



OECD 10th Policy Forum of the Education for Inclusive Societies Project

“Education in Contexts of Crises: From Immediate Responses to Long-term Strategies”

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Education in the context of crises: from initial responses to long-term strategies

“Education can contribute to a change of paradigm about how diversity is conceived and the protection of rights for migrant population and students”.

Chile: Change of educational paradigm

- We are working on an educational system with a pedagogical approach based on inclusion, collaboration and participation, which recognizes girls, boys, youth and adults as subjects of rights, from a gender and intercultural perspective; where accompaniment, trust in the communities, teacher professionalization and comprehensive training are the center of the educational process

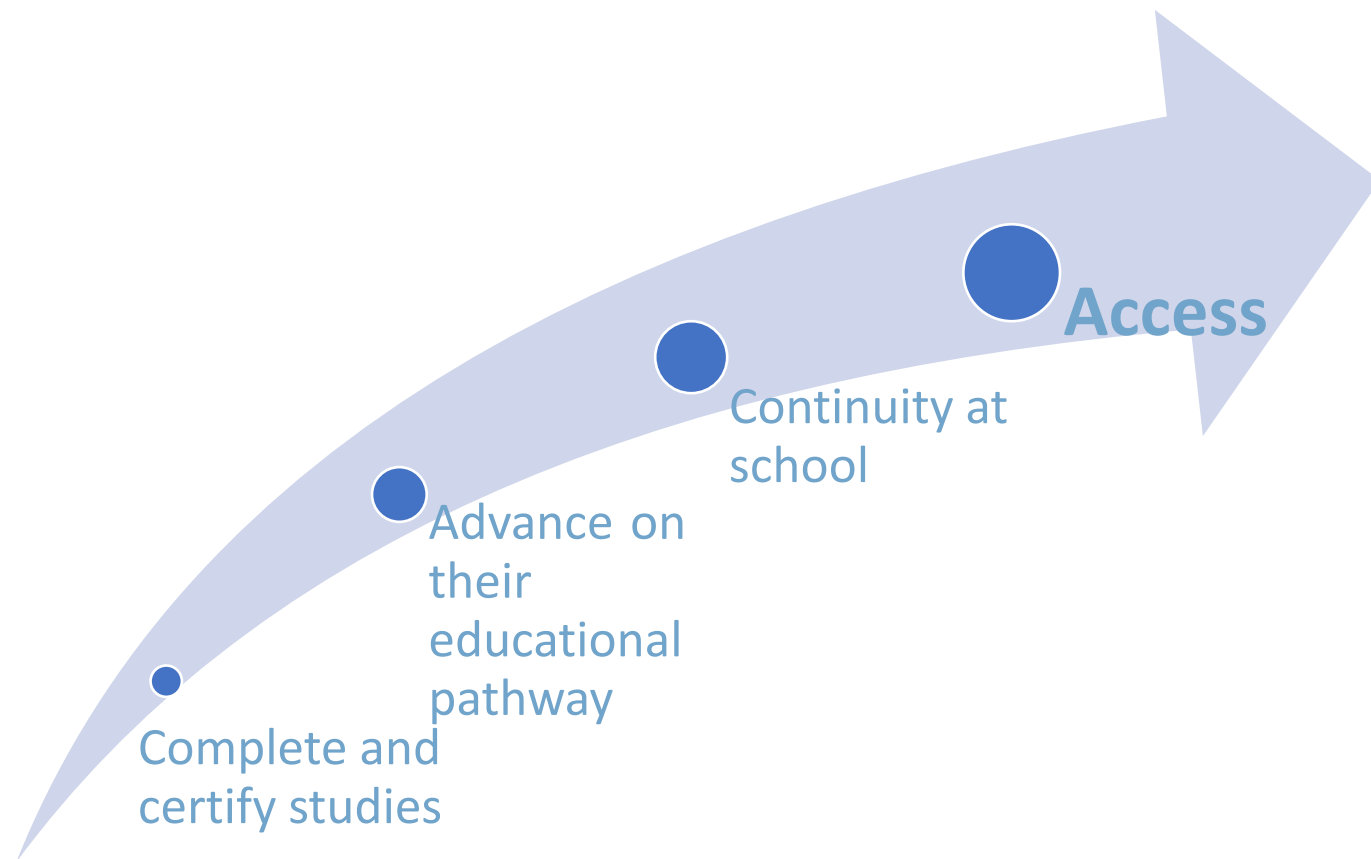
3 keys that will allow us to move towards a fairer and comprehensive quality education system:

1. Educational justice, to assume ownership of the principle of education as a right;
2. Incorporate a vision of comprehensive education, which highlights creativity, critical thinking and community life that students must develop; and
3. To face the challenges of the 21st century: teaching based on experimentation, the territorial challenges and the times in which we live: climate change and sustainability requirements, technological, social and economic development, and mainly the demands for principles of democracy and a feminist society.

Policy of integral educational reactivation: “Seamos Comunidad”

- Fight against the effects of the pandemic on educational communities and their members from a systemic, comprehensive, contextualized and strategic perspective, with an intersectoral and participatory approach.
- A set of resources, devices and knowledge, organized and financed by the State, are made available to the educational system and, at the same time, decentralized management is promoted with a high role for school communities in the design of their comprehensive reactivation strategic plans.
- This has direct effects on the population of **foreign students**

Right to education for migrant students



International and national
legislation as frameworks of
action

Law 21430 (March 2022) on guarantees and comprehensive protection of the rights of children and adolescents

This law will establish the framework for the State to adopt all administrative, legislative or other measures for the defense and protection, particularly and reinforced, of the rights of children and adolescents from specific social groups, such as migrants, indigenous communities or those that are in a situation of economic vulnerability, guaranteeing their full development and respect for the special rights granted by the Political Constitution of the Republic, the Convention on the Rights of the Child, the other international human rights treaties ratified by Chile that are in force and the laws.

Law 21325 (April 2021)

Migration and Foreigners Law. Ministry of the Interior and Public Security

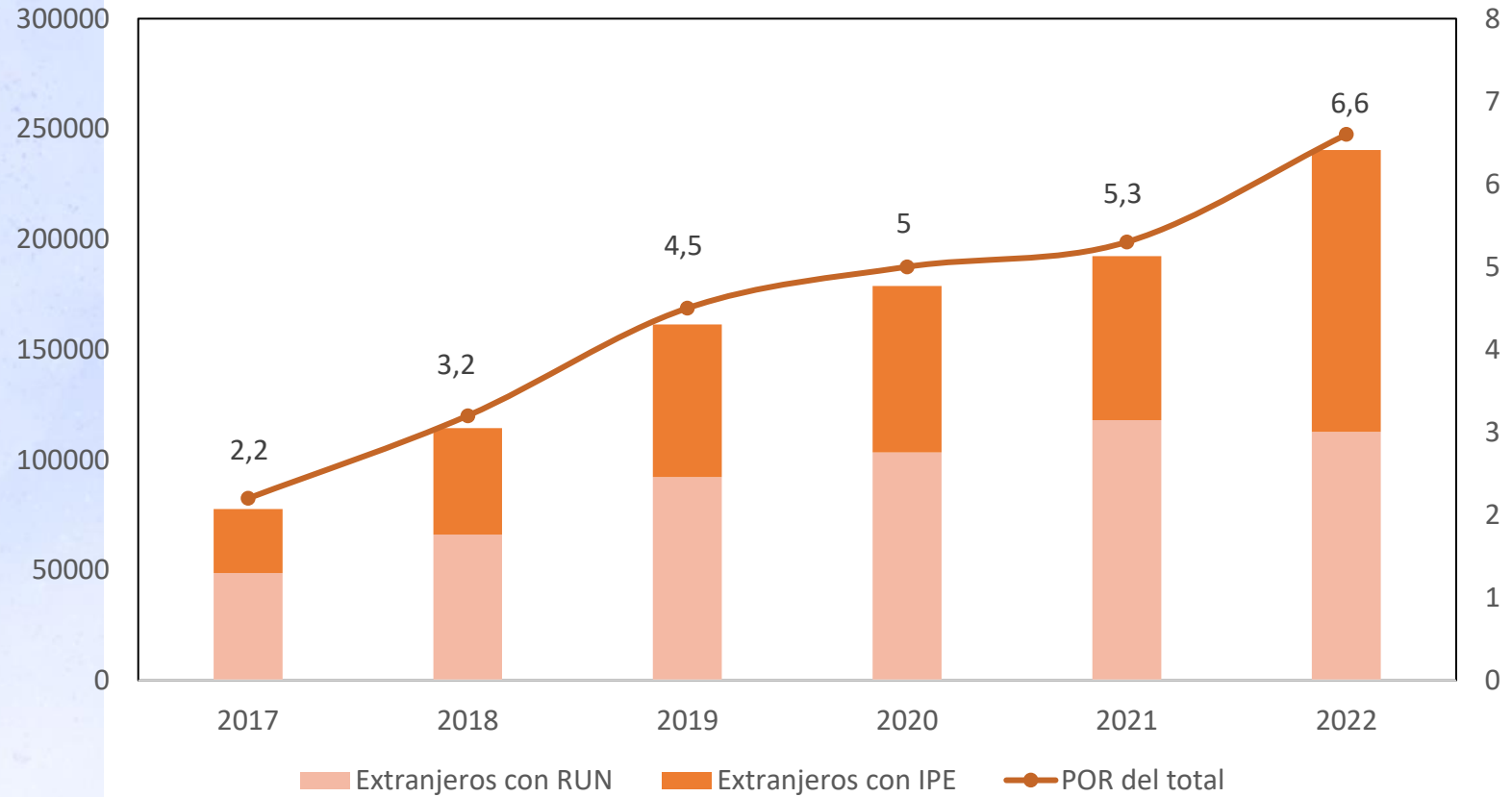
“Article 17.- Access to education. The State will guarantee access to preschool, elementary and secondary education to foreign minors established in Chile, under the same conditions as nationals. This right may not be denied or limited due to their irregular immigration status or that of either of the parents, or that of the person who takes care of the child or adolescent.”

It also establishes that "Educational institutions that receive state funding must have the necessary information available to interested parties to exercise the rights established in the preceding paragraphs."

Foreign-born students are here to stay

Since 2017, the Provisional School Identifier (IPE) has been implemented as a guarantee of access to Education for people in an irregular migratory situation

Graph 1. Evolution of foreign students enrolment between 2017 y 2022



Source: Unit of statistics, Research Center MINEDUC

- From 77.607 students in 2017 to **240.514** students in 2022.
- Three times growth during the period 2017 – 2022.
- Concentrated on Public Education and with a national distribution.

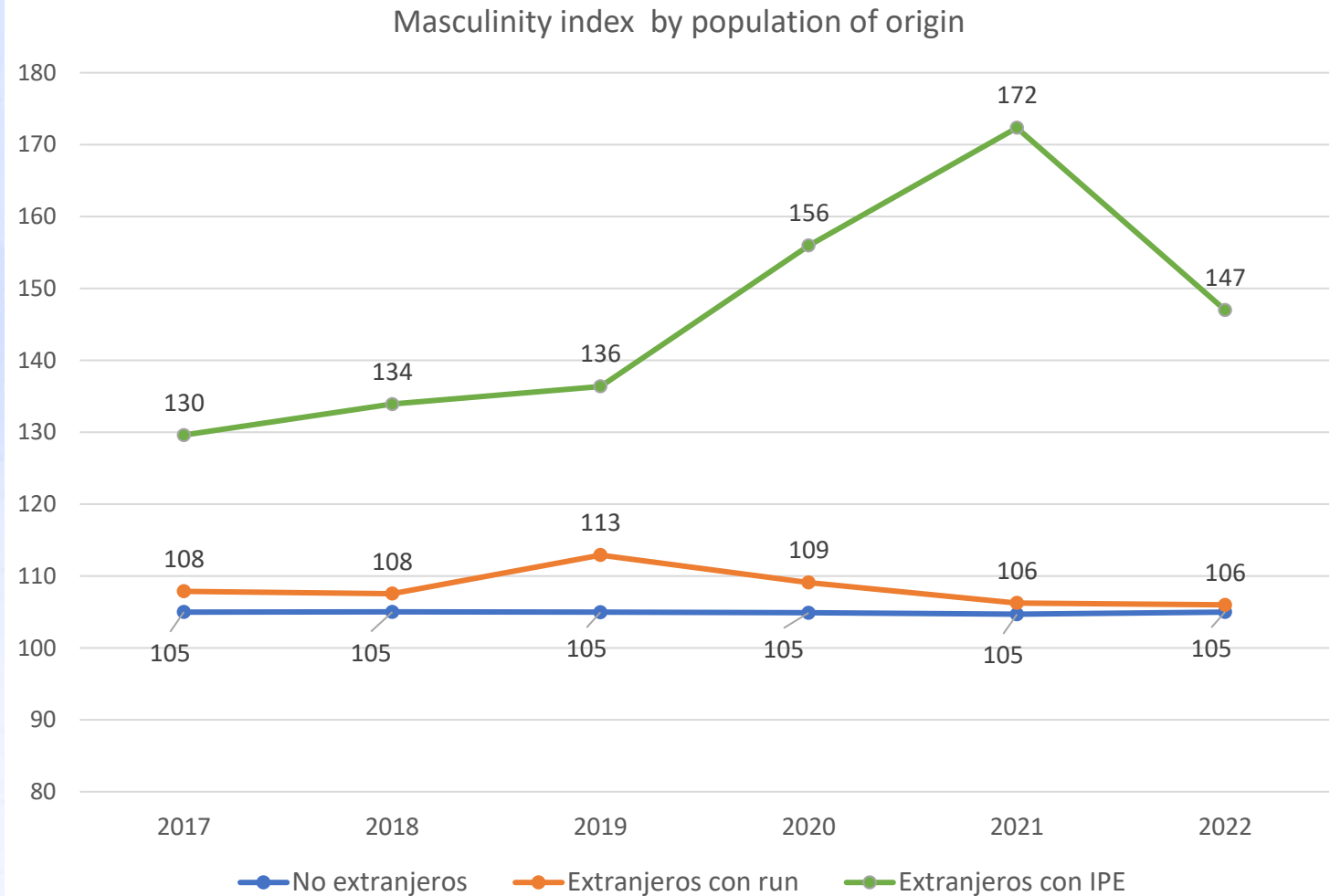


Masculinity index of the student population by origin

Non-foreign student masculinity index is constant at 105.

The masculinity index of foreign students with ID is slightly higher.

The masculinity rate of foreign students with IPE is very high and growing except in 2022.



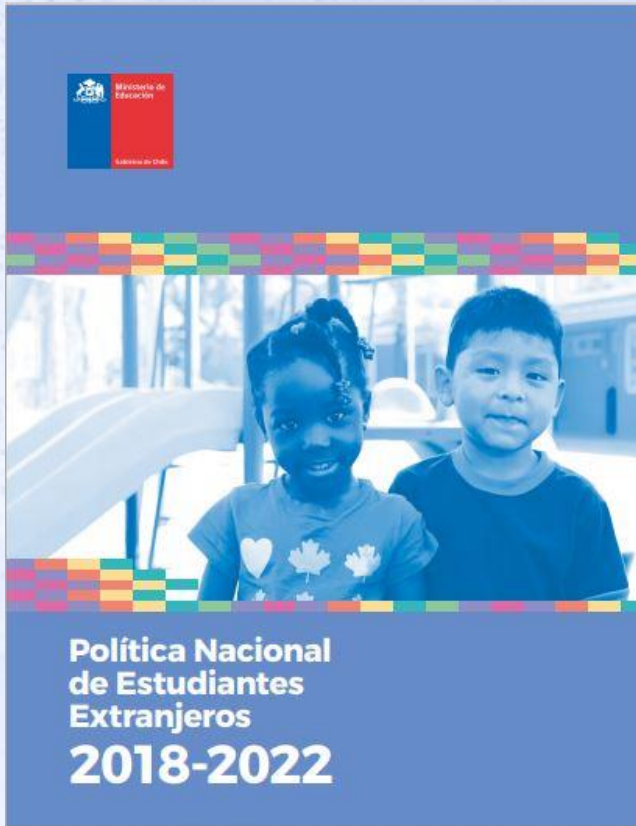
SOME BARRIERS TO BE SOLVED OVER TIME

- ❖ Internal migration regulations for entrance to the country and registration:
 - ❖ As a State is difficult to comply with children's protection if families are not regularized
 - ❖ It becomes hard to really provide with a social protection system
- ❖ Awareness for public and private institutions and population
- ❖ The system has to offer equal conditions and needs to adapt and recognize diversity as an asset and a contribution to education
- ❖ Need for initial teacher training and in-service training
- ❖ Offer real participation opportunities for children to really hear their voices and specially the voices of migrant students

ACTUALIZACIÓN DE LA POLÍTICA NACIONAL DE

Estudiantes Extranjeros





So what are working on?

Updating of the national policy for migrant students:

Objective: Guarantee the right to education and inclusion of foreign students in the educational system, contributing to strengthening educational quality, respecting the principles of equality and non-discrimination framed in the international commitments signed and ratified by the State of Chile.



Intersectoral work: a need and a requisite

- ❖ Organizations working against human trafficking
- ❖ All national organizations defending human and specially children's rights
- ❖ Ministry of Health (Links between data for education, health and social protection)
- ❖ Migration service (2 years of creation). Speed up regularization process for students
- ❖ Special work and training programs to support migrant women

A global phenomenon that requires a global response: interagency collaboration at international level



Plataforma de Coordinación Interagencial para Refugiados y Migrantes de Venezuela



migrantes.mineduc.cl

Our vision for the future: General framework for inclusive education

- Inclusive Education does not conceive equality as the same and identical set of supports for all people. Recognizes the legitimate and proper differences of all human beings seeking to guarantee equality for each one in the exercise and enjoyment of their rights and opportunities, providing adequate support and challenges to each person and human group. It becomes central to recognize the "starting point" for learning, which each person and educational community has.
- **Goals:**
 - Reinvigorate the participation of all the actors of the system.
 - Strengthen common frameworks to define concrete affirmative actions that promote the recognition of diversities.
 - Reactivate ministerial and inter-ministerial articulations to deepen the guarantee of children's rights.
- Promoting knowledge, processing information and creating indicators for the follow-up and monitoring of the actions that are established.

THANK YOU FOR YOUR
ATTENTION

MUCHAS GRACIAS POR
SU ATENCIÓN

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