Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Regional Monitoring Framework for People on the Move

2. Country or countries where the practice is implemented *

Latin American and the Caribbean Region; Participating countries include: Anguilla, Argentina, the Bahamas, Brazil, the British Virgin Islands, Chile, Costa Rica, Cuba, Curaçao, Ecuador, El Salvador, Guyana, Honduras, Nicaragua, Paraguay, Peru, the Dominican Republic, and Uruguay.

3. Please select the **most relevant** Action Track(s) the best practice applies to *

☑ Action Track 1. Inclusive, equitable, safe, and healthy schools

☐ Action Track 2. Learning and skills for life, work, and sustainable development

☐ Action Track 3. Teachers, teaching and the teaching profession

☐ Action Track 4. Digital learning and transformation

☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

OREALC/UNESCO Santiago

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

People on the move; Migration; Displacement; Refugees; Right to education; Inclusive data collection; Policy Coordination; Data Harmonization

6. What makes it a best practice? *

The Regional Monitoring Framework is a multi-partner initiative which functions as a data space that promotes policy coordination, data harmonization, and data inclusion. It works as a mechanism to systematically engage regional partners in their work on the right to education for people in the context of mobility, ultimately creating an environment for dialogue, knowledge sharing, and advocacy. Though coordinated by OREALC/UNESCO, it is strongly driven by Member State involvement permitting real, transformative change in the way educational data is collected for people on the move. Eventually, the Framework will provide visualization and traceability of the educational trajectories of students on the move on its online web platform allowing for data and policy comparison throughout the region.

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

In recent years, the Latin American and Caribbean (LAC) region has experienced an increase in intraregional movement and large-scale displacement, raising a unique set of protection concerns and emphasizing the need for a coordinated regional response to ensure the rights of people on the move. In referring to cross-border movements in the LAC region, the term "people on the move" recognizes the diversity of experiences in terms of motivation, legal status, magnitude, and composition, and includes migrant, refugee, asylum-seeking, and returned persons.

Host countries in the LAC region have faced the challenge of integrating people on the move into their national education systems, ensuring the right to education for all. Quality education for all is a staple of SDG 4 and the 2030 Agenda for Sustainable Development, and regional agreements further affirm that efforts are aimed to strengthen education systems in ways that are resilient, inclusive, and equitable, especially to meet the rights and needs of people on the move. In the face of large-scale regional human mobility and a lack of comparable quality data on inclusion in national education systems, there was a need to mobilize and create a coordinated response to ensure the right to education for people on the move.

Through the challenges identified in the Regional Strategy for UNESCO's Response to the Situation of People on the Move in Latin America and the Caribbean 2019-2021, preparatory work for the Quito Process, and a rapid assessment of the data landscape, the Regional Monitoring Framework was created to respond to the need for improved data collection and support the evidence-based design and implementation of educational policies to guarantee the right to education for people on the move. The Framework attempts to address the challenges posed by the lack of data and to implement a monumental transformation in how data is collected. While the large-scale displacement of Venezuelans was the point of entry for its creation, the Framework aims to target all people on the move in the region.

In the conception and development of the Framework, OREALC/UNESCO Santiago used a mixed approach of support and coordination to encourage the participation of different stakeholders creating pathways to strategic engagement and transformative action. For example, technical discussions were held with partners who typically engage in Education in Emergencies (EiE), including the Education and Human Mobility Working Group, the Quito Process, the Regional Education Group (GRE), and regional Ministries of Education. This systematic engagement with partners resulted in harmonized data indicators for the education of students on the move and continues to advocate for students on the move. The power of UNESCO to act as an honest broker allowed critical conversation and engagement from partners on a critical issue for Member States. The ongoing implementation and development of the Framework continues to be essential for ensuring that people on the move are included in national EMIS systems.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

i) What are the main activities carried out?

ii) When and where the activities were carried out (including the start date and whether it is ongoing)?

iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?

iv) What were the resources needed (budget and sources) for the implementation? *

The Framework consists of technically validated indicators that are comparable across countries; a regional mapping of legal frameworks and initiatives, both national and local, that promote access to national education systems for people on the move and showcases promising practices for the inclusion of people on the move in education. The main activity carried out through the Framework is a periodic examination of relevant information to monitor and advance progress towards the achievement of the right to education for people on the move. This information will eventually be consolidated in a platform that acts as a space for knowledge, diagnosis, and support for the formulation and implementation of educational policies aimed at guaranteeing the right to education.

Another core activity is the organization of technical working sessions that assist in the creation of indicators and inputs. The sessions aim to create a space for the exchange of information and discussion of the compilation and analysis of data for students on the move. Further, the technical tables establish minimum harmonization criteria for the data used and consensus on the indicators that are used in the Framework. The technical tables also identify actions needed to strengthen data collection and information gathering about students on the move for national EMIS systems. The technical working sessions are coordinated by OREALC/UNESCO, but the central to the entire process are the Ministries of Education of participating countries. The systematic and active engagement of the MoEs is central to the Framework as they develop, define, and elaborate the indicators and working documents to ensure the operational functionality of the work. This creates a horizontal operating system which promotes collaboration and coordination, rather than top-down imposition of data frameworks.

Other key implementation actors of the Framework are:

- OREALC/UNESCO Santiago leads in the coordination of the technical working sessions through arranging the agenda and convening the meetings, elaborating technical documents required to support the work of the technical meetings, documenting, and systematizing the discussions and agreements that emerge from the technical table and elaborating on reports to evaluate the progress and work agreements.

- Secure funding from Education Cannot Wait (ECW) and their Multi Year Resilience Programs (MYRP) allowed the Framework to continue to operate through different stages of development and implementation, however this funding is only available through 2023.

- The Quito Process plays an essential role in bringing issues surrounding education, migration, and displacement to the forefront of conversations where they are often left out. As the migration and education policy sectors are fragmented, the involvement of the Secretariate ensures that education

issues are discussed at the Quito Process. It is also a way to promote awareness of mobility and education issues for other ministries, creating a platform for political dialogue and advocacy in relation to the other sectors. IOM and UNHCR sit on the technical secretariate.

- The Education and Human Mobility Working Group, within the context of the Regional Monitoring Framework, provides technical backstopping and strategic inputs that help to review next steps and strategies. It was this working group that helped to identify data as an important aspect in improving coordination and guaranteeing the right to education for people in a context of mobility.

- The Regional Education Group (GRE) works in two levels- offering both technical input and revisions; and dissemination of information produced by the Framework and advocacy.

- MoEs teams: it is expected that MoEs provide a technical and professional representative working on the thematic areas of indicators and statistics, and human mobility issues.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies,
   impact on management processes, impact on delivery arrangements or
   education monitoring, impact on teachers, learners and beneficiary
   communities etc.);
   ii) What were the concrete results achieved with regard to outputs and
   outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the
   results? *

The Regional Monitoring Framework has been transformative in developing a platform to advocate
for the right to education for people on the move and in mobilizing political will to advance this
right across the region. Following the commitments made by MoEs in the 2017 Declaration of
Buenos Aires and the 2018 Declaration of Cochabamba, support for the right to education for
people on the move was reaffirmed by states in the Quito Process, Regional Forums on Education
Beyond Borders, and the 2022 Declaration of Buenos Aires.

Another way that the Framework has been transformative is in creating a space for collaboration
between diverse stakeholders. While the discussion of migration topics between countries is often
politically sensitive, the Regional Monitoring Framework has created spaces for member states to
engage in dialogue and exchange information and knowledge, with UNESCO providing expertise to
guide these discussions. The technical working group and subregional working groups created in
the context of the Framework have provided spaces for ministry experts and education specialists to
enhance their collaboration on an issue impacting multiple countries in the region.

Finally, the Framework has transformed the landscape of technical support offered to governments
by supporting capacity development to inform evidence-based formulation and implementation of
inclusive education policies. The Framework aims to strengthen national capacities for planning and
monitoring of education systems using regionally comparable, quality data. The strengthening of
capacities for the use of data is central to designing and implementing evidence-based policies to
support educational interventions to address the needs of students on the move.

Examples of concrete results include:

- the Educación y Movilidad en América Latina y el Caribe (EMAC) web platform, which is expected
to be fully operational by early 2023. The platform is designed as a tool for analysis, visualization
and dissemination of the data, indicators and inventories collected in the context of the Framework.
The outcome of this platform will be the creation of a space of shared knowledge, diagnostics, and
support for the design and implementation of education policies that meet the educational needs
of people on the move to allow for lessons learned and best practices to be implemented in
different countries throughout the region.

- the formation of the Technical Working Group and subregional Working Groups, which have had
the outcome of increasing advocacy, reinforcing political will, and enhancing collaboration between
member states on topics of human mobility and education.

- a concept note entitled "Towards a definition of people on the move," which was developed
during the second meeting of the subregional working groups in February 2022. The outcome of

this document is a harmonized understanding of human mobility trends in the region, allowing for clearer interpretation and application of the Framework.

- the matrix of proposed indicators for regional monitoring. The Committee of Countries began its work on the elaboration of the proposed indicators in April 2022 based on a draft developed by ORELAC/UNESCO specialists. The indicators are expected to be completed during the second half of 2022. The outcome of this harmonized set of indicators will be the ability to trace the educational trajectories of people on the move and to compare progress across the region to strengthen national planning for educational interventions.

No evaluation or assessment of the Regional Monitoring Framework has taken place, but one is expected to take place later.

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

The increased mobility across the region triggered a need to create a shared understanding of the kind of issues present in data collection related to people on the move. Data collection is done in a top-down and fragmented way with significant overlap between organizations. The lack of standardization and harmonization can dilute the relevance of certain data to MoEs as the indicators or variables come from outside organizations and are not necessarily collected by national EMIS systems. The Framework works to address these issues and challenges that are identified by the technical tables and working groups.

Aspects of the Regional Monitoring Framework that work well and continue to facilitate operationalization are:

- The Framework's bottom-up approach to educational data management for people on the move provides national ownership and more willingness on the part of MoEs to actively participate and steer the direction of what kind of information would be beneficial to collect. This creates a positive feedback loop, allowing the data for people on the move that is most necessary and essential for MoEs to be collected and used and enabling a broader analysis of this information. The Framework also promotes the development of technical capacities within MoEs and their EMIS by strengthening national capacities for educational planning and monitoring.

- Coordinated action and collaboration between Member States at every step in the implementation of the Framework demonstrates the potential for initiatives to indirectly increase the relevance of a topic. The attention given to the topic of educational access for students in situations of mobility through the Framework has had the indirect effect of increasing the relevance of the topic in the region, elevating regional awareness of the issue, and mobilizing support.

- Efforts to secure Member State participation are the result of established pathways of communication and trust between those involved in the Framework and the MoEs. It is essential that Member States understand what the Framework can provide them with and not exclusively what they are being asked to provide to the Framework. However, the Framework requires a high level of involvement from MoEs that is very labor intensive, and trust alone does not ensure consistent engagement.

- Regular consultations and exchanges take place. OREALC/UNESCO Santiago sends the MoE representatives documents prepared for consultation and then incorporates suggestions received into a revised document. The horizontal relationship that has been established with the ministries is the main driver of their participation as they feel that the work is theirs rather than a proposal from UNESCO. This is central to the functioning of the Framework.

Desirable improvements to the Framework include:

- Equal, consistent, and faster engagement from all Member States. Engagement from certain Member States is stronger than others and there is a consistent demand for further support from countries. It would be desirable for the work to be faster, despite the proposed goals being met.

- Engagement of humanitarian partners. Inclusion of humanitarian data at the initial stages of implementation seemed too complicated of a process, however, there is a clear added value of incorporating humanitarian partners in these efforts as they are the ones on the ground with many communities in contexts of mobility. However, as the response of humanitarian actors takes place on a highly localized level, they are without regional counterparts to participate in the discussions that happen on the regional level. This is a clear gap and efforts are being made to have better involvement from these partners in a sustainable way.

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice".
    What recommendations can be made for those intending to adopt the
    documented "best practice" or how can it help people working on the same
    issue(s)? *

    The Regional Monitoring Framework involves a mix of actors from different sectors and mobilizes Member States to fill their commitments to people on the move. The bottom-up design prompts national ownership and engagement that suits the needs of Member States and creates a platform of engagement with Member States and other partners. The accessibility of the Framework allows the contextualization of issues in both Spanish and English as there is Interpretation offered that allows participation from a wide range of actors.

    On a technical level, the Framework provides a way to address data gaps and needs in protracted and multi-country emergency responses. The exercise of creating the Framework also generates evidence on normative frameworks related to education and migration and displacement. The availability of data and implementation of the framework is a way to provide technical support to countries of the region. Participation and engagement with the Framework can also spark institutional change.

    The Framework is deeply connected to SDG 4. It uses the internationally agreed upon indicators to monitor the progress of SDG 4 as well as national indicators, while also seeking to harmonize and standardize the indicators used in the region. This will allow for comparability between countries to measure progress across the region, while remaining cognizant of the distinct circumstances in each country to avoid negative comparison. The data generated from this framework specifically on crisis-affected populations and individuals in a situation of mobility ensure the inclusion of these groups in effort to align with the mantras of "leave no one behind" and "all means all".

12. Further reading
    Please provide a list and URLs of key reference documents for additional
    information on the "best practice" for those who may be interested in knowing
    how the results benefited the beneficiary group/s. *

    UNESCO Santiago Documents:

    - Context and background: Regional Strategy for UNESCO's response to the situation of people on
    the move in Latin America and the Caribbean (2019) :
    https://unesdoc.unesco.org/ark:/48223/pf0000369082_eng?posInSet=3&queryId=0d4a6951-249d-
    4e08-b86d-7a3b72fb9404

    - Regional Strategy for UNESCO's response to the situation of people on the move in Latin America
    and the Caribbean 2019-2021, no. 1 (2019)
    https://unesdoc.unesco.org/ark:/48223/pf0000369089_eng?posInSet=164&queryId=N-EXPLORE-
    7f5f9067-be0b-4800-9045-85ef4d1b6b29

    - Foro regional: Educación más allá de las Fronteras: Solidaridad Regional para la Garantía del
    Derecho a la Educación de Personas en Contexto de Movilidad; reporte del evento (2019)
    https://unesdoc.unesco.org/ark:/48223/pf0000371198?posInSet=161&queryId=N-EXPLORE-
    7f5f9067-be0b-4800-9045-85ef4d1b6b29

    - Diagnóstico rápido sobre la disponibilidad de información sobre estudiantes en situación de
    movilidad en los sistemas de información educativa: resumen ejecutivo (2020)
    https://unesdoc.unesco.org/ark:/48223/pf0000374483?posInSet=123&queryId=N-EXPLORE-
    7f5f9067-be0b-4800-9045-85ef4d1b6b29

    - Análisis y recomendaciones para la modificación y desarrollo de marcos normativos y políticas
    nacionales que garanticen el acceso y la inclusión educativa de personas en situación de movilidad:
    resumen ejecutivo (2020)
    https://unesdoc.unesco.org/ark:/48223/pf0000374484?posInSet=122&queryId=N-EXPLORE-
    7f5f9067-be0b-4800-9045-85ef4d1b6b29

    - Working Paper: Towards a definition of "people on the move" (2021)
    http://www.emacunesco.org/wp-content/uploads/2022/03/Concept-Note-Towards-a-definition-of-
    people-on-the-move-V4.pdf

    - Educación más allá de las fronteras: Avances y oportunidades en torno a la garantía del derecho a
    la educación de personas en situación de movilidad en América Latina y el Caribe (2022)
    https://www.emacunesco.org/wp-content/uploads/2022/05/Policy-Brief-Movilidad-Humana.pdf

    - Education Beyond Borders: Regional Solidarity for the guarantee of the right to education (2022
    Regional Forum)
    http://www.emacunesco.org/en/regional-forum/

    - The Educación y Movilidad en América Latina y el Caribe (EMAC) Web Platform (Beta Version)
    http://www.emacunesco.org/

    Regional Declarations and Agreements:

- Buenos Aires Declaration (2017)
https://unesdoc.unesco.org/ark:/48223/pf0000247286_eng

- Cochabamba Agreement (2018)
https://unesdoc.unesco.org/ark:/48223/pf0000265750?posInSet=1&queryId=64ecfc0f-86b4-4ac6-b96a-045a3133cca8

- Quito Process: Joint Statement of the VI Technical Meeting on Human Mobility of Venezuelan Citizens in the Region (2020)
https://www.iom.int/sites/g/files/tmzbdl486/files/ppt_chile_declaracion_de_santiago_english.pdf

- Quito Process: Joint Statement of the VII Technical Meeting on Human Mobility of Venezuelan Citizens in the Region (2021)
https://www.refworld.org.es/cgi-bin/texis/vtx/rwmain/opendocpdf.pdf?reldoc=y&docid=60c162944

- Buenos Aires Declaration (2022)
https://unesdoc.unesco.org/ark:/48223/pf0000381755_eng?posInSet=1&queryId=6ab5dcd3-95f5-44ec-b6fd-92e94cd3d788

- Quito Process: Joint Statement of the VIII Technical Meeting on Human Mobility of Venezuelan Citizens in the Region (2022)
https://www.procesodequito.org/sites/g/files/tmzbdl466/files/2022-07/Declaraci%C3%B3n%20de%20Brasilia%20firmada%20ingles.pdf