



Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

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

Working Document

Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago)



UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



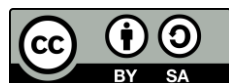
The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



Working document Published in 2015 by the United Nations Educational, Scientific and Cultural Organization and the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago)

© UNESCO 2019



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>)

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Cover Photo: Haitian students. Jorge Alcalde Indo School. Quilicura, Chile. © UNESCO/Carolina Jerez

Table of Contents

| | |
|--|----|
| Acronyms | 4 |
| Introduction | 5 |
| Priority areas, components and initiatives | 7 |
| I. Planning for access to education systems | 7 |
| II. Inclusive educational and social environments | 9 |
| III. Recognition of education, degrees, certificates and prior knowledge | 13 |
| Coordination and implementation mechanisms | 15 |
| Communication | 16 |
| Planning 2019 - 2021 | 17 |
| Resources, tools and publications | 23 |
| References | 25 |

Acronyms

CAB Andrés Bello Agreement

CIPDH-UNESCO International Center for the Promotion of Human Rights

ECW Global Fund Education Cannot Wait

ECLAC Economic Commission for Latin America and the Caribbean

IESALC UNESCO International Institute for Higher Education in Latin America and the Caribbean

IIEP UNESCO International Institute for Educational Planning

ILO International Labour Organization

IOM International Organization for Migration

LLECE UNESCO Latin American Laboratory for the Assessment of the Quality of Education

NORCAP Norwegian Capacity operated by the Norwegian Refugee Council

OREALC/UNESCO Santiago Regional Bureau for Education in Latin America and the Caribbean

SM Foundation Santa María Foundation

UIL UNESCO Institute for Lifelong Learning

UIS UNESCO Institute for Statistics

UNESCO EiE UNESCO Desk for Education in Emergencies

UNESCO HQ UNESCO Paris Headquarters

UNICEF United Nations International Children's Emergency Fund

UNHCR United Nations High Commissioner for Refugees

Introduction

The context of human mobility in Latin America and the Caribbean reviewed in the document *Background Information for a UNESCO Regional Strategy* is marked by the progressive transformation of the origin of the population in a context of mobility, a significant increase in intraregional mobility over the past few decades and the presence of massive flows of displacement over recent years. The analysis of the causes of these flows allows us to identify factors linked to global and regional political contexts; national political, economic and social crises; structural poverty and violence in countries in the region; and the important impact of climate change on agricultural activity, the availability of work for the rural population, as well as the prevalence of natural and anthropic disasters with prolonged effects in the affected areas and on their inhabitants.

These new trends in intraregional mobility and their associated factors have resulted in a substantial increase in humanitarian assistance needs of people in contexts of mobility and the emergence of important challenges for destination countries in regards to migratory management and guaranteeing the rights of the migrant population. This is due to the fragility of international transit contexts; the overloading of systems associated with social protection and access to basic services in societies; the increase in the number of episodes of discrimination and xenophobia; and, more specifically, the cumulative structural obstacles and the emergence of barriers to guaranteeing the right to education and the rights of migrants, refugees, asylum seekers and returnees as well as recognition of their education, knowledge and skills, which would allow them to work in the destination societies. This situation has permeated high-level policy dialogue and has opened up regional and sub-regional discussions of development policies and agendas of the region's countries.

International experience suggests that a governments' capacity to address large-scale international movements only decreases in the absence of political solutions based on international solidarity (Collect & Le Coz, 2018; R4V, 2018). The specific and structural obstacles to guaranteeing the right to education of migrants, refugees, asylum seekers and returnees and the difficulties associated with the recognition of their education, knowledge and skills so that they can work in destination societies, reflect the need to develop political solutions which, in addition to being based on human rights and focused on people, should benefit from the participation of the main institutional stakeholders of governments in the area of migration, parliaments, civil society, the various United Nations System inter-agency groups and people in contexts of mobility.

The tension between the international commitments and the principle of sovereignty brings the importance of regional spaces of dialogue and cooperation to the fore once again, especially given the intersectorial coordination challenges that the region faces in this area. In this context, UNESCO's power to call on stakeholders as an 'honest intermediary' (UNESCO, 2018) and its technical assistance capacities can significantly broaden these spaces and position them to address the obstacles associated with the realization of the right to education listed above.

This is particularly important given that the institutional mandates and the response strategies of other United Nations System agencies in the region have been oriented towards providing emergency assistance to individuals in transit and those who have recently arrived in their destination countries, given the urgent need to protect individuals in a context of mobility (R4V, 2018). In this sense, and based on the *Crisis preparedness and response: UNESCO's institutional framework* document, UNESCO's actions should be focused on strengthening the link between humanitarian action and assistance for long-term development. UNESCO has developed this *UNESCO Regional Strategy for Latin America and the Caribbean in response to the situation of people in a context of mobility*, which is meant to support countries' efforts to guarantee the right to education of people in a context of mobility, focusing on obstacles related to access to quality education, planning education systems in displacement contexts, management of admission systems, educational and social inclusion of people in a context of mobility

and recognition of the education and skills that would allow them to continue their studies and/or work in their fields.

The Regional Strategy dialogues with the agency's spheres of action and is framed by the decisions adopted by the Ministers of Education of the region in the Buenos Aires Declaration (UNESCO, 2017) and subsequently ratified in Cochabamba (UNESCO, 2018b) in regard to directing their efforts towards making education systems "more responsive, adaptable and resilient in order to meet the rights and satisfy the needs of migrants and refugees, according to the policies of our countries, taking into account the current challenges associated with conflicts, violence, discrimination, pandemics and disasters" (UNESCO, 2017, p. 12).

While the core of the Regional Strategy is the right to education of people in the context of mobility, the interdependence of the guarantee of this right and the frameworks of action of the different sectors of UNESCO (Education, Natural Sciences, Social Sciences and Humanities, Culture and Communication and Information) has required a multisectoral perspective that goes beyond the Education sector. Hence, a process of consultation, review and analysis has been carried out for the development of the Regional Strategy, where specialists from the different aforementioned sectors have participated at the global and regional levels.

This document introduces the three priority strategic areas, defined in coherence with those analyzed in the document *Background for a Regional Strategy of UNESCO*, as well as the components and initiatives of each of them. In addition, the following strategic dimensions are established: coordination and implementation mechanisms, advocacy and communications, planning and financing, and finally, the consolidation of resources, tools and existing publications of UNESCO, a product of the aforementioned intersectoral consultation process.

Priority areas, components and initiatives

Based on the review of the regional situation on the right to education of migrants, refugees, asylum seekers and returnees outlined in the work document *Background Information for a UNESCO Regional Strategy* and the obstacles to its realization, three priority areas were identified for UNESCO's work in LAC: (i) planning and access to education systems; (ii) inclusive educational and social environments; and (iii) recognition of prior education and knowledge. Based on these priority areas, components and initiatives have been prioritized for their implementation.

The sections below present the main priority areas, their backgrounds, strategic objectives, initiatives and the sectors and key partners of each one of them.

I. Planning for access to education systems

Background

Primary education has undergone a process of universalization for children and adolescents in a context of mobility in the region (Maldonado, Martínez and Martínez, 2018). This has been associated with extraordinary initiatives such as the processing of specific residency permits for children and adolescents that seek to guarantee the minimum identification requirements requested by the education system and that depend on the procurement of said permits (UNICEF, 2009; Ministry of the Interior and Public Safety, 2017). However, migratory regularization is not always possible, due to the difficulty of obtaining all the necessary documentation.

Although international instruments establish that the right to education of children and adolescents cannot be denied based on their irregular migratory situation, the absence of an identity document provided by the destination country poses an access barrier in many countries. This situation has resulted in the filing of complaints at the national level by ombudsman's offices (United Nations, 2012) and cases before the Inter-American Court of Human Rights (IACHR, 2015). Even in cases in which alternatives to official identity documents have been proposed in order to provide access to primary and secondary education, other services of school systems, such as scholarships, school meal programs and preferential transportation rates require this document, which impacts guarantees of coverage (Oviedo and Sánchez, 2013; Sánchez, 2013; Ministry of Education, 2018).

Access to education systems is also limited by the documentation requirements set by admissions processes. The contexts of forced displacement in the region have led entire families to move without the documentation that is considered minimal by destination countries. Families who must return to the country of origin of one of its members cannot bring education records from the receiving country with them (R4V, 2018). The countries' records systems do not always align and not every country in the region is part of international agreements such as the Hague Convention. As such, the documentation must go through legalization processes that require, among other things, validation by authorities in the country of origin and recognition processes in the destination countries. In some cases, these difficulties have resulted in partial access to the educational system by migrant and returnee students. Although they have been able to attend school regularly, they do not possess a record of their educational trajectory, which poses issues when they seek access to higher education systems later on.

Finally, while current large-scale movements have resulted in the emergence of specific programs and protocols for serving children and adolescents in several countries in the region which seek to guarantee the rights of those who do not have the required identity documents (Ministry of Foreign Affairs of Ecuador, 2018), the coordination of those initiatives within Ministries of Education's planning and management systems continues to be a challenge. Furthermore, the lack of updated and systematized information regarding current laws and

requirements for access for children and adolescents poses major problems concerning clarifying gaps between national officials and international protection agreements and frameworks, as well as the design of programs for addressing said gaps and informing the population in a context of mobility.

In addition to the gaps in access associated with documentation and migratory status, it is possible to identify significant difficulties on the part of host countries when it comes to managing the demand for enrollment in the LAC region's schools. The education systems have faced issues in their regular admissions systems, while the persistence of flows of school age children and youth –particularly in Central American countries and those bordering Venezuela- coupled with the lack of information regarding the new students' socio-demographic characteristics and territorial distribution, have stood as obstacles in planning processes.

Reports from United Nations agencies in Colombia, Ecuador and Peru have demonstrated the difficulties faced by district and education department leadership in terms of guaranteeing access to education (R4V, 2018). Planning and managing the increased demand for education has consequences beyond access to the education system and may determine processes of educational inclusion. The pressure that schools are under because of the increase in demand may lead to situations of discrimination. In the case of students who have already experienced forced displacement, this further deepens their vulnerability.

Issues related to access have contributed to the emergence of informal educational spaces, some in the context of the priority actions of United Nations agencies (EHP Colombia, 2018) that include the situation on the Venezuelan border. The implementation of these parallel spaces has far-reaching implications for educational planning and requires coordination with and within governments for recognition, accreditation and subsequent integration into the formal education system.

Strategic objective

To strengthen the education policy and the educational planning processes in large-scale human mobility contexts, considering the current regulatory frameworks, educational management and information systems and coordination among institutions in charge of policy development and the protection of people in context of mobility.

Components and initiatives

A. Legal frameworks

Objective: To develop guidelines for the development or transformation of the legal frameworks of the countries of the region that would allow individuals in a context of mobility to access the educational systems of their host societies.

1. To implement a 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.
2. To implement a comparative regional study that maps rapid response practices in the area of education and the identification of best practices, challenges and existing gaps.
3. A high-level technical regional meeting on the right to education of people in a context of mobility.
4. To disseminate 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.

B. Planning and information systems

Objective: To strengthen the planning capacities of Ministries of Education in order to enforce the access of

people in a context of mobility to the region's education systems, as stipulated by the legal frameworks

1. To implement, in collaboration with the International Institute for Educational Planning of UNESCO, a 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.
2. To develop and implement, with the UNESCO International Institute for Educational Planning, a capacity development program for the Ministries of Education of the region.
3. To develop and disseminate guidelines for and approaches to educational planning in contexts of massive movement of people directed at the region's Ministries of Education.
4. To work with the UNESCO Institute for Statistics to develop regional reports that integrate available data on the educational situation of migrants, refugees, asylum seekers and returnees that are provided by diverse sources such as UN agencies, government agencies and academic institutions. This information will be disaggregated by age and sex.
5. To establish and implement a 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. The technical assistance agenda will pay special attention to the enrollment of girls and women into the education system.
6. 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.

UNESCO entities and sectors

- UNESCO Education Sector
- UNESCO Communication and Information sector
- UNESCO Institute for Statistics (UIS)
- UNESCO International Institute for Educational Planning (IIEP)

Implementing partners and key institutions

- International Organization for Migration (IOM)
- Office of the United Nations High Commissioner for Refugees (UNHCR)
- United Nations International Children's Emergency Fund (UNICEF)
- Economic Commission for Latin America and the Caribbean (ECLAC)
- Andrés Bello Agreement (CAB)
- The region's Ministries of Education and their statistics and planning units
- The region's Ministries of Foreign Affairs
- The region's Ministries of Interior and other migration authorities and departments

II. Inclusive educational and social environments

Background

Xenophobic, discriminatory and racist practices have been identified in many contexts in host societies. The cases of racism in the destination countries of the Caribbean population are noteworthy (Rojas, Amode and Vásquez, 2015; Mejía, 2018), as are the situations of abuse, discrimination and xenophobia reported in countries receiving

Venezuelan nationals (R4V, 2018). Even host countries that have historically stood out as welcoming, such as Costa Rica, have been the scene of xenophobic practices over the past year. Racist practices have emerged in public spaces and through social media in countries that have become destinations for new migratory flows, such as Chile and Haitian nationals (National Human Rights Institute-INDH, 2018).

In this context, some media outlets have promoted the idea of the threat that migratory flows pose to countries and negative narratives involving people in contexts of mobility (IOM, 2018). The social protection systems and their shortfalls when it comes to meeting the needs of the local population have made people in contexts of mobility the target of frustrations in their host communities.

The consequences of discrimination, racism and xenophobia in educational contexts are varied and can stand as obstacles to the protective factors of education and their benefits for the life pathways of foreign students (Muñoz, 2014). Studies that analyze the situation of migrant children and adolescents within the educational context of the region (Solera and Valdivieso, 2008; Tijoux, 2013; Sánchez, 2013) have shown that there are daily forms of racism and discrimination that organize relationships between members of the educational community, often in an underlying manner. These yield practices of violence, hatred, acts of intolerance, humiliation and exploitation. The emergence of discriminatory, xenophobic and racist practices poses important obstacles to the social inclusion of migrants, refugees, asylum seekers and returnees and their inclusion in educational contexts.

Processes of determining the needs and studies regarding the situation of schools have identified significant challenges in the area of educational inclusion in countries of the region, especially in regard to the absence of pedagogical practices that promote intercultural dialogue (Barrios-Valenzuela and Palou-Julián, 2014), the absence of teacher training that prepares teachers to meet the educational needs of asylum seekers and refugee children (Sánchez, 2013), a lack of strategies that promote curriculum flexibility in contexts of cultural diversity (MINEDUC, 2018) and the need for technical assistance in educational institutions at the territorial level to prevent xenophobia, violence and discrimination (CONPES, 2018).

Although some institutions from governments of the region have designed or are in the process of designing strategies for educational inclusion of migrant children and adolescents that to incorporate spheres of action associated with the prevention of xenophobia and racism and the promotion of intercultural dialogue (CONPES, 2018; MINEDUC, 2018), their articulation within the school context continues to pose a significant challenge, particularly in areas related to teacher training, school curriculum and teaching and learning materials.

Strategic objective

To support countries in their efforts to secure inclusive, safe and healthy social and learning environments considering the needs of people in a context of mobility and the host society.

Components and initiatives

A. Socio-emotional education and psycho-social support

Objective: To promote the development of skills in the area of socio-emotional education and psycho-social support among stakeholders in the region's educational systems.

1. Considering the different impact of human mobility processes on girls and boys and on women and men, guidelines for the implementation of socio-emotional education and psychosocial support in teaching and learning contexts will be developed.
2. To 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. This will be completed in collaboration with Fundación Santa María and the guides will be distributed free of charge in ten countries in the region.

3. The 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.
4. To develop a course on socio-emotional education and psycho-social support for technical teams and teachers, as well as school staff.

B. Risk prevention and reduction

Objective: To promote educational and social contexts free of discrimination, racism and xenophobia.

1. To design and implement a 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.
2. To propose 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. The guidelines will also focus on promoting that the professionals understand the local context and prioritize the problems according to the different information needs in the exit, transit and destination processes, as well as the impact of mobility on girls and women; that they use content approaches that accompany people in the transit process and, in this way, address the challenge of reaching the population in a situation of mobility in a sustained manner; and, finally, that they present problems related to human mobility in general programs, instead of specific independent programs for people in the context of mobility.
3. To implement 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.
4. 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.

C. Interculturality

Objective: To strengthen the capacities of education systems to implement teaching and learning strategies with an intercultural focus.

1. To develop 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.
2. In collaboration with the International Institute for Educational Planning, translate and adapt the guidelines "Safety, resilience and social cohesion: a guide for curriculum developers" for the integration of these topics into official curricula.
3. In collaboration with the Latin American Laboratory for Assessment of the Quality of Education (LLECE) and 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.

4. To develop and disseminate the guidelines "Educating with intangible cultural heritage for sustainable development: Orientations for educators in the Latin America and the Caribbean region".

D. Gender, sexuality, health and wellbeing

Objective: To strengthen education systems' capacities to ensure healthy and safe teaching and learning contexts and the development of skills, attitudes, abilities and values that allow children and young people to enjoy their health, wellbeing and dignity in a context of wellbeing and in the receiving society.

1. To develop and disseminate guidelines and approaches 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.

UNESCO entities and sectors

- UNESCO Education sector
- UNESCO Cultural sector
- UNESCO Sciences sector
- UNESCO Human and Social Sciences sector
- UNESCO Communication and Information sector
- Latin American Laboratory for the Assessment of the Quality of Education (LLECE)

Implementing partners and key institutions

- United Nations International Children's Emergency Fund (UNICEF)
- Santa María Foundation (SM)
- Norwegian Capacity operated by the Norwegian Refugee Council (NORCAP)
- International Organization for Migration (IOM)
- United Nations High Commissioner for Refugees (UNHCR)
- International Center for the Promotion of Human Rights (CIPDH-UNESCO)
- The region's Ministries of Education
- The region's Ministries of Youth
- The region's municipalities and local governments

III. Recognition of education, degrees, certificates and prior knowledge

Background

The increased mobility of students, professionals and workers has highlighted important challenges in the region in the area of the recognition of primary, secondary and higher education studies, as well as degrees and certificates, given that many people in a context of mobility have tertiary studies, particularly those from Venezuela (IOM, 2018e). These challenges have impacted access to educational systems, the continuation of higher learning and access to jobs, particularly considering difficult administrative processes, the associated costs and existing disinformation. Recognition depends on multilateral and bilateral agreements that the countries have adopted and national legislation on such matters.

There are currently several mechanisms in the region for recognizing the primary and secondary education of people in a context of mobility. These include recognition through a process of the legalization of certificates if the countries of origin and destination are part of multilateral agreements, bilateral agreements and special validation tests for studies implemented in a centralized manner through the Ministry of Education or in a decentralized manner by local governments or schools, depending on the country. The multilateral agreements at the regional level include the Andrés Bello Agreement and the educational integration protocols on the revalidation of diplomas, certificates and degrees and the recognition of secondary-level, technical and non-technical studies of MERCOSUR.

Processes for recognizing higher education are more complicated and, like primary and secondary education, are subject to multilateral and bilateral agreements. In the case of degrees issued in countries in which there is no agreement, the authority designates the responsibility of recognizing qualifications to an educational entity. However, the high demand has exceeded the capacity of said institutions and highlighted the economic cost of the recognition process, as well as difficulty accessing information regarding the requirements. While the Regional Convention on the Recognition of Studies, Diplomas and Degrees is in the process of being adopted, this does not mean that recognition will be automatic. The countries will face the challenge of finding clear mechanisms for recognizing studies in the context of national regulations and in coordination with higher education institutions.

Finally, the current context has also created a demand for the recognition of technical and vocational education and training. While there are regional agreements such as the educational integration protocols on the revalidation of diplomas, certificates and degrees and the recognition of secondary-level, technical and non-technical studies of MERCOSUR, implementation processes vary from country to country. While there are national initiatives such as Chile's Labor Skills Certification System, not all countries have certification mechanisms, and when these do exist, there is a need to disseminate the information among migrants, refugees and asylum seekers and to establish coordination channels among these systems at the regional level.

Strategic objective

To strengthen mechanisms for recognizing studies, certificates, degrees and prior knowledge and contribute to the development of new mechanisms for recognizing and certifying prior knowledge.

Components and initiatives

A. Recognition of primary and secondary studies

Objective: To promote the recognition of primary and secondary studies of people in a context of mobility in receiving societies.

1. To promote technical and policy dialogue meetings on the recognition of primary and secondary studies at the

regional level.

2. In collaboration with the Andrés Bello Agreement, to promote the adoption of the convention and its equivalency table in the countries of the region, especially in the Caribbean.
3. To provide technical support for the Andrés Bello Agreement to expand the equivalency table to include technical education.
4. In collaboration with LLECE, to publish the results of the ERCE study and its curricular analysis. Specifically, 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.

B. Recognition of studies, degrees and certificates

Objective: To promote the recognition of studies, degrees and certificates of people in contexts of mobility in receiving societies.

1. To 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.
2. To work with the International Institute for Higher Education in Latin America and the Caribbean on the design of a 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.
3. To work with the International Institute for Higher Education in Latin America and the Caribbean to 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. This may include participating in the University Networks and Councils of Rectors of Latin America and the Caribbean.

C. Recognition of skills and prior knowledge

Objective: To promote the recognition of skills and prior knowledge of people in a context of mobility in receiving societies.

1. To promote the development and strengthening of national qualification frameworks in the countries in the region as well as the regional integration of said frameworks.
2. To work with specialized agencies to implement a mapping of skills certification and evaluation mechanisms in the region.
3. To implement a 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.

UNESCO sectors and entities

- UNESCO Education sector
- Latin American Laboratory for Assessment of the Quality of Education (LLECE)
- UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)
- UNESCO Institute for Lifelong Learning (UIL)

Implementing partners and key institutions

- UNESCO Education sector
- Latin American Laboratory for Assessment of the Quality of Education (LLECE)

- UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)
- UNESCO Institute for Lifelong Learning (UIL)
- Convenio Andrés Bello (CAB)
- United Nations International Children's Emergency Fund (UNICEF)
- International Labour Organization (ILO)
- International Organization for Migration (IOM)
- Ministries of Education of the region
- Ministries of Labor of the region

Coordination and implementation mechanisms

The implementation of regional initiatives from the *Regional Strategy for UNESCO's response to the situation of people in the context of mobility* will be the responsibility of OREALC/UNESCO Santiago, in coordination with the education specialists and the focal points for human mobility of each UNESCO office in the region, the Regional Steering Committee SDG-E2030, the relevant sectoral experts of UNESCO, the Regional Coordination Platform for the response to the situation of Venezuelan migrants and refugees and the partners and key sectors identified in each of the components. In order to coordinate efforts with the aforementioned key actors, the working table for the implementation of the Regional Strategy will be set up.

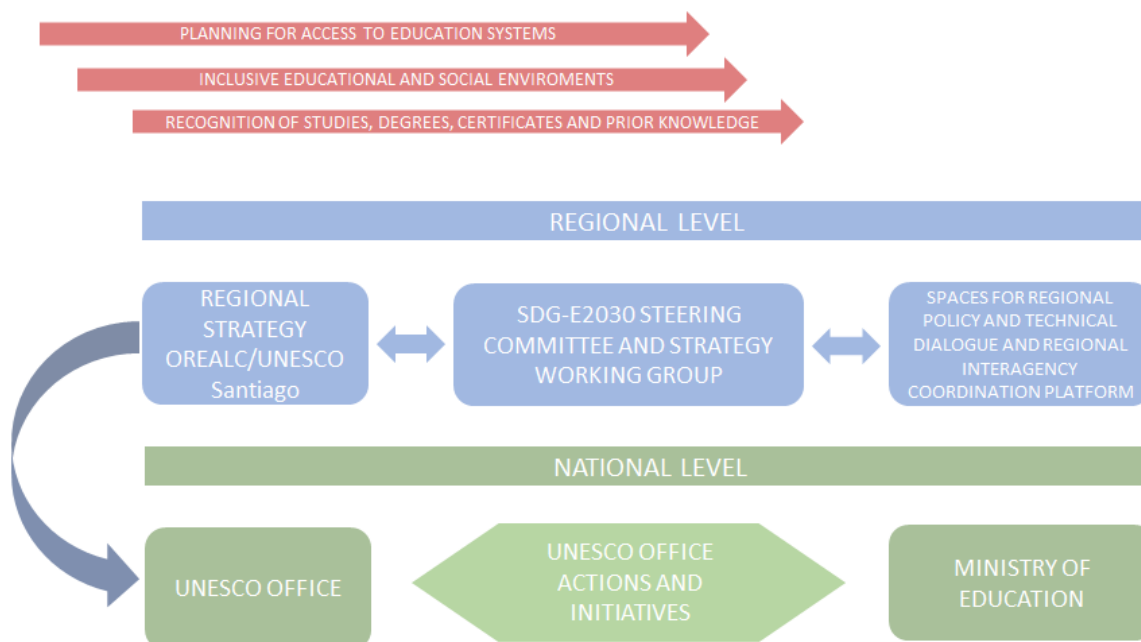
Specifically, the implementation of the Regional Strategy will be carried out in close coordination with the Regional Management Committee of ODS-E2030. According to the last meeting of Ministers held in Cochabamba (2018), the committee ensures representativeness, articulation and communication between the Ministries of Education of the Member States and other relevant actors. It is made up of four working groups and an executive secretariat, assigned to the Regional Office of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago). During the 2019-2021 period, eight Latin American countries and three countries representing the Caribbean are members of the Regional Management Committee, along with UNESCO, UNICEF, UNFPA, CARICOM, CESS-SICA, OAS, OEI, CLADE and the Education International.

Regarding interagency coordination, the regional mechanism to address the massive movement of Venezuelan people is the Regional Coordination Platform for the response to the situation of Venezuelan migrants and refugees. This platform, led by IOM and UNHCR, is composed of 17 agencies of the United Nations System, 17 international non-governmental organizations and two international financial institutions. The regional platform also has instances at the national level called national platforms, which call for participants with the same characteristics as the regional one, but with a national presence. The objectives of the platform are to develop a coordinated regional level response to support authorities and national platforms; support national platforms, particularly in the management of information, communications and resource mobilization; and represent the Interagency response in multilateral forums. UNESCO participates in the Regional Platform through the OREALC/UNESCO Santiago and in the national platforms through the UNESCO Offices in the region. In the countries with the greatest migratory flow, the national platforms have formed education sub-groups, whose priorities have guided the definition of the initiatives that make up this Regional Strategy.

While the initiatives planned in priority areas and components have a regional focus, they seek to produce inputs designed to strengthen the response of national UNESCO offices, their leadership in the area of education within inter-agency coordination spaces like the Regional Coordination Platform to respond to the situation of

Venezuelan refugees and migrants, and their capacity to provide technical assistance to the countries' Ministries of Education.

The figure below shows that the Regional Strategy seeks to provide the spaces, mechanisms and tools required to support countries' efforts to ensure the right to education of people in a context of mobility through UNESCO offices in the region.



Communication

Communications constitute a cross-cutting area of this Regional Strategy, especially considering the impact they have on the internal work of the UNESCO Offices in the region, on the mobilization of resources and on the responsibility of the organization vis-à-vis the Member States and the people whose rights can be violated. In this sense, the target audiences for the communicational area of the Regional Strategy are the governments of the region, donors, civil society and people in the context of mobility, as well as host societies.

The communicational objectives of the Regional Strategy are:

- Disseminate the different activities, products and supplies produced within the framework of the UNESCO Regional Strategy to the different target audiences.
- Position UNESCO as a strategic ally to support the efforts of the Member States of Latin America and the Caribbean to guarantee the right to education of people in the context of mobility.
- Raise awareness among different target audiences and influence national and regional debates on the challenges and opportunities that human mobility entails for the region.
- Document and disseminate good practices and experiences in terms of guaranteeing the right to education of people in the context of mobility.

In order to carry out these objectives, a communication plan for the years 2019-2021 will be drawn up, considering the preparation of a section hosted on the OREALC/UNESCO Santiago website, the articulation of a network of media, journalists and key communicators, as well as the production of periodic reports to the different target audiences identified (internal and external).

Planning 2019 - 2021

The following is a planning of the initiatives contemplated in the Regional Strategy for the years 2019, 2020 and 2021. The description of each of the initiatives can be found in the previous sections.

| Priority area | Component | Initiative | Start date | Completion date | Institution in charge and collaborators | | |
|--|----------------------------------|--|--|-----------------|---|--|--|
| Planning for access to education systems | Legal frameworks | Implement a comparative study on legal frameworks. | June 2019 | October 2019 | OREALC/UNESCO Santiago IPE | | |
| | | Implement a comparative regional study that maps rapid response practices. | TBD | TBD | OREALC/UNESCO Santiago | | |
| | | Regional High-Level Technical Meeting on the right to education of persons in the context of mobility. | August 2019 | August 2019 | OREALC/UNESCO Santiago | | |
| | | Disseminate guidance and recommendations for the development or transformation of legal frameworks. | October 2019 | October 2019 | OREALC/UNESCO Santiago IPE | | |
| | Planning and Information Systems | | Implement, in collaboration with the UNESCO International Institute for Educational Planning, a regional survey to identify the existing planning capacities of the Ministries of Education. | TBD | TBD | OREALC/UNESCO Santiago IPE | |
| | | | Develop and implement in conjunction with the UNESCO International Institute for Educational Planning, a capacity development program for the Ministries of Education. | September 2019 | November 2019 | OREALC/UNESCO Santiago IPE UIS | |
| | | | Develop and disseminate guidelines and approaches for educational planning in the context of mass movements of persons directed to the Ministries of Education of the region. | 2020 | 2020 | OREALC/UNESCO Santiago IPE UIS | |
| | | | Develop in collaboration with the UNESCO Statistics Institute on regional reports that integrate available data on the educational situation of people in the context of mobility. | June 2019 | August 2019 | OREALC/UNESCO Santiago UIS UNESCO/HQ Desk for Education in Emergencies CEPAL | |
| | | | Establish and implement a technical assistance agenda for the region's Ministries of | August 2019 | June 2020 | OREALC/UNESCO Santiago UIS UNICEF | |
| | | | | | | | |
| | | | | | | | |

| | | | | | |
|---|---|--|--------------|-----------|--|
| | | Education and their statistics units in order to incorporate human mobility into education information systems and thus improve school records systems. | | | ECW |
| | | Support countries' in mapping educational services that are provided by the national and local governments, as well as other non-governmental institutions that are directed to people in contexts of mobility. | 2020 | 2020 | OREALC/UNESCO Santiago |
| Inclusive educational and social environments | Socio-emotional education and psycho-social support | Considering the different impact of human mobility processes on girls and boys, and on women and men, guidelines and approaches will be developed for the implementation of socio-emotional education and psychosocial support in teaching and learning contexts. | January 2019 | July 2019 | OREALC/UNESCO Santiago |
| | | To re-issue the "Rebuilding 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. | January 2019 | July 2019 | OREALC/UNESCO Santiago |
| | | The 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. | 2020 | 2020 | OREALC/UNESCO Santiago |
| | | Develop courses in socio-emotional education and psychosocial support for technical and teaching teams, as well as school staff. | 2020 | 2020 | OREALC/UNESCO Santiago |
| | Prevention and Risk reduction | Design and implement a regional campaign to disseminate and raise awareness among educational stakeholders about the importance of guaranteeing the right to education of people in the context of mobility, with emphasis on the importance of this group's access to the education system, addressing gender inequalities, as well as integrating content and pedagogies into the school curriculum to prevent violence, | 2020 | 2020 | OREALC/UNESCO Santiago UNESCO Offices LAC |

| | | | | | |
|--|------------------|--|------|------|--|
| | | gender-based violence, discrimination, racism, and xenophobia through education with a focus on peace, interculturality, global citizenship and human rights. | | | |
| | | Propose guidelines for non-governmental, humanitarian organizations, as well as regulatory state media institutions, journalism educators, journalism students, journalists and journalists associations, on media production standards for migrants, refugees, asylum seekers and returnees | 2020 | 2020 | OREALC/UNESCO Santiago UNESCO/HQ Communications and information |
| | | Implement, in collaboration with United Nations agencies and other partners, regional and national campaigns in formal and informal educational contexts that promote intercultural dialogue, understanding and coexistence. 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. | 2020 | 2021 | OREALC/UNESCO Santiago UNESCO Montevideo UIL UNESCO HQs |
| | | Strengthen the capacities of local governments and update the ten commitments to combat racism, discrimination and xenophobia that make up the Action Plan against the Discrimination of the Coalition of Cities in Latin American against racism, discrimination and xenophobia, adapted to the Agenda 2030, Conference on Housing and Sustainable Urban Development Habitat III and the new reality of human mobility in the region. | 2019 | 2019 | UNESCO Montevideo Coalition against Racism, Discrimination and Xenophobia |
| | Interculturality | Develop guidelines for the integration of contents and pedagogies into school curriculum designed to prevent violence, gender-based violence, discrimination, racism and xenophobia through education | 2020 | 2020 | OREALC/UNESCO Santiago |

| | | | | | |
|---|--|--|-----------|---------------|--|
| | | with a focus on interculturality, peace and global citizenship and human rights. | | | |
| | | In collaboration with the International Institute for Educational Planning, translating and adapting the guidelines, "Safety, resilience and social cohesion: a guide for curriculum developers" for the integration of these subjects in the official curriculum. | 2020 | 2020 | OREALC/UNESCO Santiago IIPE |
| | | In collaboration with the Latin American Laboratory for Assessment of the Quality of Education (LLECE) and 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. | 2020 | 2020 | OREALC/UNESCO Santiago LLECE |
| | | Develop and disseminate the guidelines "Educating with intangible cultural heritage for sustainable development: Orientations for educators in the Latin America and the Caribbean region" | 2020 | 2020 | OREALC/UNESCO Santiago Sector CLT |
| | Gender, sexuality, health and wellbeing | Develop and disseminate guidelines and approaches 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. | June 2019 | November 2019 | OREALC/UNESCO Santiago |
| Recognition of education, degrees, certificates and prior knowledge | Recognition of primary and secondary studies | Promote technical and policy dialogue meetings on the recognition of primary and secondary studies at the regional level. | June 2019 | 2020 | OREALC/UNESCO Santiago UNICEF Andrés Bello Convention |
| | | In collaboration with the Andrés Bello Agreement, to promote the adoption of the convention and its equivalency table in the countries of the region, especially in the Caribbean. | June 2019 | August 2020 | OREALC/UNESCO Santiago UNICEF Andrés Bello Convention LLECE |
| | | To provide technical support for the Andrés Bello Agreement to expand the equivalency table to | June 2019 | June 2020 | OREALC/UNESCO Santiago Andrés Bello |

| | | | | |
|--|---|--------------|-----------|--|
| | include technical education. | | | Convention |
| | In collaboration with LLECE, to publish the results of the ERCE study and its curricular analysis. Specifically, 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. | 2020 | 2020 | OREALC/UNESCO Santiago LLECE |
| Recognition of studies, degrees and certificates | Accompany, in collaboration with the International Institute for Higher Education in Latin America and the Caribbean, the Ministries of Education and Ministries of Foreign Affairs, in the process of adopting the Regional Convention for the recognition of higher education diplomas, degrees and degrees in Latin America and the Caribbean. | June 2019 | July 2020 | IESALC OREALC/UNESCO Santiago |
| | Design, in collaboration with International Institute for Higher Education in Latin America and the Caribbean, on the design of a 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. | 2020 | 2021 | IESALC OREALC/UNESCO Santiago UNESCO Offices in LAC |
| | Promote, in the collaboration with the International Institute for Higher Education in Latin America and the Caribbean, the 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 | 2019 | 2020 | IESALC OREALC/UNESCO Santiago UNESCO Offices in LAC |
| Recognition of skills and prior knowledge | Promote the development and strengthening of national qualification frameworks in the countries in the region as well as the regional integration of said frameworks. | January 2019 | May 2019 | OREALC/UNESCO Santiago HQs/ED |

| | | | | | |
|--|--|---|------------------|----------|--|
| | | | | | |
| | | Implement, in collaboration with specialized agencies a mapping of skills certification and evaluation mechanisms in the region. | 2020 | 2020 | OREALC/UNESCO Santiago OIT UNESCO Offices in LAC |
| | | Implement a thematic module on 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. | February 2019 | May 2019 | OREALC/UNESCO Santiago |

Resources, tools and publications

| Name | Description | Language |
|--|---|---|
| IIEP E-Forum Report: Planning for the Inclusion of Displaced Populations in the Education Sector | IIEP, together with UNHCR, the Global Partnership for Education (GPE) and Education Above All's Protecting Education in Insecurity and Conflict (PEIC) program organized an e-Forum, which brought together 473 participants from 86 countries. The e-Forum was designed to provide a space to discuss challenges and strategies for planning education for displaced populations around three overarching themes: access, quality, and management. | English |
| The SDGs and Cities International Human Mobility | The handbook is a support tool that seeks to facilitate, promote, and replicate the implementation of local public policies aimed at integrating migrants and refugees, in urban spaces of Latin America and the Caribbean. It provides an overview of thirteen possible lines of action when dealing with international human mobility from a human rights perspective. | English, Spanish |
| Rebuilding without Bricks: Support Guides for the Education Sector in Contexts of Emergency | The purpose of the guide is to provide general elements for the development of educational policies in emergencies. The guide systematizes methodologies and practical tools in the four areas of emergency education: education policies, teaching and learning, teachers and other educational personnel, access and learning environments. | Spanish |
| Global Education Monitoring Report 2019: Migration, Displacement, and Education: Building Bridges, Not Walls | The Global Education Monitoring Report (GEM) is an annual report published by UNESCO to track progress towards the education targets in the UN Sustainable Development Goals (SDGs.) The 2019 GEM Report focuses on migration and displacement. The GEM report looks at addressing challenges and opportunities related to migration, displacement and education in order to achieve the 2030 Agenda for Sustainable Development's commitment to leave no one behind. | Summary available in: Arabic, Basque, Bengali, Chinese, English, French, German, Greek, Hindi, Italian, Indonesian, Japanese, Khmer, Mongolian, Nepali, Portuguese, Russian, Somali, Spanish, Swahili, Thai, Urdu, Vietnamese |
| Media and Information Literacy Curriculum for Teachers | The Model Curriculum on Media and Information Literacy (MIL) is specifically designed with teachers in mind and for integration into the formal teacher education system. This curriculum presents a holistic approach to media and information literacy that is essential to equip active citizens with lifelong learning skills. | Arabic, Chinese, English, French, Greek, Japanese, Mongolian, Portuguese, Russian, Spanish, Montenegrin |
| Media and Information Literacy: Policy and Strategy Guidelines | The guidelines resource is designed towards improving efforts to implement MIL on national and regional levels. The resource is designed for policymakers and how to use MIL as a development tool. | English, Montenegrin, Portuguese |
| Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies | The Assessment Framework provides methodological guidance and practical tools for the national adaptation of MIL-related initiatives. The framework also includes the assessment of MIL competencies at the individual and institutional level, particularly targeting teachers in service and in training. | Chinese, Portuguese, English |
| MIL and Intercultural Dialogue MOOC | To increase access of MIL training, UNESCO has launched two online courses: how MIL can enable youth to be actively involved in intercultural and interreligious dialogue and how to evaluate the information found in libraries, publications, and virtual | Arabic, English, Spanish |

| | | |
|---|--|---|
| | space. | |
| Media and Information Literacy (MIL CLICKS) | The MIL CLICKS (Critical-thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability) framework is a way to acquire MIL competencies using social media and the internet. MIL CLICKS engages social media as a powerful tool to help youth develop better media and information literacy. | Arabic, English, French, Russian, Serbian, Spanish |
| Online Multimedia Media and Information Literacy Teaching Resources Tool | This website provides access to educators, researchers, and individuals, interactive and intercultural multimedia and multilanguage MIL teaching resources. These resources are organized around the Model Curriculum on MIL. | Afar, Arabic, Dutch, English, French, German, Greek, Italian, Korean, Portuguese, Russian, Swahili, Swedish |
| Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism | The book offers perspectives and knowledge concerning the role of MIL on increased levels of national and global conflicts. The book is organized into various sections: Community Empowerment and Sustainable Development, Hate Speech and Incitement, Radicalization Extremism, Human Rights and Gender Equality, and Inter-religious and Intercultural Discourses in media. | English |
| Global Alliance for Partnerships on Media and Information Literacy | UNESCO and the United Nation Alliance of Civilizations (UNAOC), have launched the first international University Network on Media and Information Literacy and Intercultural Dialogue (MILID). The Network serves as a platform for building the capacities of MILID at all levels of the formal education system. | English |

References

- Barrios-Valenzuela, LL. & Palou-Julián, B. (2014). Educación intercultural en Chile: la integración del alumnado extranjero en el sistema escolar. *Educación y Educadores*, 17(3), 405-426.
<https://dx.doi.org/10.5294/edu.2014.17.3.1>
- Collet, E. & Le Coz, C. (2018). After the storm. Learning from the EU response to the migration crisis. Migration Policy Institute Europe. <https://www.migrationpolicy.org/research/after-storm-eu-response-migration-crisis>
- CONPES (2018) Estrategia para la atención de la migración desde Venezuela.
<https://www.cancilleria.gov.co/documento-conpes-estrategia-atencion-migracion-venezuela>
- EHP Colombia (2018) Plan de respuesta a flujos migratorios mixtos desde Venezuela.
https://reliefweb.int/sites/reliefweb.int/files/resources/plan_de_respuesta_a_flujos_migratorios_mixtos_desde_venezuela_2018.pdf
- INDH (2018) Manifestaciones de Discriminación Racial en Chile: un Estudio de Percepciones.
https://www.indh.cl/bb/wp-content/uploads/2018/01/Cap1_Manifestaciones.pdf
- Maldonado, C., Martínez, J., Martínez, R. (2018) Protección social y migración: Una mirada a las vulnerabilidades a lo largo del ciclo de la migración y de la vida de las personas. CEPAL – Naciones Unidas.
https://repositorio.cepal.org/bitstream/handle/11362/44021/1/S1800613_es.pdf
- Ministerio de Educación (2018). Mapa del estudiantado extranjero en el sistema escolar chileno.
https://www.mineduc.cl/wp-content/uploads/sites/19/2018/05/MAPA_ESTUDIANTES_EXTRANJEROS_SISTEMA_ESCOLAR_CHILENO_2015_2017.pdf
- Ministerio del Interior y Seguridad Pública de Chile (2017) Visa temporaria para niños, niñas y adolescentes.
<https://www.extranjeria.gob.cl/media/2018/02/RequisitosVisaTemporariaPrimeraNNA1.pdf>
- Ministerio de Relaciones Exteriores de Ecuador (2018) Procedimiento de atención para niñas, niños, adolescentes y sus familias en contextos de movilidad humana en Ecuador. <https://www.cancilleria.gob.ec/wp-content/uploads/2018/11/procedimiento.pdf>
- Muñoz, V. (2014) El derecho a la educación de las personas migrantes y refugiadas. *Journal of Supranational Policies of Education*, nº2, p 22-51. <https://revistas.uam.es/index.php/jospoe/article/download/5626/6040>
- OIM (2018) Informe sobre las migraciones en el mundo 2018.
https://publications.iom.int/system/files/pdf/wmr_2018_sp.pdf
- R4V - Coordination Platform for Refugees and Migrants from Venezuela (2018) Regional Refugee and Migrant Response Plan for Refugees and Migrants from Venezuela.
<https://data2.unhcr.org/es/documents/download/67282>
- Rojas, N., Amode, N. & Vásquez, J. (2015) Racismo y matrices de “inclusión” de la migración haitiana en Chile: elementos conceptuales y contextuales para la discusión. *Polis (Santiago)*, 14(42), 217-245.
https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0718-65682015000300011

Sánchez, C. (2013) Exclusiones y resistencias de niños inmigrantes en escuelas de Quito.

<http://biblio.flacsoandes.edu.ec/catalog/resGet.php?resId=54004>

Solera, C. & Valdivieso, G. (2008) El éxito escolar de alumnos en condiciones adversas, en Revista Latinoamericana de Estudios Educativos, vol. XXXVIII, n° 12, pp. 81-106. <https://www.redalyc.org/pdf/270/27012437005.pdf>

Tijoux, M.E. (2013) Las escuelas de la inmigración en la ciudad de Santiago: Elementos para una educación contra el racismo. Polis (Santiago), 12(35), 287-307. https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0718-65682013000200013

UNESCO (2017) Declaración de Buenos Aires. E2030: Educación y habilidades para el siglo XXI.

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Declaracion-de-Buenos-Aires-ES-2017.pdf>

UNESCO (2017) Declaración de Buenos Aires. Reunión Regional de Ministros de Educación de América Latina y el Caribe. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Declaracion-de-Buenos-Aires-ES-2017.pdf>

UNESCO (2018) Crisis preparedness & response: UNESCO's institutional framework.

<https://unesdoc.unesco.org/ark:/48223/pf0000265739>

UNESCO (2018) Acuerdos de Cochabamba: Solidaridad regional para el logro del ODS4-E2030 en América Latina y el Caribe.

http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Acuerdos_Cochabamba_ESP.pdf

UNICEF (2009) Estudio sobre los estándares jurídicos básicos aplicables a niños y niñas migrantes en situación migratoria irregular en América Latina y el Caribe. Estándares jurídicos básicos y líneas de acción para su protección. https://www.unicef.org/mexico/spanish/mx_Unicef-EstandaresJuricoNyNMigrantes.pdf