

National Consultation Draft Report

Consultation for the Transforming Education Summit

August, 2022

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I. Methodology for the national consultation

The Ministry of Public Education (MEP), under the leadership of Minister Anna Katharina Müller Castro, promotes a disruptive approach to Costa Rican education with the purpose of using the findings of the educational diagnoses carried out by the Organization for Economic Co-operation and Development (OECD), the 2021 State of Education Report and further reports. Considering the current situation, the Ministry of Public Education will carry out three main activities for the national consultation:

1. **A survey for youngsters** enrolled in the III Cycle and Diversified Education (secondary school). This is an online consultation with closed questions that will be sent by email to the secondary school student population (seventh to eleventh grades in academic schools and seventh to twelfth grades in technical schools).
2. **Focus groups** with parents and the community through *asociaciones de desarrollo comunal* (community development associations) around the country.
3. **Four in - person workshops** with cooperation partners and experts incorporating essential axes for the educational system.

The results of the national consultation are in the planning and early implementation phase. The national consultations are intended to generate input for an educational reform bearing in mind five thematic axes seeking to reflect on an educational transformation: 1) Inclusive, equitable, safe and healthy schools, 2) Educators, teaching and teaching profession, 3) Learning and competencies for life, work and sustainable development, 4) Learning and digital transformation and 5) Qualities of a future citizen.

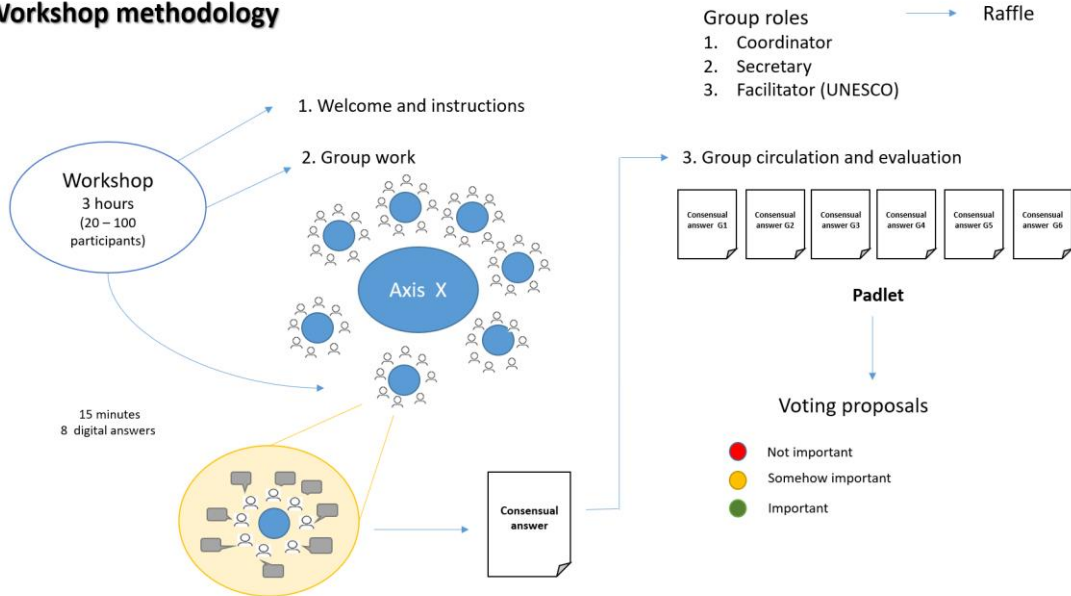
An active and dynamic methodology will be used in each workshop. Participants will be divided into groups and will have generative questions they will have to answer individually and then discuss to form a unique answer.

Answers from each group will be validated by the other groups in a participatory way to define the proposals with the most votes.

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The proposals identified in the consultations will be systematized in an aspirational action plan to be presented by the President of the Republic of Costa Rica, Mr. Rodrigo Chaves Robles, during the Transforming Education Summit in September 2022.

Workshop methodology



II. Consultation focus areas

• **Axis 1: Qualities of a future citizen**

The Costa Rican population is characterized worldwide as a people in which peace, democracy, civic and social values as well as work predominate.

In the current context, a tolerant, peaceful, democratic, hard-working, bilingual, and technological citizenship is substantial for the Costa Rican society of the next 30 years.

• **Axis 2: Inclusive, equitable, safe and healthy schools**

El MEP cuenta con una serie de protocolos establecidos desde hace varios años para la atención de situaciones de conflicto y/o violencia en centros educativos, que ponen en riesgo, tanto a la población estudiantil, como a personal docente y administrativo. Se hace necesario contar en el MEP con una ventanilla única de atención y respuesta oportuna a las denuncias, de manera que proporcione, en la población estudiantil, sentimientos de identidad, seguridad, pertenencia al centro educativo y a su comunidad. MEP has implemented in schools a series of established protocols for several years in order to deal

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with conflict and/or violence situations that put at risk both the student population and the teaching and administrative staff. It is necessary to have a single digital service window for the attention and timely response to complaints to guarantee feelings of identity, safety, school and community sense of belonging in the student population.

- **Axis 3: Learning and competencies for life, work and sustainable development.**

It is vital that students develop a life project that allows them to act consciously and responsibly, not only for making important life decisions, but also in identifying their strengths, opportunities and weaknesses.

- **Axis 4: Educators, teaching and professional development.**

It has been identified that there are schools in which the complete curriculum is not taught and that, in many of them, the curriculum is not adapted to the contextual conditions of the community in which they are located. It is crucial that schools contextualize (local adaptation) the curriculum in at least 10%-20%.

- **Axis 5: Digital learning and transformation.**

Connectivity in schools must be ensured. It is necessary to increase and take advantage school connectivity to surprise and motivate the student population through immersive learning in the metaverse.

III. Preliminary lines of action for the country.

1. Develop an **educational reform** focused on the citizen´s qualities and aspirations.
2. **Revise and modernize the curriculum** and contextualize it in at least 10%-20% to solve community problems.
3. Develop an **integrated pedagogical model**, based on a life project, to strengthen knowledge, values and skills which are essential to achieve personal and professional excellence.
4. Gradually develop a **model of hyper- connected schools** to surprise and motivate the student population through immersive learning in the metaverse.
5. Update the **professional and occupational teacher profiles** taking into consideration curricular reform input.

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6. Develop a responsive attention and timely response digital service window to attend complaints in order to guarantee feelings of identity, safety, school and community sense of belonging in the student population.