

PANEL 4

Education, Human Mobility and Ethnicity

The fourth panel of the **IV Regional Forum on Education Policy**, “Education, Human Mobility and Ethnicity,” addressed the situation of indigenous, Afro-Latin and migrant communities in Latin America. Here are some highlights of the analysis and recommendations of the specialists leading the panel: the researchers of the background papers of the regional edition of the 2020 GEM Report, Milena Montoya and Silvina Corbetta, the former Vice-Minister of Interculturality of Peru, Elena Burga Cabrera, and Save the Children’s Senior Education in Emergencies Adviser, Sussana Urbano.

TOPIC 1: MOBILITY

LAWS AND POLICIES

Some recommendations

- **Deploy educational integration policies**, which will enable the incorporation of processes, mechanisms and actions that ensure a proper approach at every level (national, sub-national and local), under a scheme of co-responsibility or “accountability.”
- **Develop or strengthen alternative or flexible education models**, which will enable the integration of displaced, migrant or refugee children with articulated social protection measures that ensure permanence and the completion of their educational cycles.

IN PANAMA,

21%

OF INDIGENOUS MALES AGED 20 TO 24 HAD COMPLETED SECONDARY SCHOOL, IN 2016.

IN PARAGUAY AND HONDURAS,

32%

OF INDIGENOUS PEOPLE ARE ILLITERATE.

AFRO-DESCENDANTS WERE

14%

LESS LIKELY IN PERU AND

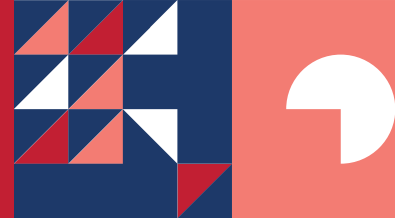
24%

LESS LIKELY IN URUGUAY THAN NON-AFRO-DESCENDANTS TO COMPLETE SECONDARY EDUCATION IN 2015.

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PANEL 3

Education, Human Mobility and Ethnicity



IN ARGENTINA,

THE REPRESENTATION OF INDIGENOUS PEOPLES AND AFRO-DESCENDANTS IN TEACHING IN HIGHER EDUCATION INSTITUTIONS IS REMARKABLY LOW.

IN COSTA RICA,

A 2013 DECREE PROMOTED TRAINING FOR TEACHERS FROM INDIGENOUS COMMUNITIES, INCLUDING THROUGH SCHOLARSHIPS AND OTHER FORMS OF SUPPORT.

PERU

FACES A SHORTAGE OF BILINGUAL TRAINED TEACHERS.

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- **Promote education planning** that includes risk management in emergency situations or humanitarian crises, taking into account actions that are sensitive to gender, disability and other vulnerability factors.

GOVERNANCE AND FINANCING

The complete and effective educational trajectory of girls and boys is directly associated with the structural limitations to guaranteeing equitable access and the permanence of all migrants in the educational system. Consequently, more educational investment policies must be implemented for both displaced persons and indigenous communities.

DATA SYSTEMS

Data systems and mechanisms for generating evidence should be strengthened as an essential source of input for education planning.

CURRICULUM, TEXTBOOKS AND ASSESSMENTS

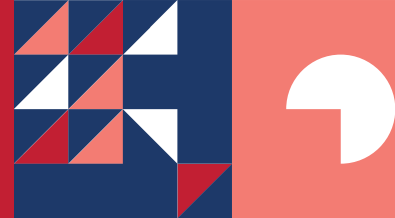
Some concepts to take into account when preparing educational material for migrants is the flexibility of the content and the levelling of the curriculum.

SCHOOLS

It is necessary to work on school integration policy for migrants, providing socio-emotional support and citizenship training.

TEACHERS, MANAGERS AND SUPPORT STAFF

Teacher training must be strengthened to help them support and teach migrant communities.



TOPIC 2: ETHNICITY

LAWS AND POLICIES

- **Seventeen countries in the region have a broad regulatory framework and policies aimed at providing the indigenous population** with an education suited to their culture and language. In 14 of them, there are specific plans, such as intercultural bilingual education (IBE) in Guatemala, ethno-education in Colombia, and indigenous or ethnic education in Brazil. However, these plans are not properly implemented and/or there is no continuity in their execution.
- **References to indigenous and Afro-descendant languages in education laws:** Argentina, Brazil, Chile, Mexico, Panama, Paraguay, Peru and Venezuela make reference to the languages of indigenous peoples. Only Bolivia, Colombia, Honduras and Nicaragua include, implicitly or explicitly, the languages and/or linguistic heritage of Afro-descendant populations, in addition to indigenous languages.

GOVERNANCE AND FINANCING

Improving the conditions of access, permanence and academic completion for indigenous students requires greater investment due to factors such as rurality, dispersion, and language differences. However, the lack of investment is a common variable in most countries in the region.

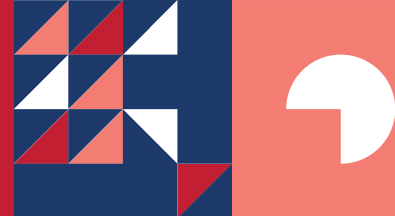
For teachers, it is also essential to generate a policy of monetary stimuli/incentives and improve teacher training for working in rural and indigenous areas.

DATA SYSTEMS:

The following is required:



ONE IN TWO 15-YEAR-OLD STUDENTS IN LATIN AMERICA DID NOT ACHIEVE MINIMUM PROFICIENCY IN READING. IN GRADE 3, STUDENTS WHO SPOKE THEIR COUNTRY'S MAJORITY LANGUAGE AT HOME WERE THREE TIMES MORE LIKELY TO READ WITH COMPREHENSION THAN THEIR PEERS WHO DID NOT.



- **Accurate information on the indigenous student population**—by indigenous group, education level and location (rural/urban).
- **Building information based on census results**—ethnic self-perception and indigenous language.
- **Identifying schools that serve indigenous students** at all levels and under all modalities.

CURRICULUM, TEXTBOOKS AND ASSESSMENTS

- Preparing national curricula with a flexible, intercultural approach.
- Culturally relevant assessments. Standardised assessments in the hegemonic language do not reflect the learning of students who have an indigenous mother tongue. Policy example: Peru has standardised tests, but in indigenous languages.

SCHOOLS

For a complete educational experience, it is necessary to ensure that schools have the proper infrastructure and are equipped with basic hygiene services and water—especially in the context of COVID-19. Also, connectivity must be ensured as a public service, and schools need to be equipped with devices and digital tools for students.

TEACHERS, MANAGERS AND SUPPORT STAFF

Training strategies must be implemented to close the gap between bilingual and non-bilingual teachers. Example: Colombia is the country with the most experience in ethno-education teaching degrees.

STUDENTS, FAMILIES AND COMMUNITIES

Satisfactory experiences in indigenous schools show that family and community engagement in school management and in students' learning processes are key. This is complemented by teachers who are trained and/or qualified to provide proper care for indigenous students.