Regional Strategy for UNESCO’s response to the situation of people on the move in Latin America and the Caribbean 2019-2021

Regional Forum Education beyond borders: Regional solidarity for the guarantee of the right to education for people on the move

OIM, 2018.
To support countries in guaranteeing the right to education for people in the context of mobility, prioritizing addressing obstacles related to access to education systems, to the planning and management of admission systems, to the educational and social inclusion of people in the context of mobility and to the recognition of studies and skills that allow them to continue their studies and/or to perform in their occupational areas.

*Regional Strategy - Objective*
1. Educational systems planning and access

Strategic goal: Support educational planning processes in large-scale human mobility contexts, considering gaps in access, existing regulatory frameworks and existing management and information systems.

2. Inclusive educational and social environments

Strategic goal: Support countries in ensuring inclusive, safe and healthy social and learning environments, considering the needs of people in the context of mobility and of the receiving society.

3. Recognition of previous studies and knowledge

Strategic goal: Strengthen the recognition mechanisms of existing studies, diplomas, degrees and previous knowledge and contribute to the development of new mechanisms for the recognition and certification of previous knowledge.
Session 2 Planning for access to education systems: Legal frameworks

- Comparative regional study on the state of legal frameworks and national policies for access to and inclusion in education for migrants, refugees, asylum seekers and returnees, as well as the institutional arrangements (roles and responsibilities) within the State and its coordination with external institutions and key actors.

- Comparative regional study that maps rapid response practices in the area of education and the identification of best practices, challenges and existing gaps.

- High-level technical regional meeting on the right to education of people in a context of mobility.

- Guidelines and recommendations for the development or transformation of legal frameworks that allow the population in a context of mobility to access national education systems.
Regional comparative study that identifies the existing planning capacities of the Ministries of Education of the region to efficiently respond to mass displacement, as well as the gaps in that area.

Capacity development program for the Ministries of Education of the region.

Guidelines for and approaches to educational planning in contexts of massive movement of people directed at the region’s Ministries of Education.

Regional reports that integrate available data on the educational situation of migrants, refugees, asylum seekers and returnees.

Technical assistance agenda for the region’s Ministries of Education and their statistics units in order to incorporate human mobility into education information systems and thus improve school records systems.

To support countries’ efforts to map education services provided by national and local governments and non-governmental institutions that are directed at people in contexts of mobility in order to facilitate access to better information.
Technical and policy dialogue meetings on the recognition of primary and secondary studies at the regional level.

In collaboration with the Convenio Andrés Bello, to promote the adoption of the convention and its equivalency table in the countries of the region, especially in the Caribbean.

Expand the equivalency table to include technical education, in collaboration with the Convenio Andrés Bello.

Publication of the specifications tables should be included as an input for defining equivalencies among grade levels in different countries and to identify the contents that students in a context of mobility should have already covered in their countries of origin and the areas in which they may have more difficulty.

Primary and secondary studies
Support Ministries of Education and Ministries of Foreign Relations in the process of adopting the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in Latin America and the Caribbean in collaboration with the International Institute for Higher Education in Latin America and the Caribbean.

Mechanism for monitoring the implementation of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in Latin America and the Caribbean.

Promote cooperation between the higher education institutions of the region for the dissemination and implementation of the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in Latin America and the Caribbean.
Sesión 4  Recognition of studies, degrees, certificates and prior knowledge: Recognition of primary, secondary and higher education in Latin America and the Caribbean

Promotion of the development and strengthening of national qualification frameworks in the countries in the region as well as the regional integration of said frameworks.

Mapping of skills certification and evaluation mechanisms in the region.

Thematic module on the recognition of skills and prior knowledge in the Regional Workshop on Technical and Vocational Education and Training (TVET) in order to strengthen the capacities of the countries of the region to develop national qualification systems.

Skills and prior knowledge
Session 5  Inclusive educational and social environments: The role of local governments and cities

Regional and national campaigns in formal and informal educational contexts that promote intercultural dialogue, understanding and coexistence and the development of media skills in this area in collaboration with United Nations agencies and other partners. This also includes media literacy and information based on UNESCO initiatives such as the Coalition of Cities against Discrimination, Racism and Xenophobia; the Global Network of Learning Cities and Creative Cities Network; the UNESCO Associated Schools Project Network; and the Media and Information Literacy initiative.

Strengthen the capacities of local governments and update the ten commitments to combat racism, discrimination and xenophobia that make up the Plan of Action against Discrimination of the Latin American and Caribbean Coalition of cities against racism, discrimination and xenophobia, adapting them to the 2030 Agenda, Conference on Housing and Sustainable Urban Development Habitat III and the new reality of human mobility in the region.
Session 6 Inclusive educational and social environments: Safe, inclusive and welcoming educational settings

- Guidelines for the implementation of socio-emotional education and psychosocial support in teaching and learning contexts will be developed.

- Re-issue the “Building without Bricks” guides, incorporating the issue of human mobility with a focus on socio-emotional support, lucid curricular openness and the building of learning communities and implementation of specialization workshops for teachers who serve in border areas and for teachers in educational contexts in cities.

- Virtual platform for “Rebuilding without Bricks” will be updated to include the issue of human mobility in order to monitor the implementation of the tool in the countries of the region, the dissemination of regional best practices and the creation of national chapters.

- Course on socio-emotional education and psycho-social support for technical teams and teachers, as well as school staff.

Socio-emotional education and psycho-social support
Regional campaign to disseminate and raise awareness among educational stakeholders regarding the importance of guaranteeing the right to education of people in contexts of mobility with a focus on the importance of access to the education system for this group and addressing gender inequalities. This objective also includes the integration of contents and pedagogies designed to prevent violence, gender-based violence, discrimination, racism and xenophobia into the school curriculum, through education focused on peace, interculturality, global citizenship and human rights.

Guidelines for non-governmental and humanitarian organizations, as well as regulatory institutions of State media, journalism educators, journalism students, journalists and journalists associations on media production standards on migrants, refugees, asylum seekers and returnees, who seek to inform and explain public discussions on the subject, instead of exacerbating them.
Session 6 Inclusive educational and social environments: Safe, inclusive and welcoming educational settings

Guidelines for Ministries of Education in the region in order to address gender-based violence; the design, implementation and evaluation of comprehensive sex education programs; the targeting of homophobic bullying, the prevention of teen pregnancy and other important tools.

Gender, sexuality, health and wellbeing
Session 7 Inclusive educational and social environments: Interculturality

Guidelines for the integration of contents and pedagogies designed to prevent violence, gender-based violence, discrimination, racism and xenophobia into the school curriculum through education with a focus on interculturality, peace and global citizenship and human rights.

Translation and adaptation of the guidelines "Safety, resilience and social cohesion: a guide for curriculum developers" for the integration of these topics into official curricula.

In the context of the publication of the results of ERCE 2019, to publish a Thematic Technical Report focused on students in a context of mobility in order to define pedagogical approaches based on the results obtained.

Development and dissemination of the guidelines "Educating with intangible cultural heritage for sustainable development: Orientations for educators in the Latin America and the Caribbean region".