



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

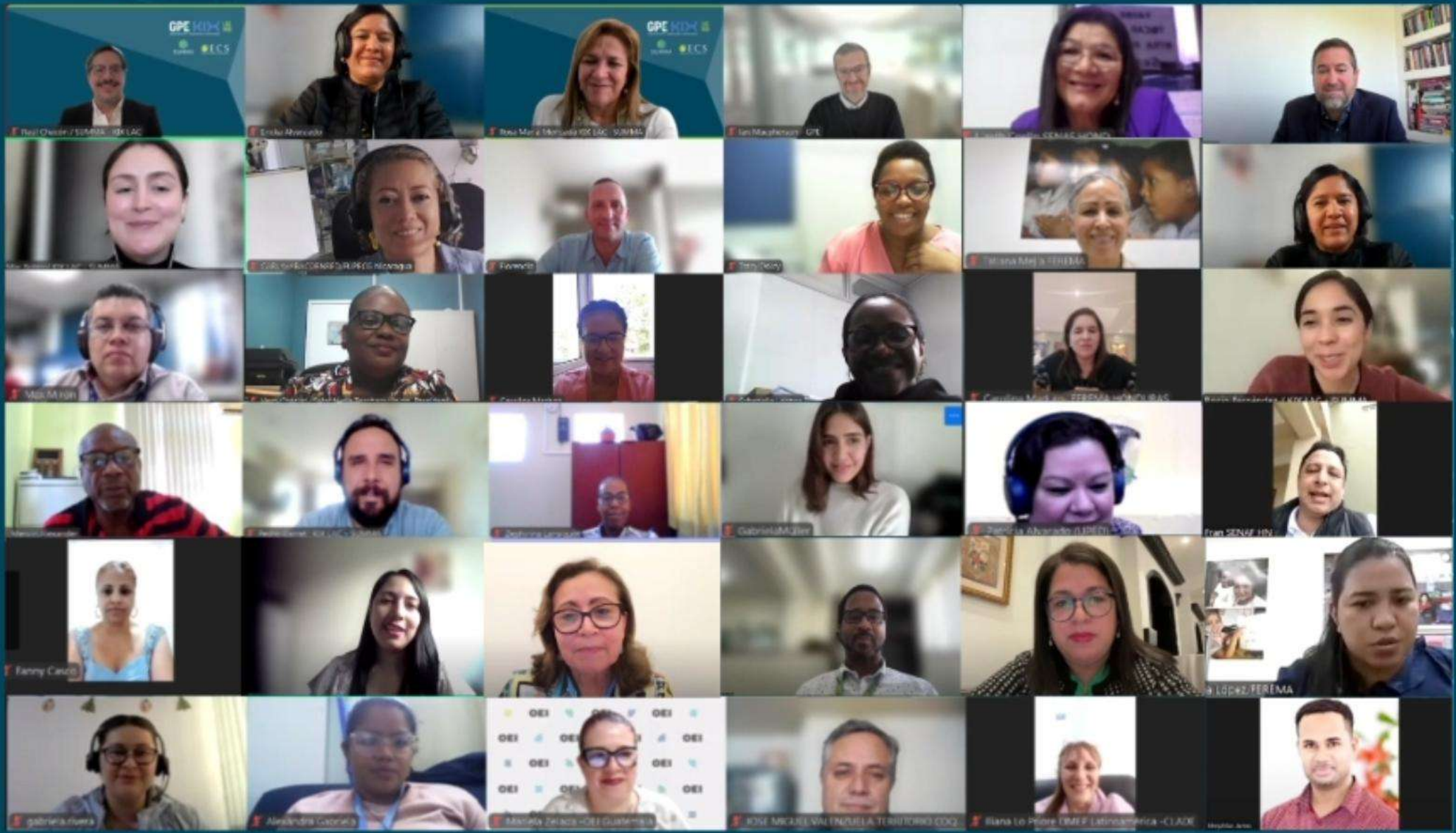


SYNTHESIS

4TH KIX LAC ANNUAL MEETING

November 13 - 14, 2024





GPE KIX LAC HUB

SUMMA Laboratorio de Investigación e Innovación en Educación para América Latina y el Caribe

ECS Organisation of Eastern Caribbean States

IDRC · CRDI Canada

4TH KIX LAC ANNUAL MEETING 2024



THANK YOU REPRESENTATIVES

We appreciate the commitment and dedication of all those who are part of this space, built to foster a reflective dialogue that inspires innovations and new experiences for the benefit of the educational systems of Latin America and the Caribbean.

Collaborative work, rich perspectives, local experiences and involvement with education have been key to further strengthening the Center for Latin America and the Caribbean - KIX LAC -, making it a driving force to address the region's educational priorities.

In a context of global challenges, we reaffirm our vision of education as an essential human right. Our education systems must focus on positively transforming the lives of all students, especially those in the most vulnerable situations.

At this 4th KIX LAC Annual Meeting, we renew our commitment to build on the strengths and lessons learned in each country, in order to face together the challenges that still persist.

We hope that this synthesis will be a useful tool for mobilizing knowledge and we look forward to continuing to strengthen the capacity of countries to implement transformative educational reforms in our region.

Greetings to all and until the next meeting.

SUMMA - OECS Teams



SUMMA+

Laboratorio de Investigación e
Innovación en Educación para
América Latina y el Caribe

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 the program.

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 strong leadership role with the Caribbean States, and especially in supporting the CDPs that belong to this territory: Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines. As a current partner of the GPE, the OECS has led the implementation of the Education Sector Plans in these countries.

ABOUT KIX LAC

The KIX LAC hub is a regional network led by SUMMA (Educational Research and Innovation Laboratory for Latin America and the Caribbean), in collaboration with the Organization of Eastern Caribbean States (OECS), created in 2020. Its objective is to promote the exchange of knowledge, innovations and experiences to support countries to build stronger education systems and move towards the achievement of SDG 4: quality, inclusive and equitable education for all.

The 4th Annual Meeting of the KIX LAC - SUMMA hub was held virtually on November 13 and 14, 2024.

Three general objectives were defined for the event:

1. Strengthen the hub's identity and foster connection and collaboration among its members.
2. To reflect on the actions carried out in 2024, presenting the progress and achievements made, in addition to anticipating strategic planning for 2025 / 2026.
3. Jointly design the next cycle of early childhood knowledge mobilization, establishing a common agenda for the region that responds to key thematic priorities and challenges.

To learn more

Visit our website: www.summaedu.org/kix-lac/

Follow us on our social networks: [Facebook](#) | [X](#) | [Youtube](#) (@KixLac)

AT THE HEART OF THE HUB: OUR REPRESENTATIVES

The country representatives are the backbone of our work. Their role is key to:

- **Mobilize and share knowledge and innovations:** They actively facilitate the circulation and adaptation of ideas that strengthen national and regional education systems.
- **Build collaborative agendas:** They channel the educational needs and priorities of their countries to the center, guiding the lines of joint work.
- **Participate in the community:** They actively contribute to the hub's activities, enriching the spaces for dialogue and shared learning.
- **Adapt and implement innovations:** They promote dialogues in their countries to contextualize, test and scale educational solutions based on knowledge and evidence sharing.





El Salvador

Edgar Abrego (Director of Educational Levels) MINEDUC
Erika Alvarado (Education Manager of Ayuda en Acción) RESALDE.
Ana Marta Najarro Espinoza (Cooperation and Projects Manager) MINEDUC.
Yeny Rivas (Gender Manager) MINEDUC.

Guatemala



New representatives TBD

Haiti

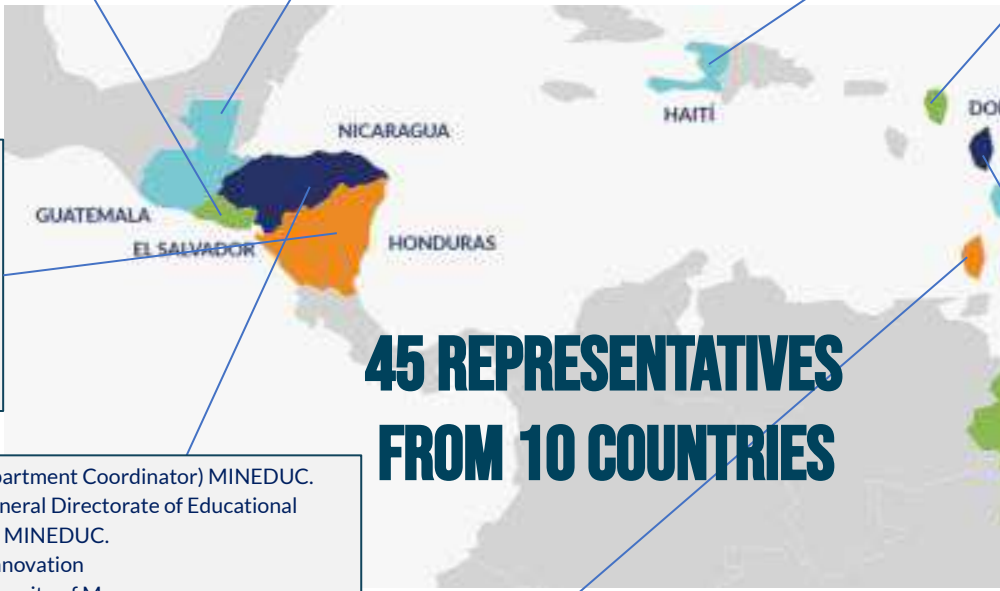


Jacques Abraham (Director of Cabinet) Ministry of Education and member of the CONasTi Bureau
Dr. Guerlande Bien-Aimé (Secretary General) CoNaSTI
Hervé Boursiquot (general director) National Office for Educational Cooperation (ONAPE)
Dr. Evens Emmanuel (President) National Commission for Science, Technology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



Honduras

Daniel Esponda (Minister of Education of Honduras)
Carolina Maduro (Executive Secretary) Ricardo Maduro Andreu Education Foundation
Alana Domínguez (Director of Curriculum and Evaluation) MINEDUC
Russbel Hernández (Coordinator) National and Regional Education Observatory and Director of the CIIE. Francisco Morazán National Pedagogical University.



45 REPRESENTATIVES FROM 10 COUNTRIES

Dominica



Mervin Alexander (President), Dominica Teachers Association.
Jeffrey Blaize (Deputy Head, Office of Education) MINEDUC.
Kimone Joseph (Head) UWI Open Campus.
Weeferly Jules (Senior Planning Officer) MINEDUC.
Bekissa Magna Robinson (Statistician Education Planning Unit) MINEDUC.
Octavia Timothy (Special Education Coordinator) MINEDUC.

St. Lucia

Merle Auguste (Vice President) Sir Arthur Lewis Community College.
Tracy Dolcy (Planning Officer) MINEDUC.
Beverly Dieudonne (Chief Planning Officer) MINEDUC.
Merphilus James (President) National Council for Persons with Disabilities.
Schenelle Leonce (Alternate) (Planning Unit) MINEDUC.
Vern Charles (Teachers' Union)



Nicaragua

Rossny Peña (Research Department Coordinator) MINEDUC.
Nora Mercedes Cuadra (General Directorate of Educational Planning and Programming) MINEDUC.
Violeta Gago (Director of Innovation National Autonomous) University of Managua.
Herman Van de Velde (Coordinator) ÁBACOenRed.



St. Vincent & G.

Idelia Ferdinand (Senior Education, Research and School Safety Officer) MINEDUC.
Kay Martin-Jack (Chief Education Officer) MINEDUC.
Elsbeth Adams (Senior Education Officer) MINEDUC.
Alexis Caine (Deputy Education Planner) MINEDUC.



Grenada

Dominic Jeremiah (Chief Education Officer) MINEDUC.
Judy Ann Auld (Principal) Victoria School of Special Education.
Nailah James (Senior Planner) MINEDUC.
Astra Franca National (Coordinator for the PEARL) MINEDUC.
Tarrisa Grenade (Change Manager OECS PEARL) MINEDUC.
Charmaine Christopher (DCEO for ECD) MINEDUC.
Andre Martin (Research Officer) MINEDUC.
Kathy Ann James (DCEO for School Administration) MINEDUC.



Guyana

Tonnica Dey (Chief Planning Officer) MINEDUC.
Omwattie Ramdin (Director) Centre for Education Resource Development (NCERD).
Dr. Michelle Semple McBean (Dean of the Faculty of Education and Humanities) University of Guyana.
Charmaine Bissesar (Head of Education Online Services in the Centre for Excellence in Teaching and Learning) University of Guyana.
Lauren Martson (Senior Education Specialist) World Bank.

NEW REPRESENTATIVES

We welcome the new representatives and thank them for their valuable commitment by joining KIX LAC. Through a collaborative effort, we are convinced that we will be able to advance innovative and sustainable solutions to improve education in each country and the region.

Guyana:



- Tonnica Dey (Chief Planning Officer) MINEDUC.
- Omwattie Ramdin (Director) Centre for Education Resource Development (NCERD).
- Dr. Michelle Semple McBean (Dean of the Faculty of Education and Humanities) University of Guyana.
- Lauren Martson (Senior Education Specialist) World Bank.

St. Lucia:



- Zephrina Lansiquot, Early Childhood Education Officer, Ministry of Education
- Tracy Dolcy (Planning Officer) MINEDUC.
- Beverley Dieudonne (Chief Planning Officer) MINEDUC.
- Schenelle Leonce (Alternate) (Planning Unit) MINEDUC.
- Vern Charles (Teachers' Union)

NEW REPRESENTATIVES

Grenada:



- Dominic Jeremiah (Chief Education Officer) MINEDUC.
- Nailah James (Senior Planner) MINEDUC.
- Astra Franca National (Coordinator for the PEARL) MINEDUC.
- Tarrisa Grenade (Change Manager OECS PEARL) MINEDUC.
- Charmaine Christopher (DCEO for ECD) MINEDUC.
- Andre Martin (Research Officer) MINEDUC.
- Kathy Ann James (DCEO for School Administration) MINEDUC.

Saint Vincent and the Grenadines:



- Kay Martin-Jack (Chief Education Officer) MINEDUC.
- Elspeth Adams (Senior Education Officer) MINEDUC.
- Alexis Caine (Deputy Education Planner) MINEDUC.

MEETING AGENDA

The *4th KIX LAC Annual Meeting* was attended by representatives of the countries that make up the KIX LAC Hub, **Dominica, El Salvador, Grenada, Guatemala, Guyana, Honduras, Nicaragua, St. Vincent and the Grenadines and St. Lucia**, as well as participants from the Organization of Eastern Caribbean States (OECS), the Global Partnership for Education (GPE) and the International Development Research Centre (IDRC).

Day 1


- Context and Participants' Expectations
- Achievements and challenges 2024
 - Knowledge Mobilization Cycle
 - Strengthening Initial Teacher Education in the Eastern Caribbean - Collaboration between the University of the West Indies (UWI) and SUMMA
 - Technical Learning Visits
 - Country Supports Mechanism
- Next Steps and Strategic Planning for 2025- 2026



MEETING AGENDA

Day 2

Regional Early Childhood Priorities Co-construction and Community of Practice Formation Session

- Welcoming remarks and recap of day 1
 - Introduction to the dynamics of co-construction
 - Collaborative work session: Identification of regional priorities and challenges in Early Childhood
 - Subcycle 1: Context and Relevance of Early Childhood Education (0 to 6 years)
 - Subcycle 2: Quality and Improvement of Educational Practices in Early Childhood
 - Identification of improvements and methods for learning
- 

DAY 1

ACHIEVEMENTS AND CHALLENGES 2024

Below, we share the progress and achievements made by KIX LAC during the last year, highlighting the most relevant milestones:

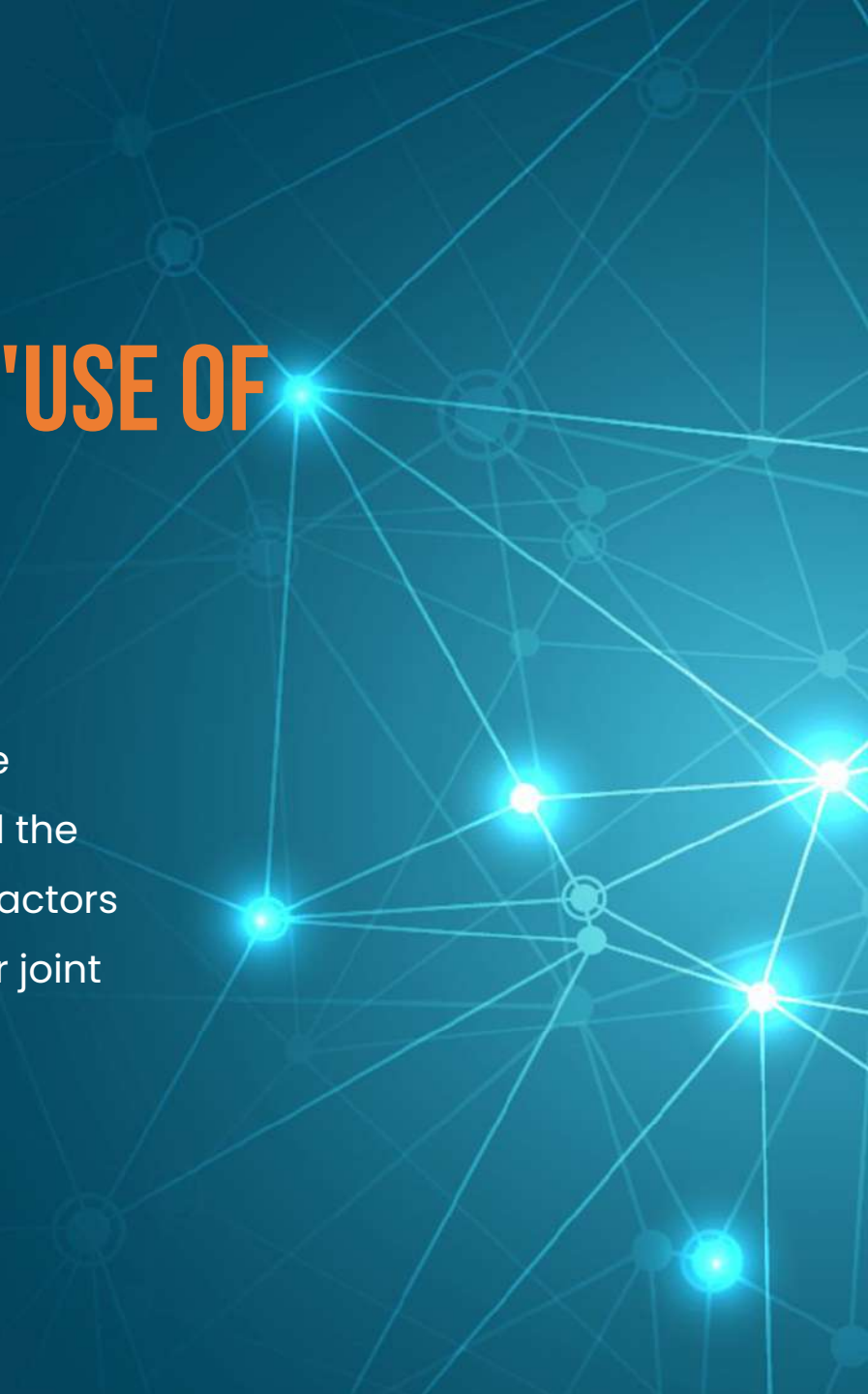
- 1) Evidence Use Knowledge Mobilization Cycle.
- 2) Collaboration project between the University of the West Indies (UWI) and SUMMA.
- 3) Technical Learning Visits.
- 4) Country Support Mechanism.





KNOWLEDGE MOBILIZATION CYCLE "USE OF EVIDENCE IN EDUCATION".

This cycle sought to promote a culture of the use of evidence in educational decision making. It addressed the challenges of the learning crisis, offering evidence-based strategies, and fostered the exchange of knowledge and collaboration among the different actors of the educational ecosystem in the region, creating a space for joint learning and collaboration.



KNOWLEDGE MOBILIZATION CYCLE

LEARNING HIGHLIGHTS

→ Subcycle 1: Using evidence for institutional change in Education

- The importance of evidence for decision making was the main learning mentioned by the attendees.

→ Subcycle 2: Promoting the monitoring of student learning.

- He reinforced the value of evaluation as a key driver for continuous improvement.
- Encouraged critical analysis of current evaluation systems, identifying contributions and areas for improvement.

→ Sub-cycle 3: Educational Information and Management Systems (EMIS) for Social Justice

- He stressed the relevance of understanding the EMIS for educational decision making.
- Participants identified challenges and opportunities in the implementation of these systems.

"Particularly as I reflected on my experience in this study, it really prompted me to reevaluate my own understanding of what is involved in establishing a EMIS. I think we really need to take a hard look at the considerations and requirements needed if we want to implement a EMIS that is sustainable and supported by all stakeholders."

Schenelle Leonce

Planning Officer of the Ministry of Education of Saint Lucia

KNOWLEDGE MOBILIZATION CYCLE

THE CYCLE IN NUMBERS

+ 440 participants/participantes
+ 20 countries/países/pays




6 events/eventos/événements
+20 institutions/instituciones



+ 45 dissemination products/productos
de diseminación/produits de diffusion



  142 posts/posteos/publication

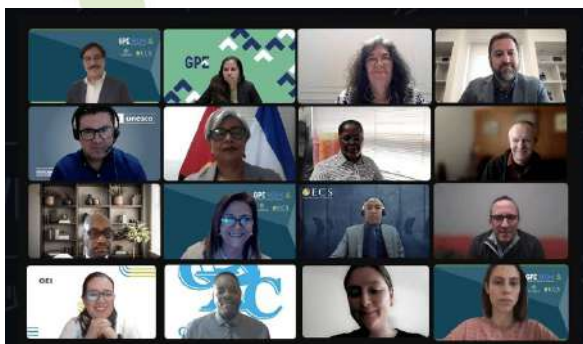
 + 1000
visualizations/visualizaciones/vues



KNOWLEDGE MOBILIZATION CYCLE

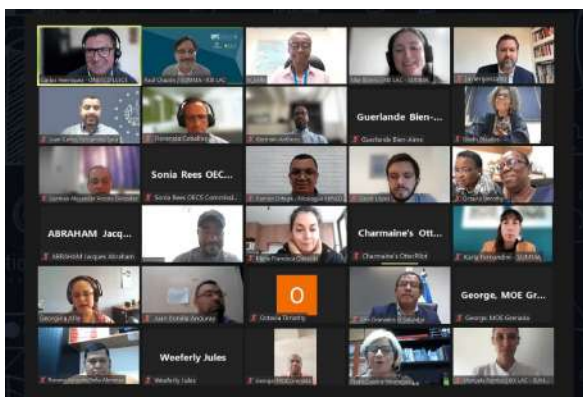
WEBINARS AND WORKSHOPS

Throughout the cycle, seminars and workshops were held where international, regional and national experts addressed various topics, sharing their knowledge, experiences and best practices.



Webinars:

- National and international measurements to inform educational improvement.
- Use of evidence for institutional change in Education.
- Educational Information and Management Systems - EMIS- for Social Justice.



Workshops:

- How to move forward in translating learning assessments into actions for educational improvement?
- Unlocking the impact of the gray literature on educational decision making.
- How to build diagnostics and plans for strengthening EMIS in Latin America and the Caribbean

KNOWLEDGE MOBILIZATION CYCLE

KIX CONVERSATIONS

The KIX Conversations are spaces for interviews with representatives of KIX LAC and actors in the field of education in Latin America and the Caribbean. The guest will deepen and contribute their perspective on a topic, challenge or project that is being carried out and that is of interest to the educational ecosystem of the KIX LAC countries.



CONVERSATIONS KIX

**L'UTILISATION DE DONNÉES PROBANTES
POURRAIT-ELLE RENFORCER
L'EDUCATION EN HAÏTI ?**



Guerlande Bien-Aimé
Coordonnatrice du pilier
Formation à InnovEd-Uniq

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KIX CONVERSATIONS

**PATHWAY TO EDUCATIONAL TRANSFORMATION
THE DEVELOPMENT OF EMIS**

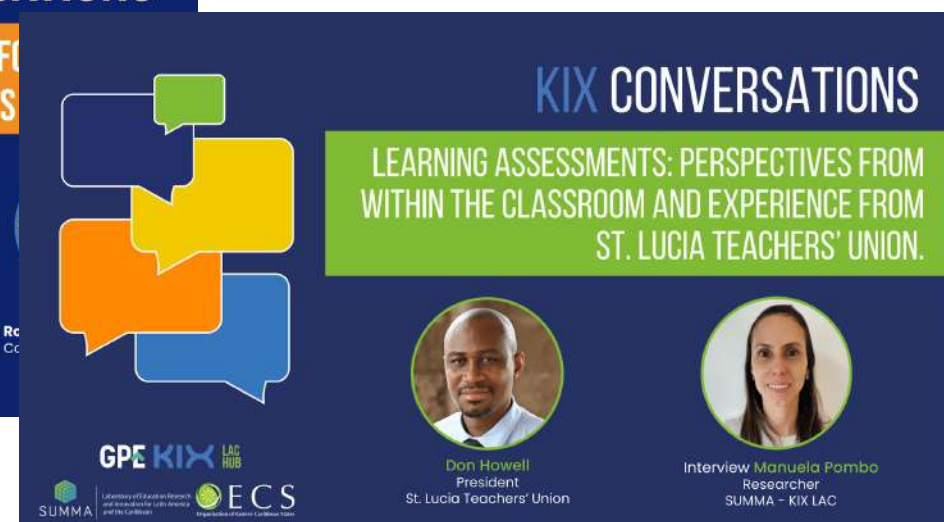


Tonnica Dey
Chief Planning Officer
Ministry of Education
Guyana



Dahvis Caldiera
Senior Statistician
Ministry of Education
Guyana

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KIX CONVERSATIONS

**LEARNING ASSESSMENTS: PERSPECTIVES FROM
WITHIN THE CLASSROOM AND EXPERIENCE FROM
ST. LUCIA TEACHERS' UNION.**



Don Howell
President
St. Lucia Teachers' Union



Interview **Manuela Pombo**
Researcher
SUMMA - KIX LAC

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KNOWLEDGE MOBILIZATION CYCLE THEMATIC NEWSLETTERS

These newsletters present a summary of the work carried out in each sub-cycle, including documents, platforms and interviews relevant to the Latin American and Caribbean region.



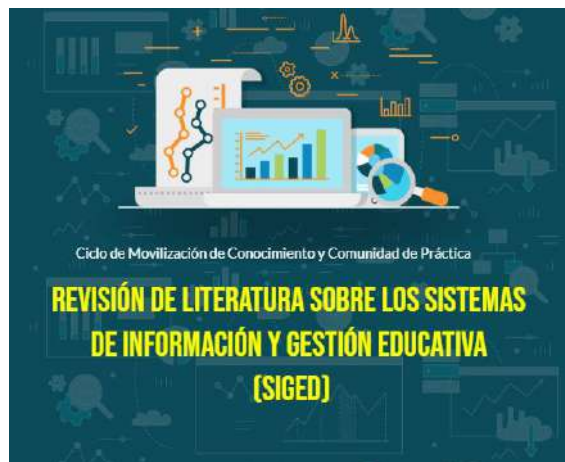
KNOWLEDGE MOBILIZATION CYCLE

POLICY BRIEFS

Three policy reports were developed on different topics: challenges of teacher training, monitoring of learning, and Educational Information and Management Systems.



- **Challenges of teacher training: promoting pedagogy with a gender equality perspective in Central America and the Caribbean.**



- **Monitoring learning and the use of assessments for educational improvement**
- **Literature review on Educational Information and Management Systems (EMIS)**



KNOWLEDGE MOBILIZATION CYCLE

PARTICIPATING INSTITUTIONS

We are grateful for the collaboration and participation of all the organizations and participants who joined us and shared their valuable experiences in each of the webinars and workshops held on this relevant and current topic.



Department of Education, Innovation and Gender Relations



MINISTERIO DE EDUCACIÓN



KNOWLEDGE MOBILIZATION CYCLE

CYCLE SUMMARY

We invite you to discover everything we have done throughout this cycle, where we faced the challenges of the learning crisis with evidence-based strategies. On this website you will find a summary of the knowledge we have worked on and shared: presentations, documents, news and thematic bulletins.

Visit the website and explore the cycle in detail <https://tinyurl.com/cycleofknowledge>

The screenshot displays the SUMMA website interface. At the top left is the SUMMA logo, which includes a 3D cube icon and the text 'SUMMA' and 'Laboratory of Education Research and Innovation for Latin America and the Caribbean'. To the right of the logo are social media icons for Facebook, X, YouTube, Instagram, and LinkedIn. Further right are links for 'CONTACT' and 'WORK WITH US', and a language selection dropdown showing the UK flag. Below the header is a navigation menu with items: HOME, WHO WE ARE, WHAT WE DO, WITH WHOM AND WHERE, FEATURED INITIATIVES, EFFECTIVE PRACTICES, LIBRARY, NEWS, and a search icon. The main content area features a map of the Caribbean region with several countries highlighted in different colors: Guatemala (light blue), El Salvador (green), Honduras (orange), Nicaragua (dark blue), Haiti (light blue), Saint Vincent and the Grenadines (light blue), Grenada (orange), and Guyana (green). To the left of the map, the text reads: '< Back', 'Cycle of Knowledge Mobilization and Community of Practice "Use of Evidence in Education"', and 'SUMMA - KIX LAC'. Below this text is a row of ten circular icons representing the flags of the participating countries: Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, Saint Vincent and the Grenadines, and Saint Lucia.



**STRENGTHENING INITIAL TEACHER EDUCATION IN THE
EASTERN CARIBBEAN - COLLABORATION BETWEEN THE
UNIVERSITY OF THE WEST INDIES (UWI) AND SUMMA**

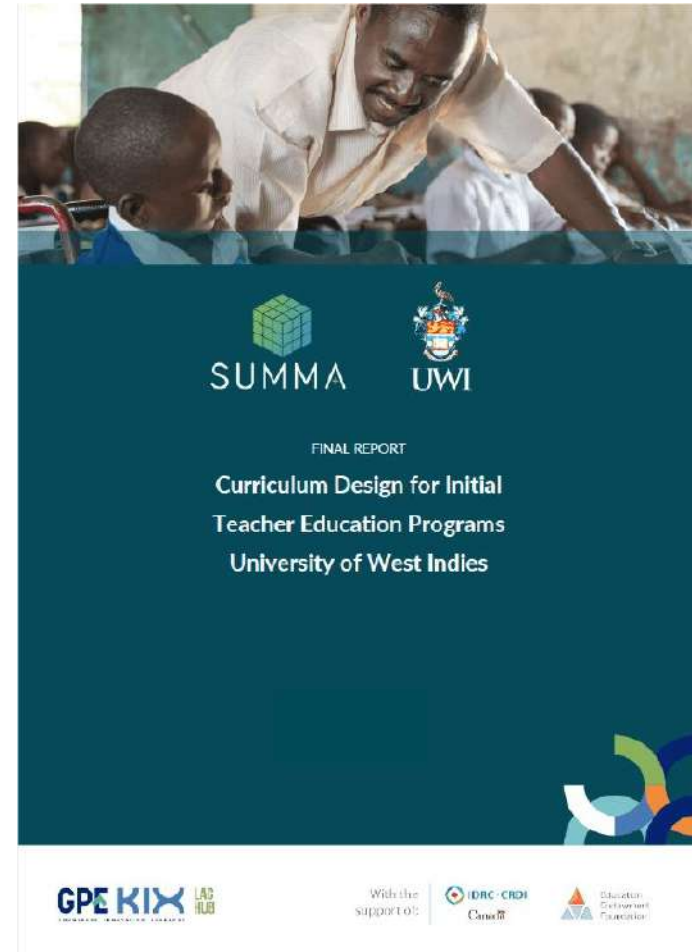


PROJECT WITH WEST INDIES UNIVERSITY (UWI)

The initial teacher education programs were reformed, contextualizing international practices to the local context. Following a needs assessment and a comparative analysis with international programs, an innovative curriculum proposal was designed for the associate program in education, including a focus on inclusive pedagogies, effective practices and literacy in primary school.

Currently, we are working on the implementation of the curriculum and the training necessary for its success, as well as on the design of an evaluation to measure its impact.

To learn more about this project, we invite you to [click here](#) 





TECHNICAL LEARNING VISITS



TECHNICAL LEARNING VISITS

Learning visits provide a deep and contextualized understanding of how and why different education systems work, and is a powerful mechanism for knowledge sharing, innovation, and strengthening ministries' capacities for evidence-based decision making.

El Salvador → Chile | Dec. 2022

Subject: Initial education



Honduras → Chile | Sep. 2023

Subject: Teacher professional development and curricular updating.

TECHNICAL LEARNING VISITS

Subject: Information Systems and Educational Management - EMIS



OECS → Guyana | Dec. 2023



Guyana & Grenada → Bahamas : Jun. 2024


"I think the experience was pleasant because it allowed us to generate a dialogue, to generate reflections and to be able to see in our context, really what we can assume from all this. [...] It has really been a growth experience, a successful experience for us to be able to make these visits and participate in the mobilization of knowledge, to really see that process of discussion."

Esthefani Cerrato
Deputy Director of Educational Research at the Secretariat of Education of Honduras



COUNTRY SUPPORT MECHANISM

Its purpose is to address thematic priorities and adapt to each nation's specific educational challenges and capacities, all closely linked to key policy moments.



COUNTRY SUPPORT FACILITY

In this space, the work being carried out in the design and implementation of policies and capacity building was shared with some countries on the basis of the priority challenges that they themselves have identified. In this context, some outstanding initiatives per country were mentioned:



HONDURAS: south-south collaboration (with Chile); new competency-based curriculum and reorganization of the Sub Directorate for Educational Policy Research and Development.



NICARAGUA: capacity building for pedagogical advisors, who accompany school actors; work on the profile of advisors and monitoring instruments for the scalability of the program.



COUNTRY SUPPORT FACILITY



EL SALVADOR: comprehensive education reform at the country level, supported by the use of evidence; discussion workshops have been held to define action plans.



Organisation of Eastern Caribbean States



strengthening of EMIS from a regional and exchange perspective; a task force led by the Ministries of Education has been created.



DAY 2

COLLABORATIVE WORK SESSION: IDENTIFICATION OF PRIORITIES IN EARLY CHILDHOOD AND REGIONAL CHALLENGES



COLLABORATIVE WORKING SESSION: IDENTIFICATION OF PRIORITIES IN EARLY CHILDHOOD AND REGIONAL CHALLENGES

The objective of day two was to work together with participants to identify thematic priorities and key challenges in early childhood education in Latin America and the Caribbean.

This session had **4 key moments**:

- a) Brief recapitulation of the key messages and lessons learned from the first day,
- b) Collaborative work session where regional priorities and challenges were identified,
- c) Identification of improvements and methods for learning in the region,
- d) Final reflections and next steps.






EARLY CHILDHOOD KNOWLEDGE MOBILIZATION CYCLE

This cycle is structured in **three parts**: the **first** deals with educational policies and the relevance of early childhood; the **second**, quality frameworks, curricula, evaluation and teacher training; and the **third**, the most relevant topics. In a cross-cutting manner, it includes gender and inclusion, with emphasis on educational justice for the most disadvantaged populations.

The objective of the session was to gather the participants' perception of these issues. To this end, a series of questions were posed to guide the conversation:


- **Challenges:** What is the situation in your country with respect to these issues, and what challenges do you identify in these areas?
 - **Root causes:** Why do these challenges persist despite current efforts?
 - **Prioritization:** Considering these challenges, which specific aspects require further study?
 - **Effective Practices:** What have been the most effective solutions or practices you have seen to address these challenges?
- 



EARLY CHILDHOOD KNOWLEDGE MOBILIZATION CYCLE

Moment 1 : Conceptual Presentation Subcycle 1: Context and Relevance of Early Childhood Education (0 to 6 years)

During Moment 1, a strategic conversation on educational policy development was held, which was based on four main themes:


- **Relevance of Early Childhood Education:** Exploring the positive impacts on early childhood development demonstrated by research and evaluation.
 - **Regional diagnosis and national challenges:** Analysis of the coverage and quality of educational services for children from 0 to 6 years of age, considering the importance of the cultural context and the role of families.
 - **Intersectoral Collaboration:** Examples of effective collaborations between key sectors such as Education, Health and Social Development, which influence integral development at this stage.
 - **Educational Policy Dimensions:** Analysis of the challenges in financing, institutional framework, regulations and modalities of early childhood care.
- 



EARLY CHILDHOOD KNOWLEDGE MOBILIZATION CYCLE

Moment 2 : Conceptual Presentation Subcycle 2: Quality and Improvement of Educational Practices in Early Childhood

Moment 2 addressed aspects related to processes and actions that make it possible to achieve relevant and optimal early childhood development. This moment is composed of five main topics:

- **Quality standards and curriculum frameworks:** Principles for assuring quality in early childhood programs.
 - **Effective pedagogical practices:** Methods and approaches that promote the integral development of children.
 - **Teacher professional development:** Criteria and strategies for improving educator training and competencies.
 - **Early literacy and transition to primary education:** Strategies for a smooth and effective transition.
 - **Monitoring and evaluation:** Tools to assess the quality of schools, teachers and learning.
- 



EARLY CHILDHOOD KNOWLEDGE MOBILIZATION CYCLE

SUMMARY OF THE MAIN CHALLENGES PRIORITIZED

After both group and plenary discussions, the perceptions shared by the participants were systematized according to the themes.


Teacher Training and Professional Development

- Strengthen university training offerings (undergraduate and graduate).
- Integrate inclusion and diversity approaches (e.g., disability).
- Encourage articulation among teachers from different levels, creating learning communities that promote continuous collaboration.

2. Development of Fundamental Skills in Early Childhood

- Promote a balanced approach between early literacy and social-emotional development.
- Improve the transition between initial and primary education, ensuring continuity in learning.
- Strengthen coordination between educational frameworks and models for a smooth transition.

3. Intersectoral Collaboration

- Strengthens the articulation between ministries of different sectors (education, health, etc.).
 - Promote a systemic approach and greater municipal participation.
- 



EARLY CHILDHOOD KNOWLEDGE MOBILIZATION CYCLE

SUMMARY OF THE MAIN CHALLENGES PRIORITIZED

4. Monitoring, Evaluation and Data

- Train and educate specialized personnel to improve monitoring and evaluation in educational centers.
- Increase the frequency of school visits to take advantage of existing monitoring tools.
- Establish standardized data recording and dissemination processes.


5. Curriculum Design and Harmonization of Standards

- Ensure cultural relevance in curricular designs and standards given the different contexts.
- Encourage collaboration between the public and private sectors.

6. Community and Family Involvement

- Involve families and communities in assessments and educational activities.
- Promote programs for the promotion of parental competencies in early childhood development.

Other Challenges

- Establish regulations and quality standards in private centers.
 - Expand coverage in rural and/or extreme areas.
 - Increased financing and efficient use of resources.
 - Inclusion of technologies in early childhood education.
- 




NEXT STEPS AND PLANNING STRATEGIC 2025 -2026






NEXT STEPS AND STRATEGIC PLANNING 2025 -2026

Based on the year's progress and challenges, the next steps are focused on consolidating strategic planning for 2025- 2026 to strengthen the hub and address emerging needs in the region:

- **Early childhood knowledge mobilization cycle:** this new cycle will focus on the challenges related to early childhood, highlighting the importance of investing both in structural aspects and in mechanisms to strengthen the quality and equity of the early childhood education system.
 - **Use of Evidence Study:** a study will be conducted to understand how educational policies in Latin America and the Caribbean are influenced by the available evidence.
 - **New technical learning visits:** countries that have not yet participated or that wish to delve deeper into specific priorities were invited to take advantage of this tool. Technical visits make it possible to address current educational challenges through face-to-face exchanges and collaborative learning.
- 



NEXT STEPS AND STRATEGIC PLANNING 2025 -2026

- **Call for a Coalition of Faculties of Education:** a regional coalition will be launched to address common challenges in initial teacher training, such as the early incorporation of pedagogical practices in training programs.
 - **KIX LAC Face-to-Face Meeting:** In May 2025, the 5th KIX LAC Regional Meeting will be organized, a space with representatives from the different countries of the hub, focused on discussing educational priorities, global challenges and the agenda of Sustainable Development Goal 4.
 - **Midterm Evaluation of KIX:** will begin with the closing evaluation process conducted by the Technopolis group. The active and sincere participation of those representatives who are contacted is encouraged, with the purpose of continuing to promote continuous improvement.
- 

NEXT STEPS AND STRATEGIC PLANNING 2025 -2026

GPE KIX PROJECTS

In this section, we present the initiatives implemented by GPE KIX in Latin America and the Caribbean, focused on strengthening education and generating a real impact in the region.

Projects in the process of closing:

- [Use of technological tools adapted to rural contexts - Fundación Ceibal \(Honduras and Nicaragua\)](#): seeks to strengthen educational systems to improve equity and inclusion in rural communities in Honduras and Nicaragua through distance and blended learning models.
- [Peer mentoring models, especially in rural and indigenous areas - Fundación Educación 2020 \(Honduras and Nicaragua\)](#): seeks to adapt and expand a tested innovation aimed at teachers and school principals in rural contexts in these two countries.



NEXT STEPS AND STRATEGIC PLANNING 2025 -2026

New projects:

- [Capacity building for inclusion and gender equity in Caribbean schools - Raise your Voice \(Dominica, St. Lucia, St. Vincent and the Grenadines\)](#): its objective is to implement, evaluate and expand a "whole school" approach aimed at improving inclusive and gender-sensitive teaching and learning practices within the Caribbean education systems of these countries.
- [Inclusive pedagogies with a gender perspective in early childhood - OMEP-CLADE \(Guatemala and Honduras\)](#): seeks to mobilize new knowledge on the factors that promote, enable or impede the expansion of pedagogical innovation, as well as its integration into public policies for early childhood education.



NEXT STEPS AND STRATEGIC PLANNING 2025 -2026

New projects:

- [Pedagogy of play and preschool education - Educo Foundation \(El Salvador\)](#): the objective is to develop learning tools and teaching practices that support this objective through the effective integration of play-based pedagogies.
- [Observatory on educational resilience and adaptation - GRADE \(KIX LAC countries\)](#): its objective is to mobilize the evidence generated among relevant stakeholders to contribute to improving the resilience and preparedness of education systems in the region.
- [Continuities in educational trajectories of children in transit in Central America - Save the Children](#): the objective is to inform and raise awareness of the importance of the right to education and how to access educational services for refugee and migrant children and adolescents on the migration route through Central America.





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