

# Regional Forum on Education Policy 2020

## Recommendations



# Workshop A

## Laws and Policies

Coordinator:

**Gloria Vidal**

**(Ex ministra de educación, Ecuador)**



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# Workshop A

## Recommendations

1. Building public policy that counteracts the forms of discrimination present in education systems requires a universal, intersectorial and comprehensive approach.
2. Extensive and participatory discussion must be at the centre of any public policy proposal.
3. Analysing the existing legal frameworks is key for adjusting or updating existing laws and developing new laws.
4. Public policy projections must consider sustainability over time, the channels to ensure enforceability, and long-term funding.

# Workshop A

## Recommendations

5. There must be civic participation, awareness-building efforts for education stakeholders and media engagement around inclusive education systems in the broadest sense.
6. Education systems must be held accountable and be transparent with respect to assurances for creating open, safe and inclusive schools within a culture of peace and social cohesion.

# Workshop B

## Governance and Finance

Coordinator:

**Agustín Claus**

**FLACSO & CIPPEC**



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# Workshop B

## Recommendations

### **Governance**

1. Cross-cutting policy: need to generate and promote national frameworks that regulate and determine the responsibilities of different ministry stakeholders, promoting inter-ministerial articulation in order to implement educational inclusion policy.
2. Sanction institutional frameworks that enable the inclusion of a gender perspective and sexual diversity in current education laws.

# Workshop B

## Recommendations

3. Ensure information for resource planning and monitoring: countries need to have disaggregated information at the territorial level that enable them to plan strategic policies, monitor their implementation, and allocate resources specifically to each education policy intervention.

4. Amplify and promote greater spaces for engagement between governments, social organisations, universities, NGOs and cooperation agencies so as to give visibility to socially excluded groups and generate governance.

# Workshop B

## Recommendations

### Finance

1. Incorporate the gender perspective into educational budgets and identify which resources are allocated to groups of students on the basis of disabilities, sexual diversity, ethnicity, deprivation of liberty, and migrant status to guide greater investment efforts.
2. Readjust the use of resources at the school level to accompany the particular needs of each school as regards promoting inclusion (based on ethnicity, disability, confinement contexts and migrant status).

# Workshop B

## Recommendations

3. Improve clarity around the costs of education for the socially excluded population: How much more does it cost us? And how many resources do countries need to promote and guarantee the educational inclusion of all students?

4. Promote specific educational programmes that prioritise resources and funding for students from socially excluded groups, promoting their educational inclusion and assigning resources to schools in vulnerable contexts and differentiated rural areas.

# Workshop B

## Recommendations

5. Promote the recognition of intercultural and ethno-educational education systems, and incorporate primary education processes in the students' native language. Promote processes for hiring teachers with command of the language.

# Workshop C

**Data Systems**

Coordinator:

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**Fundación Quántitas**



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# Workshop C

## Recommendations

### Related to the production of information

1. Build consensus to ensure **comparable records** on factors of exclusion in Latin America.
2. Strengthen **name-based student records** and educational trajectory records for each student to showcase their achievements and developments.
3. Need for **intersectorial information exchange**. A historical problem aggravated by the COVID context.
4. Better align data **collection, production and publication** processes (in terms of time and quantity).



# Workshop C

## Recommendations

### Related to the use of information

1. Shift the paradigm: from producing information for others to **capitalising on the information produced for self-use** (by schools, decentralised administrations, countries)
2. **Socialise results** to enrich discussions around factors of exclusion.
3. Technical training for **non-expert users**. More important for non-traditional factors.

# Workshop C

## Recommendations

4. Establish **protocols** that link information to certain **courses of action**.
5. Integrate **monitoring tools** into education management by incorporating indicators, baselines, etc.
6. Establish strategies that contribute to the **allocation of the necessary resources** to strengthen data systems.

# Workshop D

**Curriculum, Textbooks and Assessments**

Coordinator:  
**Renato Operti**  
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# Workshop D

## Recommendations

1. Ensure that the curriculum appreciates, supports and commits itself to the diversity of society as a whole and particularly of students (e.g., individual, social, cultural, language, gender, and ethnic diversity, among other fundamental forms of diversity), and understand differences as opportunities to strengthen everyone's learning in multiple contexts and situations.
2. Reach an understanding with respect to a curricular vision and practice that, based on universal education objectives and goals, provide spaces and mechanisms for each educational centre to develop its own tailored approach in a flexible way (relevant localized curriculum).

# Workshop D

## Recommendations

3. Infuse the curriculum design, development and assessment processes with the idea that inclusion is multidimensional—that it requires removing barriers to learning that are generated from inside and outside the education system, and that it must respond to multiple vulnerabilities.
4. Train, support and empower teachers to respect and appreciate the diversity of each student as an opportunity to achieve greater and better learning.

# Workshop D

## Recommendations

5. Understand the curriculum timeframe in a way that allows for the development of competencies and knowledge that promote each individual's comprehensive education through integration and dialogue between disciplines, with a focus on the interests, needs and expectations of students as regards leading and managing their own lives independently and responsibly, while strengthening their resilience, thinking and creativity.

6. Promote new curriculum and education formats which integrate concatenated spaces for face-to-face and remote instruction—focused on digital skills building and development for students and teachers—by strengthening learning across levels.



# Workshop E

## Schools

Coordinator:

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# Workshop E

## Recommendations

### **Recommendations for shifting towards inclusive schools**

1. Empower schools with greater decision-making autonomy by giving them greater flexibility at the curricular level; planning and assessment.
2. Universal policies for school coexistence and citizen training that promote a school environment focused on the socio-emotional dimension and the development of high expectations.
3. Strengthen policies and strategies for intercultural bilingual education.
4. National training and professional development plans on inclusion, collaborative leadership and diversity-based strategies for managers, teachers and support staff.

# Workshop E

## Recommendations

5. Promote a culture of self-assessment for continuous improvement with a focus on inclusion, and implement assessment and monitoring systems with a focus on the engagement and learning of diverse students.
6. Favour action research experiences that enable reflection on pedagogical practices and innovation.
7. Strengthen networking between schools and teachers as collaborative professional learning strategies.
8. Favour a culture of self-assessment for continuous improvement with a focus on inclusion.
9. Assessment and monitoring system on the engagement and learning of all students.

# Workshop F

**Teachers, Managers and Support Staff**

Coordinator:

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# Workshop F

## Recommendations

### **Initial teacher training**

1. Enrich the teacher training curriculum with a cross-cutting approach that supports inclusive education from a comprehensive perspective.
2. Promote government-led efforts to set common curriculum parameters, which should be incorporated by all institutions as the backbone of their training plans/programmes.
3. Carry out interdisciplinary and collaborative work in institutions, engaging teacher trainers on inclusive educational projects and including initial teacher training students.

# Workshop F

## Recommendations

4. Carry out student practices in different, diverse cultural contexts, so they can incorporate inclusive education work skills, knowledge and positive attitudes in their initial training.
5. Strengthen the role of universities and training institutions in shifting the focus of inclusive education towards becoming the cornerstone of training.
6. Raise awareness among the teaching staff (trainers from institutions and universities) and managers to collectively define the criteria and values of inclusive education in order to create a shared vision; agree on goals and projects.



# Workshop F

## Recommendations

### **Professional development**

1. Include diversity as a cross-cutting theme, adopt an inclusive gender perspective in how different course content and topics are handled, and provide the appropriate training for all teachers, managers and support staff.
2. Implement government-led global awareness-raising campaigns on inclusion and diversity to ensure stakeholders in the education system become fully realised individuals and educate for a diverse and inclusive society.
3. Focus on understanding the rights, the languages of native peoples, the laws, the diversity of school communities, their values and their attitudes.

# Workshop F

## Recommendations

4. Train teachers in specific topics linked to factors that generate exclusion, in cross-cutting issues such as CSE, gender, sexual identity, and adolescent and youth culture, and in pedagogical perspectives, strategies and didactic approaches for inclusive teaching.
5. Encourage collaborative forms of permanent training based on the exchange between teachers and peer learning, in order to analyse teaching practices that favour or hinder inclusion and overcome attitudes towards discrimination.

# Workshop F

## Recommendations

6. Consider and prioritise teachers who work in the most disadvantaged environments, who generally have more difficulty accessing professional development offerings.
7. Improve teachers' internet connectivity and online in-service training to expand coverage and access in rural areas.

# Workshop F

## Recommendations

### **Teaching career and working conditions**

1. Include the analysis of inclusion-based teaching processes and practices in performance assessments to identify the training needs of teachers in this regard.
2. Articulate capacity development processes with initial training and guarantee the financial resources to provide professional development to all teachers.
3. Update teaching career regulations so as to include the continual development of teaching staff and managers on the issue.

# Workshop F

## Recommendations

4. Establish strategies to follow up on the training received.
5. Organise multidisciplinary work teams to strengthen inclusion, track students' trajectories in institutions, and include new figures and roles in the teaching career.
6. Encourage multidisciplinary educational research on inclusive education approaches, experiences and advancements to support and reorient policies in this regard.

# Workshop G

**Students, Families, and Communities**

Coordinator:

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**Open Society Foundations**



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# Workshop G

## Recommendations

1. Address and overcome adultcentrism, which governs relationships with students, preventing real dialogue from being established and students' voices from being legitimised in the teaching-learning and decision-making processes at the macro level;
2. Promote schools as spaces for connecting and exercising democratic rights. The premise that education can strengthen democracy can only be realised so long as schools and universities themselves provide spaces for daily democratic practice.



# Workshop G

## Recommendations

3. Create and strengthen institutionalised spaces for student participation, at the school/university level and at the local/national public policy level, guaranteeing full recognition of the right that education community stakeholders have to participate in decision-making processes, regardless of the current national administration.
4. Address the issue of a well-established social imagery that undervalues or even criminalises students.

# Workshop G

## Recommendations

5. Expand community participation in education, guaranteeing spaces for debate and greater awareness regarding educational problems and ensuring the representation of vulnerable groups in spaces for educational debate.

6. Acknowledge parents/guardians as protectors of children's rights, and engage them in debate and decision-making processes and in the daily life of schools. One possibility would be to work on developing schools for parents/guardians.