, we reiterate our conviction to continue building from recognizing the strengths and learning of each of our countries to continue facing the challenges we still have to overcome.



THANK YOU TO ALL PARTICIPANTS

We would also like to give special thanks to the Ministry of Education of Honduras for their hospitality, generosity and commitment to the construction and success of this meeting.

To the experts, representatives of the international organizations, sponsors, and the SUMMA-OECS team, who dedicated much time and effort to make every detail work out as well as possible.

We hope this summary, which contains links to the presentations, videos, and photographs, will be handy to continue mobilizing knowledge, even to share them with your work teams; we also hope to be the bridge to establish and strengthen ties between the educational community of our region.

Greetings to all, and see you all again.

SUMMA - OECS Teams





SUMMA

Laboratory of Education Research
and Innovation for Latin America
and the Caribbean

Laboratory for Research and Innovation in Education for Latin America and the Caribbean. Created in 2016 by the Inter-American Development Bank (IDB), with the support of the Ministries of Education of Brazil, Chile, Colombia, Ecuador, Mexico, Peru, and Uruguay. Since 2018, the Ministries of Guatemala, Honduras, and Panama have also joined.

Its purpose is to guarantee the right to education and reduce educational inequalities through: (a) the generation of rigorous comparative research; (b) the identification, experimentation and adaptation of effective educational innovation; and (c) dissemination and collaborative networking with Ministries of Education, research centers and civil society in Latin America and the Caribbean.

The OECS, created in 1981 as an intergovernmental organization, has promoted cooperation, harmonization and integration among its member states.

The OECS has developed a considerable amount of valuable knowledge sharing and direct technical assistance among Ministries of Education, has been part of the Regional Education Strategy, and has supported participatory planning and monitoring processes. In this regard, the OECS has a vital leadership role with the Caribbean States, especially in supporting the CDPs of this territory: Dominica, Grenada, St. Lucia, St. Vincent, and the Grenadines. Furthermore, as a current partner of the GPE, the OECS has led the implementation of the Education Sector Plans in these countries.



OECS


Organisation of Eastern Caribbean States



ABOUT KIX LAC

The KIX is defined as a collective mechanism for effective action whose function is to generate changes in education systems, and this has been possible thanks to the support of the Global Partnership for Education (GPE) and the International Development Research Center (IDRC), who have been strategic partners in carrying out this initiative, led by SUMMA and OECS.

In June 2020, a collaborative work path began with ten countries in the region: Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, St. Vincent and the Grenadines, and St. Lucia. After 27 months of work, it has been very satisfying for the teams of the organizations that make up the HUB to achieve the proposed objectives:

1. Identify the educational gaps, challenges, and priorities of the KIX LAC countries to establish the policy and research agenda.
 2. Synthesize and mobilize knowledge resulting from the creation and consolidation of regional public goods through the generation of adequate spaces for exchange and learning between and within the countries of the Hub.
 3. Support regional/national needs and priorities by implementing short-term projects and capacity-building activities that provide specific or alternative responses to address research or knowledge gaps to inform national decision-making in developing educational policies or programs.
 4. Strengthen the regional network and productive dialogue spaces aimed at key actors and institutions
- 



El Salvador

Erika Alvarado. Education Manager of Ayuda en Acción Salvadoran Network for the Right to Education RESALDE.

Yeny Rivas. Gender Manager. Ministry of Education.
Edgar Abrego. Director of Educational Levels, Ministry of Education.

Guatemala



Rodrigo Eugenio Hernández. Representative. Sindicato de Trabajadores de la Educación.
Annelisse Lainfiesta Soto. Director of Curriculum. Ministry of Education.

Lucrecia Esperanza Méndez. Director. Programme LENS of Save the Children.
Cristiana Cordón de Amenábar. Education Manager. Carlos F. Novella Foundation.

Haiti



Jacques Abraham. Cabinet Director. Ministry of Education and member of the CONasTi Bureau.
Guerlande Bien-Aimé. General Secretary CoNaSTI.
Hervé Boursiquot. General Manager. National Office for Educational Cooperation (ONAPE).
Evens Emmanuel. President. National Commission on Science, Technology and Innovation (CoNaSTI).

Dominica



Mervin Alexander. President of the Dominica Teachers Association.
Kimone Joseph. Head Open Campus of the University of the West Indies in Dominica.
Weeferly Jules. Senior Planning Officer. Ministry of Education.
Bekissa Labadie. Statistics. Education Planning Unit.
Octavia Timothy. Special Education Coordinator, Ministry of Education.



Honduras

Daniel Sponda, Minister of Education (P)
Carolina Maduro. Executive Secretary. Ricardo Maduro Andreu Education Foundation.
Russbel Hernández. National and Regional Education Observatory Coordinator, Director of the CIIE. Francisco Morazán National Pedagogical University.
Celso Flores. Teachers' Union (P).



Nicaragua

Rossny Peña. Research Department Coordinator. Ministry of Education.
Nora Mercedes Cuadra. Director of Educational Planning and Programming. Ministry of Education.
Violeta Gago. Director of Innovation. National Autonomous University of Managua.
Herman Van de Velde. Coordinator. ÁBACO in Network.



Granada

Judy Ann Auld. Principal. Victoria Special Education School.
Michelle Brathwaite. Project Coordinator. Ministry of Education.
Glenroy George. Information Manager. Ministry of Education.

Guyana



Charmaine Bissesar. Head of Online Educational Services, Center for Excellence in Teaching and Learning. University of Guyana.
Roslin Khan. Dean, Faculty of Education. University of Guyana.
Mark Lyte. President. Teachers' Union.
Quenita Walrond. Director. National Center for the Development of Educational Resources.
Nicola Warinna-Johnson. Head of Planning. Ministry of Education.



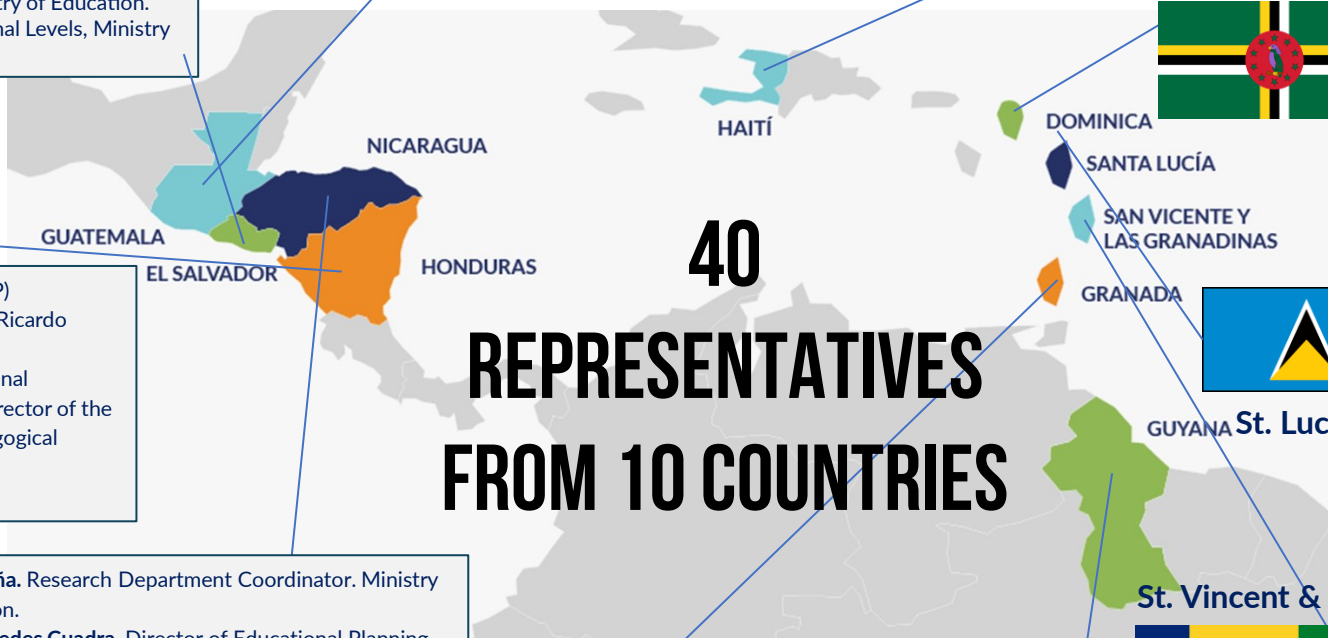
St. Lucia

Merle Auguste. Vice President. Sir Arthur Lewis Community College.
Tracy Dolcy. Planning Officer. Corporate Planning Unit of the Ministry of Education.
Don Howell. President. Teachers' Union.
Merphilus James. President. National Council for Persons with Disabilities.



St. Vincent & G.

Idelia Ferdinand. Senior Education, Research and School Safety Officer. Ministry of Education.
Dixton Findlay. Deputy Chief of Education. Ministry of Education.
Michelle King Campbell. Director. National Public Library.
Keith Thomas. Education Planner. Ministry of Education.



40 REPRESENTATIVES FROM 10 COUNTRIES

AGENDA

With the aim of continuing to mobilize evidence, knowledge, innovation and promote the exchange of experiences in educational policies and practices, *the 3rd KIX LAC Regional Meeting "Strengthening Public Education in Latin America and the Caribbean"* was held on March 22-24, 2023, in the city of Tegucigalpa, Honduras.

With the presence of the countries that make up the KIX LAC Hub, **Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, Saint Vincent and the Grenadines and Saint Lucia**, this third regional meeting brought together more than 60 relevant stakeholders in the field of education, representatives from Ministries of Education, universities, teachers' unions, civil society organizations and international education experts.

The event included debates, workshops and keynote presentations that sought to contextualize and provide a framework for the co-construction of the strategic planning of the KIX LAC 2.0 program, as well as networking spaces between representatives and other actors of the national, regional and international education ecosystems.

Day 1 - Educational challenges in the region.

- Progress and achievements of KIX LAC 2020-2023
 - Pillar 1. Establishment of a policy agenda and research agenda
 - Pillar 2. Mobilization and exchange of knowledge
 - Pillar 3. Capacity building
- Presentation: "La Voz Docente. For the right to education with justice and inclusion for Latin America and the Caribbean". *Javier González, director of SUMMA*
- Presentation Organization of Eastern Caribbean States by Didacus Jules, Director of OECS.
- Presentation Escuela Nueva Activa: Quality education for equity, coexistence and 21st century skills by Vicky Colbert, Director of Escuela Nueva.

AGENDA

Day 2 - Knowledge mobilization

- **Presentations by experts.**

Educational policies for equity. Financing education and the fight against school segregation by Xavier Bonal Sarró.

Professional Development for Educational Reactivation by Carmen Montecinos.

Can evidence drive reforms, how to achieve beyond utopias. From theory to practice by Javier González.

Social Emotional Learning and Kindness (SELK) by Héctor Montenegro.

- **Presentation of KIX projects ecosystem .**

- **Roundtable with experts.**

Day 3 - Planning KIX LAC 2.0

- **KIX regional priorities | knowledge agenda 2.0**

- **KIX 2.0 projection. KIX 2.0 Roadmap**

- **Country support experiences:**

El Salvador. Compact and learning visit to Chile.

Ministry of Education of Panama. Integral and Socioemotional Learning Recovery Program - PRISA

University of the West Indies. Development of a framework for effective teacher training in the Eastern Caribbean.

OECS. Regional Education Data Strengthening Strategy.



DAY 1

Educational challenges in the region.



The goal of the first day was to identify the educational priorities of the countries, together with the validation of the regional themes that are proposed to be addressed in KIX 2.0: (i) Gender, Equity and Inclusion (GEI), (ii) Use of data, monitoring and evaluation of education systems (MEL and EMIS), (iii) Financing of education, (iv) Strengthening of Initial Education, (v) Professional development of teachers, (vi) Curricular reform (inclusive curriculum and with an environmental perspective).

To this end, the day was structured in 4 moments: the presentation of the progress made by KIX LAC to date, then a block in which the educational challenges of the region were discussed, integrating the voice of different actors, and finally a space in which the countries discussed their educational priorities, in relation to the regional issues that were proposed.

Progress and achievements of KIX LAC 2020-2023

The progress of KIX LAC during the period is presented in relation to the 3 pillars of the KIX Theory of Change (policy agenda, knowledge mobilization and capacity building at the local and regional level) In addition, the priority topics during this first cycle were::

- Teacher professional development.
- COVID-19 and education
- Strengthening public education.



Pillar 1

SETTING A POLICY AGENDA AND RESEARCH AGENDA

In relation to the first pillar, the following progress is reported:

- Preparation of diagnostic reports on the educational priorities of 10 KIX LAC countries, and the development of the respective round tables for the discussion and validation of these results.
- Holding of 2 meetings with the Advisory Board.
- Preparation of 2 policy briefs.
- Preparation of 2 literature mapping reviews.
- Preparation of the GEM report together with UNESCO.
- Implementation of the regional survey "La voz Docente" and presentation of its results.





Pillar 2

KNOWLEDGE MOBILIZATION AND EXCHANGE


Regarding the second pillar, the following are reported:

- 15 KIX Conversations.
- 6 webinars (with simultaneous translation into Spanish, English and French).
- Launch of the Edudata: educational data platform.
- Updating of the Innovation Map and the Effective Educational Practices Platform.
- 2 international conferences.
- 2 colloquia in Central America and the Caribbean.

Pillar 3

CAPACITY BUILDING

Regarding the third pillar, the advances are:

- 4 visits to territories (Barbados, Honduras, El Salvador and St. Lucia).
 - 2 annual regional meetings.
 - 5 workshops.
 - Implementation of 4 initiatives recognized by the LAB-ED project.
 - Creation and development of the Community of Practice on Gender Perspective in Public Education, cycle of 5 sessions.
 - Technical learning visit from El Salvador to Chile.
- 

COMMUNICATION



15.727

Visits to
the website



27

Newsletters in
English, Spanish
and French

4.315

Persons who
received them



49

News publications
in the Central
American and
Caribbean media



4.116

average interactions
by month on
Facebook and Twitter

539

Posts



15.288

YouTube views

This meeting allows you to appreciate what is good in your own country and share your experience and what we have done so that it can serve those who now have the same challenges we had. It has been wonderful to share and learn from the other countries.

*Octavia Alfred
Minister of Education of Dominica.*



Presentation

The Teachers' Voice. For the right to education with justice and inclusion for Latin America and the Caribbean.

This was carried out thanks to the collaborative work of 21 Latin American countries and the participation of 192,010 teachers.

Main challenges and recommendations:

- Need to recover the learning of children and adolescents excluded from the school system during the pandemic.
- Strengthening of support mechanisms and pedagogical accompaniment to schools.
- Care and well-being of school communities, especially in their socioemotional dimension.
- Incorporation of technology as a complementary tool in the teaching-learning and teacher training processes.
- Safeguarding the right to education by increasing and sustaining public spending on education and its efficient use.
- Generate an ecosystem of innovation and collaboration to strengthen an inclusive education in Latin America and the Caribbean.



Dr. Javier González
Director of SUMMA

Presentation

Organization of Eastern Caribbean States

Regional challenges from the perspective of an international organization.

Raises 5 key points for the configuration of a regional agenda:

1. Foster dialogue and cooperation among regional stakeholders to build trust and promote understanding.
2. Develop specific policies tailored to specific needs.
3. International organizations should help identify key issues and strategies to address them, contributing their expertise.
4. Support capacity building at the regional level.
5. Identify global and regional objectives and develop strategies that respond to both global and local contexts.

Along with key issues, it identifies challenges to address this agenda:

(1) Territorial fragmentation, as there are multiple small island states with their own cultures and political systems; (2) Limited resources; (3) Supporting capacities; (4) High levels of immigration; (5) Caribbean intellectual talent working abroad.



Dr. Didacus Jules
Director General of the OECS

Panel of Ministries of Education

The Ministries panel included the participation of Octavia Alfred, Minister of Education of Dominica; Jaime Rodríguez, Vice Minister of Education of Honduras; Pauline Antoine-Prospere, Parliamentary Secretary of the Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training of Saint Lucia; Edgar Abrego, Director General of Educational Levels and Modalities of the Ministry of Education of El Salvador; and Didacus Jules, Director General of OECS. Javier González, director of SUMMA, was the moderator.

During the meeting, participants reflected on the role and challenges of public education in the territory associated with the financing of public education, in addition to reflecting on the opportunities for articulation between countries through sub-regional alliances.





It is time that, as a region, we came together to address the issues that concern us all. And it is commendable that SUMMA is leading this initiative. It's something that needs to be done for the region.

*Nicola Warrina-Johnson
Head of Planning
Ministry of Education of Guyana.*



Being together in this meeting, we have become aware of the experiences that other countries have had, how they have faced similar problems and how to find solutions to common problems.

*Jaime Rodríguez
Vice Minister of Education of Honduras*



Presentation

Escuela Nueva Activa: Quality education for equity, coexistence and 21st century skills.

Vicky Colbert, awarded the 2017 Yidan World Prize for Educational Development, presented "Scaling and Sustainability of Educational Innovations and Policies: experience of Escuela Nueva".

Main conclusions:

1. 21st Century skills: learning to learn; following instructions; leading processes; meeting deadlines; taking initiative; thinking critically; synthesizing information and working in teams.
2. A pedagogical paradigm shift and an innovative systemic approach are required.
3. Technology can enhance change but a new pedagogy is indispensable for effective learning.
4. We must work with the government to achieve impact and have public-private and civil society partnerships to achieve sustainability.



Vicky Colbert

Director of Escuela Nueva – Colombia



Representatives of Saint Lucia, SUMMA and OECS.



Representatives of Dominica, El Salvador, Grenada, Guatemala, Guyana, Honduras, Saint Vincent and the Grenadines and Saint Lucia.



DAY 2

Knowledge mobilization





>> **Dr. Michael Fullan**

Global Leadership Director, New Pedagogies of Deep Learning

 [Video Michael Fullan](#)



>> **Nora Revai**

OECD Directorate for Education and Skills

 [Video Nora Révai](#)

Dr. Michael Fullan, Director of Global Leadership at New Pedagogies of Deep Learning and member of the KIX LAC Advisory Council; and Dr. Nora Révai, analyst in the OECD's Innovative Teaching for Effective Learning project, sent greetings to those attending the meeting, where they highlighted the importance of working together, of creating educational policies that can positively impact education systems, and especially, the value of the work of 10 countries united in seeking consensus on priorities and solutions to the educational problems of the Latin American region.

Knowledge mobilization

The goal was to reflect and discuss priority issues of the KIX LAC countries, as well as to address regional challenges from the perspective of experts and territorial stakeholders.

For this, three spaces were generated:.

1. Expert presentations on topics of interest.
2. Presentation of KIX projects ecosystem .
3. Round table with experts.

Mi nueva Escuela

Generación de capacidades

- Habilitación/facilitación de investigadores (MINED-IED).
- Levantamiento de evidencias y análisis. La
- Laboratorio de Innovación educativa.
- Formación de personal especializado.

Toma de decisiones

Escalabilidad

Diagram showing 'Corto Plazo' (Short Term) and 'Largo Plazo' (Long Term) models with arrows indicating flow between them. The 'Corto Plazo' model is linked to 'Modelo Educativo' and the 'Largo Plazo' model is linked to 'Modelo de Transformación Educativa'.

Honduras

Agenda de investigación

A grid of yellow sticky notes containing handwritten notes for the Honduras research agenda.

GUATEMALA

Agenda de investigación

Mobilización de conocimiento

Generación de capacidades

A collection of orange and yellow sticky notes organized under three columns: 'Agenda de investigación', 'Mobilización de conocimiento', and 'Generación de capacidades'.

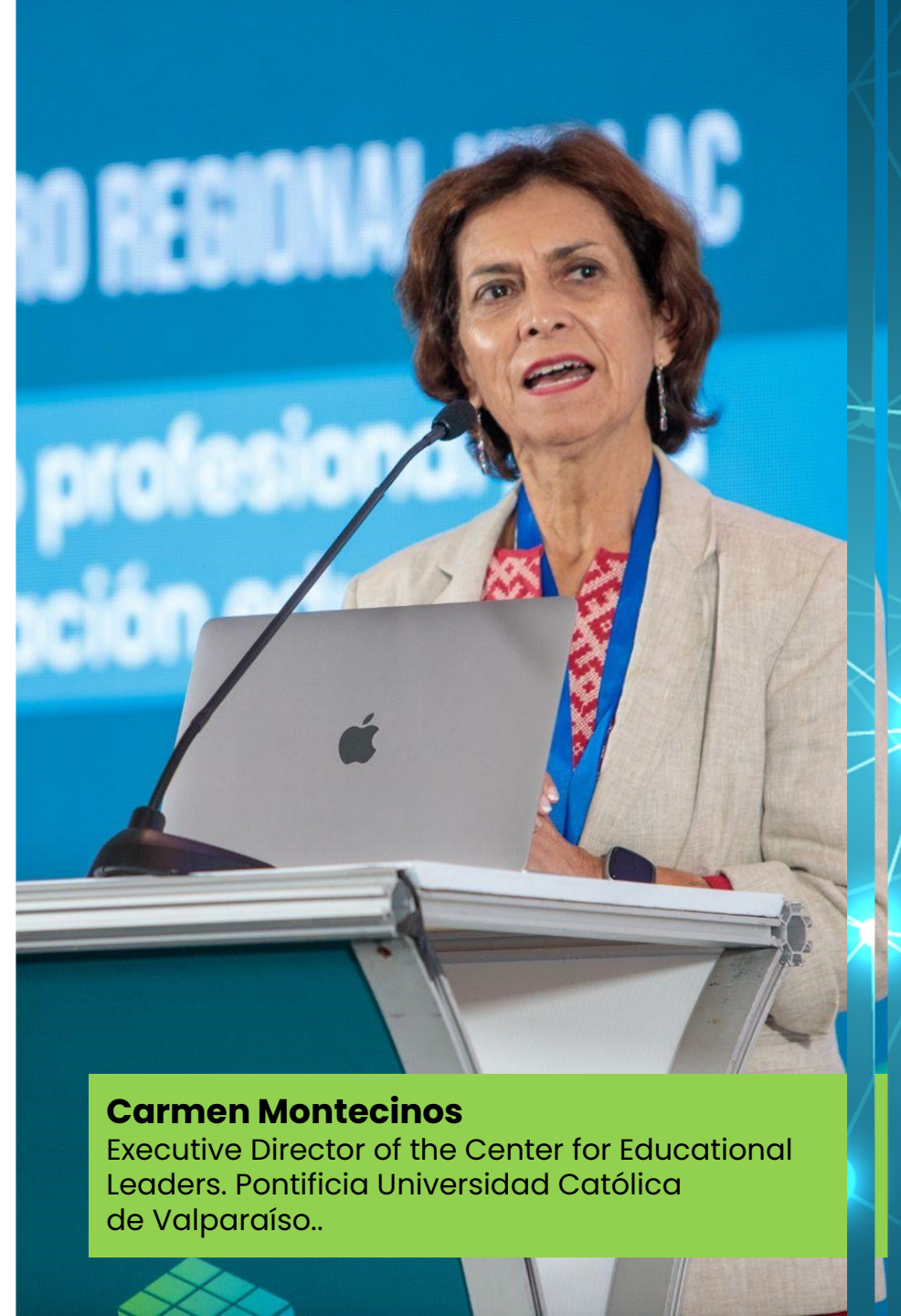
Expert presentations

Professional Development for Educational Reactivation.

Carmen Montecinos

Main conclusions:

1. Need for scaling innovative programs: demonstrating effectiveness requires extensive interaction and mutual learning among designers, implementers, and educators using the innovation.
2. Evidence-based strategies and adult learning: up-to-date knowledge on learning, curriculum, assessment, didactics, classroom management, social-emotional development, among others. Uses knowledge internal and external to the educational centers.
3. Conditions for participation: time and resources within the working day to participate, using professional learning methodologies that translate into improvement and innovation in the classroom that closes learning gaps.
4. Change management: the task of school leaders, who have a deep understanding of the conditions necessary to achieve and sustain the implementation of new practices.



Carmen Montecinos

Executive Director of the Center for Educational Leaders. Pontificia Universidad Católica de Valparaíso..



Expert presentations

Educational policies for equity. Financing of education and the fight against school segregation.

Xavier Bonal Sarró

5 dimensions of educational policy.

1. School planning and admission.
2. Identification of vulnerable students and strategies for their balanced distribution.
3. Information policies for families.
4. Compensatory measures for disadvantaged schools and families.
5. New governance systems.

 [Download presentation](#)



Xavier Bonal Sarró
Professor of Sociology.
Universidad de Barcelona

Expert presentations

Can evidence drive reforms?, How to get beyond utopias?. From theory to practice.

Javier González

Main conclusions:

1. Innovation should seek to generate systemic changes.
2. To innovate we must: Understand the material conditions of education.
3. To innovate we must: Invest in teacher professional development.
4. To innovate we need: Rigorous evidence to build on what we know.
5. To innovate we must promote field experimentation and adaptation to each context and population.

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Javier González
Director of SUMMA

Laboratorio de Investigación e
Innovación en Educación para

Expert presentations

Social Emotional Learning and Kindness (SELK)

Héctor Montenegro

Main conclusions:

Social-emotional learning (SEL) is the process through which children, adolescents and adults acquire:

- An effective way to apply the knowledge, attitudes and tools necessary to understand and manage emotions.
- Feel and show empathy for others.
- Establish and maintain positive relationships.
- Make responsible decisions.

School accompaniment aims to provide research-based, field-tested guidance and tools to help schools coordinate and develop evidence-based SEL practices and programs for systemic implementation.



Héctor Montenegro

International consultant on emotional learning and Kindness



Representatives of Saint Lucia, OECS and Héctor Montenegro



SUMMA Team



Nicaraguan representatives and SUMMA, OECS and GPE team

Knowledge mobilization

Presentation of KIX projects ecosystem .

5 projects being carried out in the region presented their progress. In addition, individual spaces were created so that attendees could ask direct questions, make comments and exchange experiences.

Project: Adapting and scaling up peer mentoring of teachers and school leaders for equitable rural education.

Presented by Daniel Araneda, Project Manager of Education 2020.

 [See more](#)

Project: Strategies to prevent sexual and gender violence and promote equity in rural schools.

Presented by Giovanna Modé, Policy Coordinator of the CLADE Network Latin American Campaign for the Right to Education.

 [See more](#)



Knowledge mobilization

Presentation of KIX projects ecosystem .

Project: Digital adaptations for effective and inclusive distance learning in rural communities in Honduras and Nicaragua.

Presented by Florencia Ripani, director and Diego Vázquez-Brust, coordinator of CEIBAL Foundation.

 [See more](#)

Project: Strengthening the capacity of teachers and school principals to scale up bottom-up innovation in the Caribbean education system.

Presented by Angel Caglin, Coordinator The Saint Lucia Education Innovation Lab, Raise Your Voice y State University of Haiti (Limonade).

 [See more](#)

Project: Teacher Professional Development Mediated by Digital Technology in Honduras.

Presented by Dante Castillo, Director of Educational Policies and Practices and Rosa María Moncada, Coordinator of KIX Global Honduras of SUMMA - FITED.

 [See more](#)



Florencia Ripani
Director of Ceibal Foundation.



Dante Castillo
Director of Educational Policies and Practices. SUMMA

Knowledge mobilization Roundtables with experts

The purpose of the roundtables with experts was to generate a space for debate and learning between the invited experts and the participants. Each of the 4 experts was in charge of a working table where specific topics related to the educational field were discussed in depth.





SUMMA

ECS
Organization of Eastern Caribbean States

3° REUNIÓN REGIONAL KIX LAC
3RD REGIONAL MEETING KIX LAC
3ÈME RÉUNION RÉGIONALE KIX LAC

Representatives from Granada, SUMMA, OECS and GPE

In the particular case of our Ministry and within the framework of the Global Partnership for Education, of which El Salvador is a member, the KIX becomes this partner that investigates and informs, shares the assessments of its work and thus allows us to promote and make decisions that we hope will be the most conducive to the development of education in El Salvador.

*Edgar Abrego
Director of Educational Levels and Modalities,
Ministry of Education of El Salvador.*



The latest work we have done with SUMMA has been extremely important, it has impacted remote communities and the impact has been for the principal, the supervisor and the teachers, that is, the entire school team that will be attending our students. So for us this work with SUMMA has been very collaborative, very spontaneous, very relevant, very inclusive for Panamanian education.

*Victoria Tello
Deputy Director of Technical Teacher Education
of the Ministry of Education of Panama.*





DAY 3

Planning KIX LAC 2.0



The aim of the third day of the meeting was the co-construction of the KIX work agenda, with representatives of the partner countries, in relation to the programmatic offer of the Hub for its next cycle. The priority was to be able to associate the thematic challenges of each of the countries with the territorial work mechanisms available to the KIX.

To this end, the day was organized in 3 moments.

The first part with the mechanisms of the KIX LAC workplan, and the second part presented experiences of collaboration and support to countries within the framework of KIX's work. This second part included a working session for the countries to outline a preliminar support project.

The day culminated with a round table discussion with representatives of the ministries of education to discuss next steps.



KIX REGIONAL PRIORITIES | KNOWLEDGE AGENDA

For the second cycle of KIX work, it is proposed to expand the themes of the first cycle. The proposal for the new topics arises from the work of the KIX with the partner countries where new possible areas to be addressed in this period were identified:

- Gender, Equity and Inclusion (GEI)
- Data use, monitoring and evaluation of education systems (MEL and EMIS)
- Education financing
- Strengthening Early Education
- Teacher professional development
- Curricular reform (inclusive curriculum with an environmental perspective).

KIX 2.0

- Use of evidence and development of information systems.
- Challenges of inclusive education (gender, equity and inclusion).
- Financing.

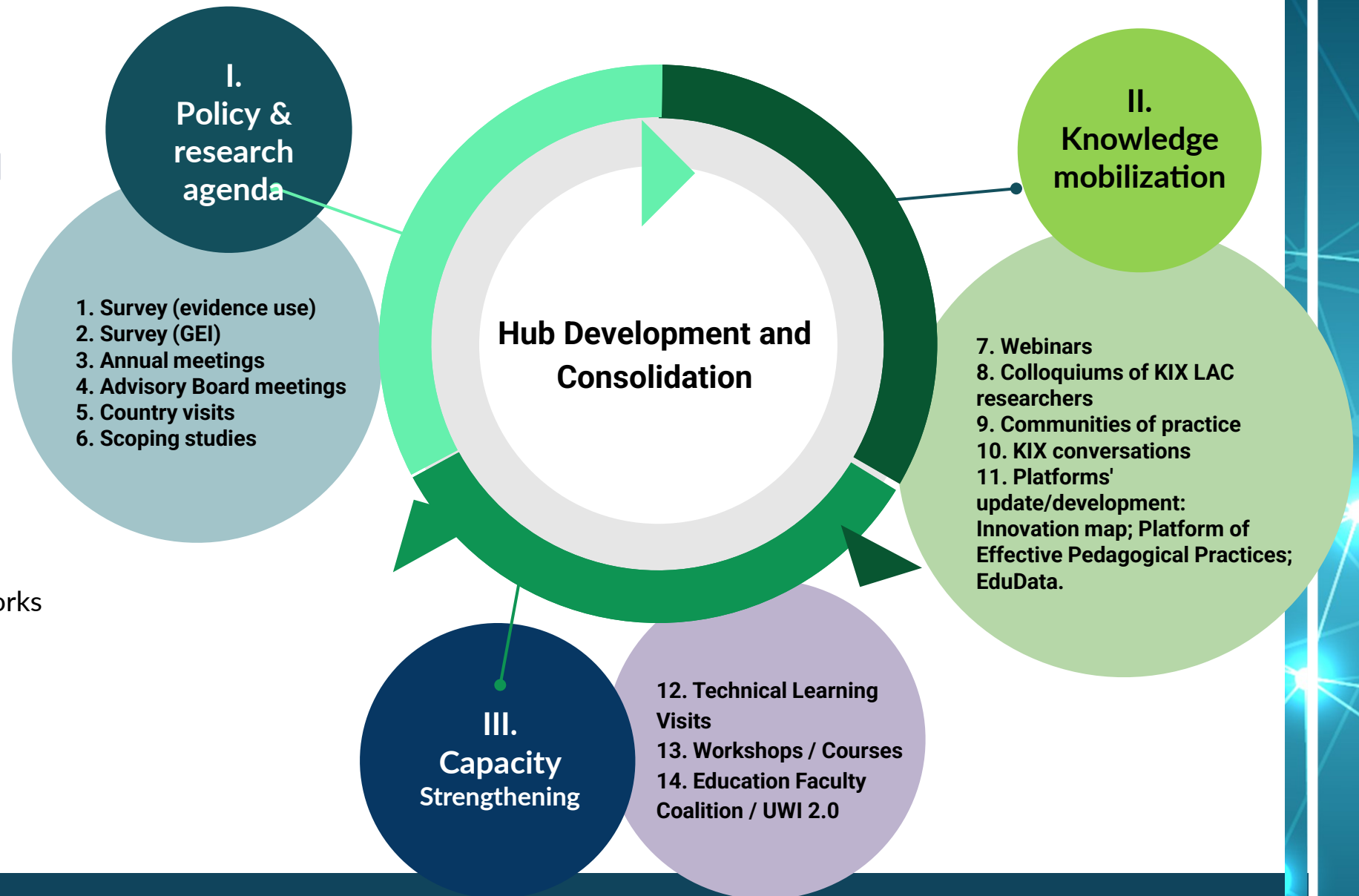
KIX 2.0

- Professional (Teacher) Development and Support Systems.
- Initial Education.
- Curricular reform (socioemotional learning, green and inclusive curriculum).

KIX 2.0 - COMPONENTS AND INITIATIVES

Hub Development and Consolidation

- Annual Meetings
- Advisory Board
- LEG's Involvement
- SUMMA / OECS
- GPE / IDRC
- Partnerships and networks



Key pillars of the kix lac hub theory of change

OPPORTUNITIES FOR THE NEXT PHASE

The KIX ecosystem is recognized and valued nationally, regionally and internationally. Positive commitment of KIX countries.

- Moment of awareness of the value of Evidence and the urgency of strengthening the Evidence-Policy link.
- KIX 2.0 will allow a better understanding of how the evidence-policy linkage actually occurs in the LAC context.
- Interventions should consider a system transformation perspective, beyond specific practices.
- The Country Support Mechanism (CSM) complements other pillars and will enable deeper collaboration for real impact on the ground in the region and countries.

📄 [Download presentation - IDRC KIX 2.0](#)

📄 [Download presentation KIX LAC 2.0](#)



CHALLENGES TOWARDS 2027

- Prioritizing among multiple educational challenges.
- Deepening of the topics of interest.
- Articulation and alignment of efforts. Global, regional and national efforts. Different visions must be transformed into strength.
- Emergencies and structural problems that our societies face.
- Articulate the double dimension of "policy". Politics and public policies.

UPCOMING INITIATIVES

1. Update and deepening of regional and national educational priorities (IDRC exploratory study).
2. Initiation of a study on the Use of Evidence in LAC.
3. Definition of regional and national work agenda on priorities.



Nora Cuadra Baquedano

Director of Educational Planning and Programming of Education.
Ministry of Education of Nicaragua.

Roundtable for dialogue and coordination with ministries of education of the countries of the region.

A working group of country delegations was held to outline a profile of possible projects that could be carried out with the direct support mechanism for the countries. To this end, working groups of delegations were organized to discuss and plan the use of the strategies and mechanisms of the KIX work plan (research agenda, knowledge mobilization, and capacity building). In this way, the conversations that took place in the previous days were resumed, seeking to identify how the KIX work plan's strategies contribute to addressing each country's priority issues. At the end of the working session, a plenary session was held, where a representative from each country presented the group's conclusions. It should be noted that the countries grouped in the Organization of Eastern Caribbean States, together with Guyana and Haiti, decided to work together to raise issues common to the territory.

At the end of the third day's activities, a meeting was held with representatives of the ministries of education of the nine countries, together with members of OECS, IDRC, and GPE, to analyze priorities and agreements on public policy.



Country support experiences

SUMMA and the ecosystem of GPE initiatives within its scope of work in the region include support to education systems, with responses to specific requests made by the countries. Examples include technical support through a learning tour for the Ministry of El Salvador, support with the learning recovery program provided to the Ministry of Panama, development of a structure for effective teacher training at the University of the West Indies, and the regional strategy for strengthening OECS educational data.

Representatives from the four institutions presented their experiences and a summary of these initiatives is shown below.





El Salvador

Compact and learning visit to Chile

El Salvador presented on the support received in two main areas, the El Salvador Compact and a learning visit to Chile.

The Compact: in early 2021, El Salvador participated as one of the pilot countries in applying the new operating model under GPE 2025. The country prepared a Compact that reflects coordination with partners and resources for key policies. MINEDUCYT was eligible to apply for the multiplier grant, the girls' education accelerator and a capacity building grant.

As a complementary experience to the compact building process, a technical learning visit was made to Chile to develop a learning tour. The visit consisted of working sessions in which the topics previously identified in the Compact were discussed. The El Salvador delegation had the opportunity to learn from the experience of another Latin American country. With this input, they will be able to address subsequent discussions on some of the priorities of the Salvadoran education system



Yeni Rivas

Gender Director

Ministry of Education of El Salvador



[Download presentation](#)



[See more](#)

Panamá

Integral and Socio-emotional Learning Recovery Program - PRISA -

SUMMA has supported the Panamanian Ministry of Education through the Comprehensive and Socioemotional Learning Recovery Program, PRISA. This program provides support to teachers with tools and guidelines that effectively help them in the recovery of learning.

PRISA develops an ecosystem of resources and professional training to strengthen the capacities of teachers and schools in the recovery of learning. This ecosystem is made up of resources, tools and guidelines that are hosted on the MEDUCA website and articulated with the ESTER platform.

The program includes a teacher training course on effective practices for the recovery and improvement of learning, which aims to develop competencies in teachers, local supervising directors and regional supervisors for the understanding, monitoring and improvement of effective practices for the recovery of learning.



Victoria Tello.

Deputy Director of Technical Teacher Education
of the Ministry of Education of Panama



[See more](#)

OECS

Regional Education Data Strengthening Strategy

OECS, with support from the Global Partnership for Education, is currently developing a Regional Data System. The project develops an overview of the data system in the region and identifies 3 levels of data requirements: international, regional and national. Strengths, such as policy and legal framework, community of practice, and relevance/need for data, are also identified.

Weaknesses are also identified, such as lack of partnerships with the national statistical office, absence of information systems, regionally harmonized EMIS to collect data from individual students, absence of standardized monitoring, inadequate evaluation systems and resources.

Our themes: knowledge, sharing, research, capacity building, technical, monitoring, evaluation and learning and national learning priorities (education sector plan).



Easlyn Nadette Langford
Senior Technical Specialist en OECS.

West Indies University - UWI - Developing a framework for effective teacher training in the Eastern Caribbean

SUMMA has supported UWI through a collaborative approach in developing a structure for effective education in the Eastern Caribbean. Dr. Joel Warrican presented on the collaborative efforts with SUMMA to improve education from this faculty.

In the Needs and Best Practices assessment report, some key findings were shared: UWI/ECJBTE teacher education programs were well regarded; there are clear demands for more practical and relevant knowledge applicable to schools in the Caribbean; growing demand for adapting teaching pedagogies to diversity; need for a stronger role for ICT content and skills in teacher education; call for incorporation of effective pedagogical practices in the teacher education curriculum.

It also identified cross-cutting themes to be incorporated into teacher education programs, identified the establishment of more effective practice at the core of the teacher education program, and noted the important role of research in teacher education.



Joel Warrican

Director of the School of Education, University of the West Indies



[Download presentation](#)



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This help that SUMMA is giving us is not just for the University of the West Indies, it is for all the nations of the Caribbean, because the university is responsible for building education programs for this region.

*Joel Warrican
Director of the School of Education,
University of the West Indies*





THANK YOU! 3RD KIX LAC REGIONAL MEETING - TEGUCIGALPA 2023



"The future of children is always today. Tomorrow will be too late."

GABRIELA MISTRAL

*Rural teacher in northern Chile.
Nobel Prize in Literature, 1945.*



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