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Save the Children

REINFORCING SOCIOEMOTIONAL AND DIGITAL SKILLS THROUGH NON-FORMAL EDUCATIONAL INITIATIVES AND TUTOR SUPPORT

Systematization of the *Aprendiendo Unidos*
Arequipa experience in Arequipa, Peru

May 2022

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‘Through *Aprendiendo Unidos Arequipa*, citizenship skills have been developed that helps promote a culture of peace’.

Tutor, *Aprendiendo Unidos Arequipa*¹

¹ Workshop, February 24th, 2022

EXECUTIVE SUMMARY

Aprendiendo Unidos Arequipa, or Learning United Arequipa project, was implemented by United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations High Commissioner for Refugees (UNHCR) in the city of Arequipa in Peru with the aim of empowering Venezuelan migrant and refugee children and youth ages 6 to 17 to strengthen their digital and socioemotional skills that will enable them to enter the formal education system in Peru. The project, which ran from November 2021 to January 2022, engaged stakeholders from UNESCO, UNHCR, parents, tutors, and students through a non-formal education project in virtual modality, training, mentoring, active communication, coordination, and support activities.

Through a systematization effort of project activities and using the framework of UNESCO's 'five dimensions of the right to education,' information was gathered in the project's context, actions, achievements, success factors, challenges, lessons learned, and possibilities for replicability. The project prioritized activities which bolstered the acceptability and accessibility of non-formal education. Despite challenges related to the COVID-19 pandemic, xenophobia, complex implementation schedules, insufficient internet connectivity or access to electronic devices, the project succeeded in reaching 400 Venezuelan migrant and refugee children and adolescents. The project was supported by strong collaboration between parents and tutors, project implementers and regional education authorities, the presence of complementary skills from different actors, the use of e-learning systems and virtual tools, and provision of socioemotional support to students and families. Analysis of lessons learned, and discussion of project sustainability and replication can inform the continuation and/or expansion of the project within and beyond the Peruvian, migrant, and refugee educational contexts.

SUMMARY OF THE SYSTEMATIZATION

This systematization is an analysis of the work carried out during the implementation of the *Aprendiendo Unidos Arequipa* project (Nov 2021 – Jan 2022) within the framework of the UNESCO-UNHCR interinstitutional alliance developed in the city of Arequipa, Peru.

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Type of Report	Documentation & Systematization
Authors	The George Washington University Consulting Team
Point of Contact	Andrea Soria
Name of the Project	<i>Aprendiendo Unidos Arequipa</i>
Length of the Project	November 2021 – January 2022
Location of the Project	The city of Arequipa in Peru
Thematic Area	Non-formal education project for migrant and refugee children and adolescents
Subtopics	Inclusive education, basic skills, digital skills, and socioemotional skills, accessibility, acceptability, adaptability
Dimensions of the Right to Education	Availability, accessibility and acceptability
Donor	UNHCR
Implementer	UNESCO
Participants	400 Venezuelan migrant and refugee children and adolescents ages 6 to 17
Overall Objective	Empower Venezuelan migrant and refugee children and youth through a non-formal education project to strengthen their socioemotional skills and develop their digital capacities in a health-emergency context caused by the COVID-19 pandemic.

ACRONYMS AND ABBREVIATIONS

LAC: Latin America and the Caribbean

SCORM: Sharable Content Object Reference Model

UNESCO: The United Nations Educational, Scientific and Cultural Organization

UNHCR: The United Nations High Commissioner for Refugees

UNICEF: United Nations Children's Fund

FIVE DIMENSIONS OF THE RIGHT TO EDUCATION

According to the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) Good Practices of Educational Inclusion of Migrants 2021 report², education is a fundamental and inherent human right that must be linked to the preservation of other rights such as dignity, participation, freedom of expression, and non-discrimination, among others. As an internationally recognized human right, States are obligated to guarantee free and universal education. Based on this premise, Katarina Tomaševski, a special rapporteur for the United Nations for the right to education, developed the four dimensions of the right to education. After the Human Rights Economic, Social and Cultural Committee presented the original dimensions, the International Committee of Economic, Social and Cultural Rights developed the model of **the “5 A’s” – availability, accessibility, acceptability, adaptability, and accountability**– as universal categories to ensure State compliance to provide the right to education³. The five dimensions are:



Availability: Education must be available to all people, considering appropriate capacities and conditions; sufficient number of institutions, vacancies, teaching programs, human resources, educational materials, and appropriate equipment, considering connectivity for virtual education.



Accessibility: Education must be accessible to all people without discrimination, both in physical and economic terms. In relation to migrant and refugee children and adolescents, it is essential to consider the documentation for registration, information and attention channels, validation processes of previous studies, leveling and placement in the appropriate grade class.



Acceptability: Education must be acceptable in its form and content, making it a pertinent and quality experience that guarantees the well-being of each person. In the case of migrant and refugee children and adolescents, spaces free of discrimination, racism and xenophobia, the gender dimension, teacher training, and educational practices that incorporate the mother tongue and cultural relevance must be considered.



Adaptability: Education must be able to transform permanently, in order to guarantee the right in relation to the social and educational needs of people and communities. For the situation of migrant and refugee children and adolescents, the territorial relevance of actions, the curricular flexibility, and its adaptations to other languages, as well as the operational coordination of the different levels of the State and institutions that intervene in the educational community are increasingly significant.



Accountability: To make progress in guaranteeing the right to education, it is essential to create monitoring mechanisms that allow improving educational management. One of the central elements for these purposes is to have information systems that allow monitoring of educational trajectories and the participation of migrant and refugee families and children and adolescents.

The five dimensions were used throughout this study as a central framework to identify obstacles to the guarantee of the right to education for Venezuelan migrant and refugee children and adolescents' right to education, including those in situation of mobility; as well as to analyze the actions that respond to these obstacles in the project *Aprendiendo Unidos Arequipa*.

² UNESCO (2021). Good Practices of Educational Inclusion of Migrants. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000378627>

³ Katarina Tomaševski (2004), Manual on rights-based education, <https://unesdoc.unesco.org/ark:/48223/pf0000135168>.

METHODOLOGY

The methodology used was the systematization of experiences. Systematization is “a continuous process of participatory reflection on a project’s processes and results, undertaken by both project staff and participants. This systematic analysis generates lessons which are fed back to improve the project. It is a process that strengthens the learning and organizational capacity of development organizations, which in turn, promotes the implementation of more effective development projects. Furthermore, when the projects’ experiences are documented, they can be shared with other [stakeholders]”.⁴ The present document incorporates this understanding and documents the experience of *Aprendiendo Unidos Arequipa* through four sequential phases:

Phase 1 (January – early March 2022)

An initial desk review of grey literature and project documents was conducted to establish basic facts and context. These project documents included: 1) the UNESCO Collaborative Program for the Social Inclusion of Refugees, 2) Migrants and Asylum Seekers in the city of Arequipa Report, 3) UNESCO Systematization of *Aprendiendo Unidos* Lima 2020, 4) UNESCO Education response to COVID-19 project document, 5) UNESCO Good Practices of Educational Inclusion of Migrants 2021 report, and 6) *Aprendiendo Unidos* 2020 Good Practices report.

Phase 2 (February 2022)

A 3.5-hour participatory workshop was held with five key actors of the project, two UNESCO Education officers that coordinated the *Aprendiendo Unidos Arequipa* project and three tutors. This workshop was conducted virtually via Microsoft Teams and Miro, an online collaborative whiteboard platform, was used as the main facilitation tool. The workshop gathered information across seven key modules: context, actions implemented, achievements, success factors, challenges, lessons learned, and replicability. Each of these modules contained a cross-cutting focus on the five dimensions of the right to education mentioned above.

Phase 3 (March, 2022)

A focus group discussion was conducted with six tutors to gather supplemental data and fill in informational gaps. This session was conducted virtually via Microsoft Teams. The findings of this focus group discussion supplemented the information found in phase one and two.

Phase 4 (April, 2022)

Two interviews were conducted with parents whose children participated in the *Aprendiendo Unidos Arequipa* project. The first interview was conducted virtually via Zoom and the second interview held virtually via WhatsApp. The findings of these interviews supplemented the information found in phase one, two and three.

⁴ Selener 1996, Documenting, Evaluating and Learning from Development Projects, A Participatory Systematization Workbook, retrieved from: <https://www.ircwash.org/sites/default/files/125-14474.pdf>

THE EXPERIENCE

CONTEXT

Almost 6 million refugees and migrants have fled Venezuela since 2015⁵. Migration flows are taking place as a result of a severe legal, economic, and social crisis. Latin America and the Caribbean (LAC) now hosts an approximate of 5.05 million Venezuelan migrants and refugees⁶. Peru is the second largest recipient of Venezuelans in the LAC region and hosts an estimate of 1.29 million displaced Venezuelans. Nearly 80 percent of Venezuelan migrants and refugees have decided to settle in Lima because of greater employment opportunities and access to government services. The vast majority of Venezuelans reside in working-class neighborhoods in the north of the city. Venezuelans are progressively moving to smaller cities outside of Lima, including regions such as La Libertad, Lambayeque, and Arequipa⁷. Arequipa is a small city with 1 million inhabitants and an estimated 30-40 thousand migrants and refugees making it the third city with the largest number of Venezuelan migrants. A high percentage of migrants and refugees in Arequipa have an advanced formal education and the city is attractive for people with that level of professional training. However, openly at the same time Arequipa is the city that has shown the most xenophobia in Peru. Not only by the citizens but also by the authorities who are constantly campaigning to demonize migrants and refugees in favor of political returns.

Venezuelan girls, boys, and adolescents represent over 25% of Venezuelan refugees and migrants⁸. Many children and adolescents arrived in Peru at a young age and remember very little of their own culture. They face various situations of vulnerability such as poverty, lack of protection, and discrimination that significantly affect their chances of educational inclusion⁹. Alongside this is the overburdened capacity of the Peruvian education system in terms of its infrastructure, schedule of classes and lack of strategies to foster inclusive, intercultural, and civic education¹⁰. The COVID-19 pandemic worsened the quality of education for Venezuelan migrant and refugee children and adolescents because many did not have access to the remote education system called 'Learning at home' implemented by the Ministry of Education. There were families that had to decide between buying bread or buying internet data. There were also families that only had access to one or two electronic devices at home. Many families did not have their own internet access and used a shared Wi-Fi, or they bought internet data top-ups of 5 soles, which tend to last for 2 to 3 days.

This situation demanded new strategies that allowed Venezuelan migrant and refugee children and adolescents to overcome obstacles that were impeding their social inclusion in the host country. In response, the project '*Aprendiendo Unidos*' was designed in 2019 and since then it has been replicated in four versions in different localities. This systematization documents the experience of the fourth version of the *Aprendiendo Unidos* project that took place in Arequipa, Peru from November 2021 to January 2022 implemented by UNESCO and financed by UNHCR.

⁵ Del Campo 2021, The world cannot fail those fleeing the crisis in Venezuela, para. 3.

⁶ RV4 2022, Venezuelan refugees and migrants in the region, para. 1.

⁷ USAID 2022, Venezuela migration crisis, para. 1.

⁸ Plan International 2022, Venezuelan Crisis, para. 1.

⁹ Alcázar & Balarín 2020, La inclusión educativa de NNA migrantes venezolanos en el Perú, pg. 5.

¹⁰ UNESCO 2020, Estrategia regional de respuesta, pg. 4.

The main participants of this project were Venezuelan migrant and refugee girls, boys, and adolescents from 6 to 17 years old that reside in the city of Arequipa in Peru. The project also welcomed participants from the cities of Tacna and Cusco as part of its outreach strategy which will be discussed in a later stage of this report. The expected impact of the project was 'to promote the social inclusion of refugees, migrants and refugee claimants living in the city of Arequipa, Tacna and Cusco by strengthening their capacities to be integrated in the formal educative system'. The project included six main components¹¹:

1. Adjusting the design of the in-person non-formal educational project "*Aprendiendo Unidos*" to a virtual modality.
2. Programming and administrating the platform.
3. Selecting, hiring, and training of the virtual tutors.
4. Inviting children and adolescents to register and participate in the project.
5. Implementing "*Aprendiendo Unidos*" virtually for a duration of 2 months for 400 students.
6. Evaluating the results.



Intervention area of the experience
Photo credit: Encyclopædia Britannica

The thematic subjects included reading, mathematics, science, and complementary subjects focused on digital and social-emotional skills together with the knowledge of the Peruvian and Venezuelan culture. The socioemotional aspect was key because it was not only thought of as content for a lesson, but it was incorporated by including Venezuelan tutors, who highlighted that Venezuelan children and adolescents are important to the host community in Peru and deserve attention. By consolidating this comprehensive approach, the overall idea is that refugee and migrant Venezuelan children and youth will gain the tools and confidence to enter in the Peruvian formal education system¹².

ACTIONS IMPLEMENTED

Virtual Workshops

The *Aprendiendo Unidos Arequipa* project was implemented virtually through the SCORM e-learning platform. The platform was divided into classrooms, with one tutor per classroom. The project was composed of 14 synchronous workshop sessions, developed according to the school cycle and age, where students logged into the platform during previously determined timeframes.

¹¹ UNESCO 2020, Collaborative program for the social inclusion of refugees, pg. 3.

¹² UNESCO 2020, Collaborative program for the social inclusion of refugees, pg. 4.

Each session was divided into 4 stages:

Stage 1 – Activate

Children and adolescents were motivated to spark in them the need to learn through different interactive activities on the platform. The activities were in accordance with their age. The types of activities included storytelling, videos, puzzles, etc.

Stage 2 – Explore

In this stage the purpose was to develop the cognitive component through the recognition of certain concepts and activities that allow participants to gain new knowledge.

Stage 3 – Apply

Through various activities, children and adolescents demonstrated what they have learned, and how they can apply that knowledge in their daily lives. Tutors put a great deal of effort in making their activities as interactive as possible using PowerPoint presentations, music, colorful images, storytelling, videos, or games.

Stage 4 – Share

The students shared with the class the new knowledge through different interactive activities such as letters, videos, audios, etc. As an example of this process, **intercultural exchange** was a relevant topic covered in the classes. Students learned about typical dishes in Arequipa (located in the Andean region of Peru). The children then proceeded to make comparisons with their own culture and shared what they had discovered.

After the four stages, there were three additional phases:

- a. **Self-assessment:** Participants were able to internalize their progress and become self-aware of what they have accomplished.
- b. **Metacognition:** Students recognized what they learned, how they learned it, what difficulties they encountered while learning, and what they did to resolve those difficulties. As one tutor mentioned, students at this stage strengthened their self-knowledge skills.
- c. **Evaluation:** It was carried out specifically according to the capacities that were to be achieved in each session through tests or quizzes.

Tutors held two to three optional asynchronous sessions with participants per week on average, in addition to the synchronous session. The purpose of these asynchronous sessions was to reinforce the content that was taught during the synchronous sessions for those students that wanted to join. For example, students practiced how to send files through different virtual platforms, how to communicate with tutors in video conferences, by chat and how to make virtual communication groups. These are needs that arose during the pandemic and that children and adolescents were able to develop thanks to *Aprendiendo Unidos Arequipa*.

Establishing communication channels

All tutors used a WhatsApp group to **constantly communicate with parents or caregivers**. If there were internet connectivity issues, tutors contacted parents or caregivers through phone calls. In this way, permanent communication was maintained, which allowed the tutors to monitor and accompany. Communication was personalized, since there were children who needed more attention or there were parents who had more questions.

Training and mentorship of tutors

Peruvian and Venezuelan tutors selected for the *Aprendiendo Unidos Arequipa* project **joined mentoring and training sessions with tutors** that participated in the *Aprendiendo Unidos Lima* version of the project. Initially, they shared guidelines based on their prior experience in Lima. The main topics discussed were the initial questions they could present to the class to get to know them, possible scenarios of answers to frequently asked questions that students might have, administrative processes such as the consolidation of reports, innovative proposals for class and the integration of cultural aspects from Peru and Venezuela in the curriculum. **Venezuelan tutors** who were part of *Aprendiendo Unidos Arequipa* mentioned that their communication and relationship with Peruvian tutors was efficient and effective. Each tutor had an assigned mentor, and they would communicate regularly through calls, video calls or group chats in WhatsApp. Venezuelan tutors expressed that they felt constant support from Peruvian tutors since they were always willing to help and collaborate.

ACHIEVEMENTS

Reached targeted goal

400 children and adolescents participated in the *Aprendiendo Unidos Arequipa* project and received tutoring, which was the targeted goal. There were approximately 100 additional children that joined the project but did not receive tutoring because they did not meet the requirements to have between 6 to 17 years of age and be a Venezuelan migrant or refugee. From the total of students, at least 75% of students managed to participate in 10 to 14 sessions. Children and adolescents who engaged in 9 sessions or less have not been considered as part of that 75%. Participants who finalized the project received a certificate of completion.

Parents and caregivers' involvement

Parents and caregivers' participation in the project was crucial to inspire students to complete the modules and sessions, attend classes regularly, develop their socioemotional skills, and adapt well to the Peruvian education system.

The opportunity for socialization between participants from Arequipa and Venezuelan children and adolescents from other regions

The weekly synchronous sessions served as a medium for participants to meet children and adolescents who were Venezuelans that lived in other regions such as Tacna and Cusco. Most were studying in public schools. They were able to bond and share their own unique experiences.

The articulation of socioemotional activities, and the cultural element with the needs of the development of digital skills in the emergency context

For many children and adolescents, it was the first time they had access to virtuality. Strategies and activities were sought that would allow the development of these technological skills. Cultural adaptation was one of the needs of Venezuelan children and adolescents that lived in Arequipa since they had a desire to know more about the customs of Peru. The results have been satisfactory, not only with the children and adolescents, but also with the families. Parents and students argue that they now understand more about Peru, its music, dance, food, and the component of multiculturalism. Thus, children and adolescents can function in a healthier and more empathetic environment in schools.

Collaboration of the regional education authority

Based on the good relationship developed with the regional education authority in Arequipa, which was made possible due to UNESCO's presence in the area for more than five years, they decided to share information about *Aprendiendo Unidos Arequipa* through their social media which helped to disseminate information about the project to more people. Regional education officials were open to learn more about the project. This initial relationship indicates a route for valuable future cooperation.

SUCCESS FACTORS

The involvement and work of the tutors

The tutors were the backbone for the success of this project. Not only did they create a solid team, in terms of coordination and supporting each other through difficult times. Also, they went far beyond what their terms of reference delimited. For example, many tutors, almost all of them, promoted the project. This did not correspond to them since there was a company that was contracted to complete this task. Tutors printed flyers and distributed them to promote the project with their contacts. Tutors expressed that a bond was created with the students, and this motivated them to go the extra mile for the benefit of the participants.

The inclusion of Venezuelan tutors

Venezuelan tutors played an essential role in the project. Peruvian tutors reiterated that having Venezuelan tutors enriched the experience since they were able to strengthen each other's capabilities. It was a 'giving and receiving' relationship. Initially the components of the project were based on assumptions and hypotheses. With the participation of Venezuelan tutors, these assumptions turned into effective proposals that connected to the realities of Venezuelan migrant and refugee children and adolescents. For instance, in relation to the topic of Venezuelan legends, myths, traditional dishes or history, Venezuelan tutors contributed with alternatives on how to approach these topics. Parents stated that seeing Venezuelans as part of the project demonstrated an equitable participation between both countries and real inclusion.

The ability of tutors to use Information and Communication Technologies (ICT's)

An important factor is the efficient use of ICTs by the tutors. This enabled tutors to generate additional project resources and content. For example, tutorial videos, images, audios, interactive cards, etc. There were parents who had connectivity to the internet and the equipment but did not know how to use the platform. In these situations, the tutors guided them and gave them a tutorial. They connected with parents to explain to them how to operate the SCORM platform.

The coping mechanisms applied by tutors

It is important to highlight that often tutors themselves paid for the internet data that some students would need to complete the sessions. Moreover, they were flexible and accepted to review homework that was submitted through WhatsApp instead of the platform that consumed more internet gigabytes. Tutors adapted rapidly to changing situations; they recorded sessions and sent them through WhatsApp to students who were unable to join the platform and required those sessions to learn. They also made video calls through WhatsApp to speak with students about the content of the sessions.

The alignment with the national educational curriculum

The content and subjects of *Aprendiendo Unidos Arequipa* are in accordance with the transversal axes and competencies of the national curriculum. This prepares Venezuelan children and adolescents better to join the national educational system. This is a great advantage for those

who are entering a public school for the first time, or if they are already in school, their socioemotional capacities become more defined.

The vast interest for educational opportunities by migrant and refugee families

Although these families face many challenges, there is an interest for their sons and daughters to study, attend school and participate in the *Aprendiendo Unidos Arequipa* project. As was the case with previous *Aprendiendo Unidos* projects, for *Aprendiendo Unidos Arequipa* more children signed up than there were available places. Many parents were willing to pass on the information on to their neighbors or acquaintances. This reflects the desire of migrant and refugee families to make education a key component of their new life project in Peru.

The active involvement of families in the educational sessions

The active involvement of families was fundamental for the development, implementation, and goals achieved by the project. Despite arriving tired from their jobs, they were committed to allowing their children to complete the tasks assigned by the tutor. Thanks to the help and responsibility of parents, students successfully attended classes on the platform. In stage 4 'Share', the children and adolescents had to work with their family to obtain information about their place of origin. The activities involved a great deal of family unity by creating a space for parents to share their experiences about the topics of the sessions such as traditional dances, characteristics of their culture, family stories from their homeland, or if parents felt comfortable, they also narrated the hardships they encountered when they decided to leave their homeland. Particularly, students between 6 and 7 years old, had to work hand in hand with their parents to be guided on how to access the platform and access the devices. Overall, these exercises contributed to the constant participation of the families and an intercultural perspective was strengthened through this component.

The alliance between two complementary organizations with presence in the area (UNESCO and UNHCR)

Aprendiendo Unidos Arequipa sealed the alliance between UNESCO and UNHCR. As it is known, UNHCR is not an institution specialized in education, but given this partnership, it decided to become a financing partner of a UNESCO project. In addition, UNHCR based their decision of financing *Aprendiendo Unidos Arequipa* on the success of the *Aprendiendo Unidos Lima* project.

CHALLENGES

The lacking internet connectivity and access to electronic devices

Notwithstanding the efforts that parents, and tutors have made to help students fully participate in *Aprendiendo Unidos Arequipa*, the limited internet access and the low number of available devices presents a barrier for the continuous participation of students in the project. As mentioned under success factors, the help, commitment, and responsibility of parents facilitated the completion of the work by students.

The implementation schedule

The project was foreseen to be implemented in November 2021 to December 2021. However, due to final exams, seasonal holidays and the new wave of COVID-19 which infected many of the participants and their family members, the project got a non-cost extension till the end of January 2022. This caused that the work carried out by the tutors, including the programmer and the person who managed the platform, was done on a voluntary basis during that extension period. It was also the month in which the participation of the students recovered. This showed the great commitment of the team and participants to finalize the project.

The use of the SCORM platform

Several students encountered difficulties with loading and/or using the platform. These issues hampered the process of the session and affected their continuity. In order to go to the next stage in the session, students had to exit one screen to enter another. That was confusing for students.

The strategy used to promote *Aprendiendo Unidos Arequipa*

The diffusion model previously used in Lima, using social media channels such as Facebook and Instagram, was also applied to the Arequipa version. However, the target population in Arequipa did not respond to that. In Lima, the volume of migrant and refugee families is greater which made the approach successful. Arequipa, on the other hand, is a small city. For this reason, the project expanded to include Venezuelan migrant and refugee children and adolescents that resided in Cusco and Tacna in order to reach the target number.

The xenophobia, racism, and discrimination

Discrimination, xenophobia, and racist practices contribute to the fact that migrant and refugee children and adolescents have greater limitations to education. They are not informed about their right to education and there are still many who do not have access to an education either due to lack of legal papers or discriminatory acts.

LESSONS LEARNED

Tutoring and the implementation of synchronous sessions enabled students to feel motivated to participate and maintain regular attendance to classes. Students who completed the project were those who had tutoring and attended the synchronous sessions. Which leads us to the conclusion that tutors play a very important role and their support is vital for students. Students who did not receive tutoring would attend 1 to 2 sessions and then drop-out of the project. Not only does the tutor help them complete activities, but tutors become counselors with whom children and adolescents maintain constant communication. Education is not only a technical issue but a human relationship and this is in tune with the postulate of strengthening socioemotional skills.

The **inclusion of the Venezuelan culture** as part of the curriculum led parents or caregivers to place a high value on their children's attendance to the classes. Parents and caregivers recognized that the project instills and reinforces Venezuelan culture which helped to strengthen the identity of their children and their own identity since they learned new things or remembered customs they had already forgotten from Venezuela.

The **empowerment of *Aprendiendo Unidos Arequipa* tutors** was the result of the mentorship and training they received from other tutors. Tutors who had previously participated in *Aprendiendo Unidos Lima* traveled to Arequipa to join Peruvian and Venezuelan tutors who were selected to be part of the *Aprendiendo Unidos* project in Arequipa. The mentoring sessions allowed tutors to share and exchange experiences that enabled them to improve every day and consolidate themselves as a team that learned from each other. Tutors highlighted that *Aprendiendo Unidos* was not only valuable for the students but also for themselves since they learned new ways of teaching and were able to apply innovative teamwork strategies.

The **integration of migrant and refugee children and adolescents** into the education system causes the annulment of their own identity and needs. Integration leads many times to invalidate personal, patrimonial, cultural resources, dreams, life projects, educational trajectories of migrant

and refugee children and youth because those characteristics are not acknowledged or appreciated in school settings. It is not about Venezuelan children and adolescents being integrated into Peruvian society, but rather Peruvian society opening the doors to Venezuelan children and adolescents as they are, embracing their culture and realities. For instance, the case of over-age students has become invisible. There are many children who leave Venezuela, lose a year of education, arrive in Peru, and cannot enroll in classes. This leads them to lose two years of education. It is much more difficult for over-age students to return to school. This topic should be explored in greater depth and programs that help over-age students to return to school should be offered. This is why it is necessary to **include a vision of inclusion** rather than integration into educational projects.

The **functionality issues of the SCORM platform** caused participants to experience discouragement in participating in the classes. Students encountered some flaws while using the SCORM platform in terms of the development of the sessions. In the middle of the session there were failures with the tools for certain activities students needed to participate in. Sometimes the technical flaws were purely from the SCORM system since new models of devices also experienced these types of issues. In the long term these problems make children and adolescents feel frustrated. The length of the project is short, 4 months in total. If by the second or third session participants continue facing problems with the platform, they tend to drop-out of the project.

The **absence of differentiated and personalized accompaniment for students with special education needs** makes their inclusion into the education system more complex. Tutors have met inclusive students who have special educational needs. It is difficult to serve Peruvian students with special educational needs because there are not enough specialist psychologists. They face the same limitation with the Venezuelan children, and they do not receive that kind of attention. Moreover, some do not even have a diagnosis. If this reality is not addressed, inclusion becomes less attainable.

The **dissemination strategy** to recruit participants primarily focused on using social media channels based on the assumption that the target migrant population makes use of these platforms and follows the accounts used. With a migrant population of 30 to 40 thousand, this strategy did not work and resulted in low enrollment rates. Tutors mentioned that the house-to-house dissemination that was applied subsequently to attract students resulted in high sign-up for the project.

The **extension of the project** was the result of the deficient technological infrastructure, weak internet connection, lack of access to devices and other factors such as the COVID-19 pandemic, final exams, and seasonal holidays. The *Aprendiendo Unidos Arequipa* team experienced constant tension between making the project shorter or longer. If the project was shorter, students would log into the platform more times per week, follow a rhythm and complete the project effectively. An obstacle for this proposal is the deficient technological infrastructure, weak internet connection and lack of access to devices. The team then proposed that the project be more extensive, precisely because of these technological problems, but participants did not participate in the project consistently. As a result, they had to extend the project one more month to regain the participation of students and motivate them to complete the project.

REPLICABILITY

The dissemination strategy should adhere to the context where the project will be implemented

The location, the total number of the target population in that area, the most efficient ways to communicate with the target population should be considered when establishing the mediums that will be used to reach the set population. In the case of *Aprendiendo Unidos Arequipa*, tutors indicated that it would have been better to spread the word house to house, through texts or WhatsApp. There are neighborhoods and certain sectors where migrants and refugees are grouped and can be reached directly to organize informative meetings for reflection. The proposal of house-to-house dissemination goes hand in hand with another recommendation to train migrant community educators. Tutors expressed that the project will be more successful to the extent that it is consolidated in the Venezuelan migrant community itself. There are groups organized for different purposes, such as starting businesses or for neighborhood security, etc. There is no community group that works on the issue of education. Families do not have information on where to enroll their children, which schools have open quotas or a monitoring process of poor teaching practices. There is potential to have a critical mass of migrant community educators, who are professionals or people who are interested in the educational issue. This gives the possibility of disseminating any educational project or initiative from a house-to-house modality by organizing more informative meetings for reflection with local communities.

The inclusion of adult members of the target population as tutors

Tutors who are part of the target population have demonstrated to create a bond with students and their parents. This has enriched the experience for all participants including tutors from the host country. Throughout the implementation of *Aprendiendo Unidos Arequipa*, Venezuelan tutors contributed by sharing their cultural heritage, experiences from their previous professional roles in their home country, and their willingness to collaborate with their peers. Tutors recommended the creation of a School for Tutors to continue training tutors from Peru and Venezuela that can serve during the implementation of other versions of *Aprendiendo Unidos*.

The taking into account of the diverse needs of the target population

Aprendiendo Unidos Arequipa could include a component aimed at assisting over-age students or students with special educational needs. There is already an alternative of basic education modality in Peru that was created for young people who have not finished high school for various reasons. *Aprendiendo Unidos Arequipa* could offer something similar. First, it must be assessed how many children they will be reaching but tutors determine that they are not few. Many over-age students work, and don't have enough time to go to school which is why the project should be adaptable to this reality.

The inclusion of children and adolescents from the host country in the project

The project could scale up if it included Peruvian children as participants of *Aprendiendo Unidos Arequipa*. Peruvian children that could potentially participate will then become 'allies' of the project in their own schools promoting a culture of inclusion.

The incorporation of a global citizenship element

UNESCO has a global and intercultural citizenship project. This topic could be incorporated as content of the *Aprendiendo Unidos* project. The objective would be for girls and boys to have exposure to other cultures and even have contact with other migrants and refugees to forge a positive narrative of migrants.

The State should as the main implementer of the projects

The project needs to be institutionalized and implemented by the State in order to become sustainable. Participants of the workshop noted that funding from UNHCR, ECW, or other institutions cannot always be counted on. In the perspective of regionalization and decentralization, the educational authorities of each region should be the bearer of emotional development and the strengthening of socioemotional skills.

THE FIVE DIMENSIONS OF THE RIGHT TO EDUCATION

At the start of the participatory workshop, participants were guided through an exercise in which they ranked the five dimensions in relation to the project *Aprendiendo Unidos Arequipa*. Participants were asked to consider how they prioritized these dimensions in *Aprendiendo Unidos Arequipa* on a scale of 1 to 5 (1 signifying highest priority; 5 signifying lowest priority). This exercise was repeated at the conclusion of the workshop, however only the top three priorities were requested, to determine if the discussion produced different results after considering all elements of the experience. The results of this prioritization are included below.

Dimension	Average score at the beginning of the workshop	Average score at the end of the workshop
Availability	3	1
Accessibility	2.33	1
Acceptability	1.6	1.75
Adaptability	2.71	2
Accountability	3.6	3

*For this ranking exercise, smaller numbers reflect higher priority, while bigger numbers reflect lower priority.

At the beginning of the workshop, on average, **acceptability** was ranked as the most important dimension. Participants determined that education must be of quality and pertinent in form and content. *Aprendiendo Unidos Arequipa* has used a methodology and strategies based on a diagnostic of the needs of Venezuelan refugee and migrant children and adolescents with the purpose of initiating an intercultural dialogue. **Accountability** was ranked the least important. Focused questioning led one participant to provide an explanation for why accountability was ranked low. The participant stated that projects led by public institutions are executed with the purpose to 'balance out' outcomes and accountability becomes relegated to second place. Then, the nature of the project is lost because the quality of the process is not assured. Oftentimes, reports show results that do not reflect the reality of a particular situation. Unfortunately, this tends to occur frequently in the region, and it is necessary to emphasize the importance of ethics and meaningful accountability in these processes.

At the end of the workshop, on average, **availability** and **accessibility** were ranked as the most important dimensions, followed by **acceptability**. However, **adaptability** was ranked as the third most important dimension, in contrast to its position in the fourth place according to the initial rankings. A participant shared that *Aprendiendo Unidos Arequipa* was a project aimed at guaranteeing the right to the availability, accessibility, and accessibility of education. It has sought

to adapt its proposal to the needs, demands and characteristics of migrant children and this represents a source of innovation. For instance, one of the most significant contributions of this project is that it has not been limited only to children and adolescents enrolling and going through the learning process on their own. It has been structured in such a way that families accompany each other to the best of their ability. Lastly, a participant indicated that the five dimensions are part of a system and that it is difficult to say that one dimension is more important than the other, since these are on the same level and correspond to each other.

ANALYSIS OF THE FIVE DIMENSIONS OF THE RIGHT TO EDUCATION

Availability: The project addressed availability of education through the usage an e-learning platform, interactive activities, synchronous and asynchronous virtual sessions, and utilization of tools such as WhatsApp, Zoom or Microsoft Teams, as well as strengthening teachers' capacities through peer-to-peer training and mentoring activities.

Accessibility: The dissemination campaign of the project that reached the cities of Arequipa, Tacna, and Cusco contributed to the progressive closure of educational gaps for migrants and refugees that are present throughout the country. Furthermore, focalizing on digital and socioemotional needs of participants aimed at facilitating their transition to the formal education system.

Acceptability: The project had a strong emphasis on socioemotional components such as empathy, self-esteem, perseverance, teamwork, and diversity. The methodology and strategies incorporated in the project have been based on a diagnostic of the target population and sought the purpose of initiating an intercultural dialogue that can impact more spheres of the society. More information is needed on how the project attended to gender equality in practice, such as disaggregated data on project participants including students, parents, and caregivers.

Adaptability: The project has been structured in a manner that is adapted to the context and needs of the participants. Additionally, the project involved the participation of parents and highlighted their role in the process increasing their agency.

Accountability: As a result of the project's short timeline, several focus group and workshop participants highlighted the need for greater monitoring and evaluation efforts moving forward particularly with a focus on disaggregated data, and an emphasis on gender and social inclusion. This will help determine which subgroups of Venezuelan migrant and refugee children and adolescents are being left out or need prioritization in the projects.

NEXT STEPS

Looking forward, it is important to engage in additional data collection activities to fill-in remaining gaps in the report's systematization and analysis. Specifically, semi-structured interviews and/or focus groups should be conducted with parents, Peruvian and Venezuelan tutors as well as students to learn more about their experiences engaging in the project and participatory activities to determine how to improve and replicate these practices in other projects and contexts. A specific gender and social inclusion analysis with relevant project actors would also be useful to add to and triangulate existing data on this topic. Overall, continued monitoring and evaluation of the project activities can inform analysis of the mid- and long-term impacts of the project and

inform future efforts to ensure that migrant and refugee children and adolescents can access and receive a quality education in Peru.

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ANNEXES

ANNEX I: KEY DEFINITIONS

Definitions	
E-learning	Structured course or learning experience delivered electronically.
<i>COVID-19</i>	Coronavirus disease 2019 is a severe acute respiratory syndrome caused by the SARS-CoV-2 virus.

ANNEX II: ORIGINAL QUOTES IN SPANISH

The following are the original, unedited quotes from workshop and focus group participants in Spanish, organized according to the order in which they appear in the report text and labeled with the relevant page number.

1. Page 3: “A través de Aprendiendo Unidos se han desarrollado competencias de ciudadanías que ayudan a promover una cultura de paz.”

ANNEX III: WORKSHOP GUIDE

IDS Capstone
Save the Children
Taller 'Aprendiendo Unidos'
Agenda y Guía

Febrero 24, 2022

Horario: 3-3.5 horas

Plataforma: Teams y Miro

Participantes: implementadores de las experiencias (5-6 personas), el equipo de GW, personal de StC

Antes del taller

Por nuestra parte:

- Asignar los roles para cada facilitadora y cada etapa del taller
 - Facilitadora: [Redacted]
 - Facilitadora 2: organizadora del Miro (monitoreando y limpiando) [Redacted]
 - Persona 3 - timekeeper, Miro, etc. [Redacted]
 - Persona 4 - apuntes [Redacted]

El taller

I. Introducción (30 min.)

Instrucciones:

Dar la bienvenida a lxs participantes y agradecer su participación en el taller que significa el inicio de la documentación de la experiencia Aprendiendo Unidos.

- a. Compartir la pantalla para mostrar la diapositiva de introducción con la música mientras esperamos a todos lxs participantes.
Música: Latin Jazz
 - b. Cuando todos han entrado, hacer que se sientan cómodos
 - c. Solicitar permiso a lxs participantes para grabar el taller.
 - d. Si alguien no está de acuerdo, lo pueden indicar en el chat. (Esperar 1-2 minutos para dar tiempo y luego iniciar la grabación).
 - e. Después la facilitadora leerá la agenda y explicará las expectativas.
 - f. Cada miembro del equipo GW se presentará brevemente.
 - g. Dar un tutorial breve sobre cómo usar Miro.
 - h. Enviará el enlace de Miro por el chat.
 - i. La facilitadora pedirá que cada participante llene una nota adhesiva con su nombre y rol en la experiencia.
 - j. Explicar el ejercicio de rompehielos.
-
- A. Esperar llegada de participantes (5 min). (música y diapositiva de introducción)
 - B. Solicitar permiso para grabar el taller a los participantes
 - C. Presentar la agenda y expectativas del taller para la participación (5 min.)
 - D. Presentación del equipo (5 min.)
 - E. Tutorial y descripción de Miro y cómo usarlo (5 min.) *poner enlace de Miro en el chat

F. Presentación de los participantes - nombre y rol (5 min.)

G. Ejercicio de Rompehielos (10 min.)

- Ejercicio: Estar de acuerdo o no de acuerdo - sobre preferencias, gustos, etc. (hacer un cuadrado con sus nombres y moverlo hacia a la imagen correspondiente después escuchar la pregunta
 - ¿Qué prefieren, el mar o la montaña?
 - ¿Prefieren leer el libro o ver la película?
 - ¿Qué prefieren, mazamorra morada o picarones?
 - ¿Les gustan más los perros o los gatos?
 - Si tuvieras una máquina del tiempo, ¿qué preferirías, viajar al pasado o al futuro?

II. Objetivos (10 min.)

Instrucciones:

A. Leer los objetivos del taller.

B. Responden a las preguntas y dudas.

C. Establecer cuáles son los objetivos del taller (5 min.)

1. Objetivos: El objetivo de este taller es conocer a profundidad cómo ha evolucionado la implementación del proyecto Aprendiendo Unidos en el Perú para aprender de los factores de éxito, los desafíos, los logros, entre otros ámbitos de este proyecto en particular. La documentación de esta experiencia es parte de un proyecto de evaluación más amplio que nos permitirá aprender sobre la implementación, buenas prácticas, y desafíos que caracterizan proyectos educativos en la región. Tomaremos en cuenta las buenas prácticas de inclusión educativas establecidas por UNESCO para este análisis. Nuestra conversación hoy día nos ayudará a evaluar, mejorar y seguir contribuyendo a los proyectos de mejora educativa en América Latina y el Caribe.
 1. Entender el contexto y cómo eso ha afectado en la implementación de la experiencia
 2. Los logros/factores de éxito para el proyecto
 3. Los desafíos y factores para mejorar en la implementación
 4. Lecciones aprendidas/recomendaciones
 5. Replicabilidad

D. ¿Preguntas? (5 min.)

III. Introducción de las 5 dimensiones & Categorización (20-30 min.)

Instrucciones:

A. Leer cada definición

B. Tomará tiempo para responder a preguntas y dudas al respecto.

C. Explicar la actividad de categorización. Cada participante va a responder a la pregunta ¿Cuál dimensión es de mayor prioridad según su trabajo en Aprendiendo Unidos? Primero, pedirá que cada participante mueva el número 1 a la dimensión que considera es de mayor prioridad para la experiencia ¿Ahora podría hacer un ranking de las otras 5 dimensiones según su experiencia con el proyecto tienen más prioridad? Después, preguntar sobre los resultados (si son diferentes, solicitaremos que algunas personas expliquen en que se basa su selección, si son muy parecidos, pueden explicar por qué)

D. Diapositiva con las definiciones

- E. Categorización - en la próxima diapositiva, que cada participante haga un ranking (1 a 5) según su trabajo con la experiencia

Disponibilidad - La educación debe estar disponible para todas las personas, considerando capacidades y condiciones apropiadas; cantidad suficiente de instituciones, vacantes, programas de enseñanza, recursos humanos, materiales educativos y equipamiento apropiado, considerando la conectividad para la educación virtual.

Accesibilidad - La educación debe ser accesible para todas las personas sin discriminación, tanto en términos físicos como económicos. En relación con los/as niños, niñas y adolescentes en movilidad, es fundamental considerar la documentación para matrículas, canales de información y atención, procesos de convalidación de estudios previos, nivelación y ubicación en el grado apropiado para cada uno/a.

Aceptabilidad - La educación debe ser aceptable en su forma y contenido, haciendo de ella una experiencia pertinente y de calidad, que garantice el bienestar de cada persona. En el caso de los/as niños, niñas y adolescentes en movilidad, se deben considerar espacios libres de discriminación, racismo y xenofobia, la dimensión de género, la formación docente, y prácticas educativas que incorporen la lengua materna y la pertinencia cultural.

Adaptabilidad - La educación debe ser capaz de transformarse de manera permanente, con el fin de garantizar el derecho en relación a las necesidades sociales y educativas de las personas y comunidades. Para la situación de los/as niños, niñas y adolescentes en movilidad, cobra relevancia la pertinencia territorial de las acciones, la flexibilización curricular y sus adaptaciones a otras lenguas, así como la coordinación operativa de los distintos niveles del Estado e instituciones que intervienen en la comunidad educativa.

Rendición de cuentas - Para progresar en la garantía del derecho a la educación, es fundamental generar mecanismos de monitoreo que permitan mejorar la gestión educativa. Uno de los elementos centrales para estos fines, es contar con sistemas de información, que permitan realizar el seguimiento de las trayectorias educativas y la participación de las familias y de los/as niños, niñas y adolescentes en situación de movilidad.

⇒ Ir a la categorización

IV. Contexto: (25 min.)

Instrucciones: A. explicará la actividad. Utilizando las notas adhesivas en la esquina superior izquierda, vamos a agregar información sobre el contexto de la experiencia Aprendiendo Unidos. A. Primero, si podrían añadir información sobre los problemas y las necesidades en que la experiencia está basada. (8 mins) B. Segundo, agregar quién(es) está(n) afectadxs? (8 mins) C. Tercero, añadir información sobre la ubicación de la experiencia y el contexto geográfico? (8 mins)

Introducir actividad - llenar el cuadro del contexto y discusión

- Problemas/necesidades
- Quién/ características
- Dónde/ubicación

Preguntas:

1. ¿Cuáles son los principales problemas/necesidades/prioridades que se han abordado?

2. ¿Quiénes son las y los beneficiarios? (Género, edad, (dis)capacidades, antecedentes y otra información relevante)
3. ¿Cómo afectó el problema a las y los beneficiarios? ¿Los problemas y necesidades afectaron a los diferentes grupos de forma distinta?
4. ¿Dónde se implementó la experiencia, por qué allí? (Pregunta sobre si es zona rural/urbana, fácil/difícil acceso, cobertura de radio/telecomunicación etc, y otros elementos importantes que explican más el contexto de la experiencia.)

V. Acciones Realizadas (30 min.)

Instrucciones: A. introducirá el siguiente cuadro. B. Primero, pedirá que cada persona agregue notas adhesivas con cada acción o actividad ya realizada en la experiencia. C. Segundo, preguntar sobre la implementación y los recursos utilizados o necesarios para cada acción o actividad. usará las preguntas guías para ampliar la discusión.

- A. Introducir el cuadro
- B. Las y los participantes agreguen las actividades principales.
- C. (si hay tiempo) Después poner notas adhesivas en la parte de abajo sobre la implementación y recursos

Preguntas:

1. ¿Cuáles han sido las principales actividades realizadas?
2. ¿Quiénes participan?
3. ¿Cómo se ha dado la participación de los niños, niñas y adolescentes?
4. ¿Cómo se toman en cuenta las necesidades y capacidades de los niños, niñas y adolescentes?
5. ¿Cuáles son los recursos utilizados?
6. ¿Qué habilidades técnicas o factores fueron críticos en la implementación de la experiencia Aprendiendo Unidos en el Perú?

Pausa (10 min.) (poner música)

VI. Logros (15 min.)

Instrucciones: explica la próxima actividad. A. Utilizando las notas adhesivas en la esquina superior derecha, llenen el cuadro con los principales logros de la experiencia en el corto (0-1 años) y mediano plazo (2-4 años). usará las preguntas guías para ampliar la discusión.

- A. Que llenen el cuadro con las categorías (corto plazo y medio plazo)

Preguntas:

1. ¿Cuáles han sido los logros alcanzados hasta la fecha?
2. (depende de las respuestas de los participantes durante la sección #4 - contexto) Si los logros se difieren de forma distinta entre NN, hombres y mujeres, ¿cómo son? ¿Cuáles logros alcanzados para niños y niñas, hombres, y mujeres?

VII. Factores de éxito (15 min.)

Instrucciones: explicar la siguiente actividad. A. Llenar las notas adhesivas con los factores de éxito de x experiencia. usará las preguntas guías para ampliar la discusión. Recordar a los participantes que hay categorías diferentes (sociales, políticos, culturales, etc.)

- A. Que llenen el cuadro con los factores de éxito

Preguntas:

1. ¿Cuáles fueron las condiciones favorables que contribuyeron positivamente al éxito de la experiencia? Estas condiciones limitantes pueden ser institucionales, políticas, económicas, sociales, ambientales, etc.)

VIII. Desafíos (15 min.)

Instrucciones: A. Pedirá que los participantes llenen las notas adhesivas. Pensará en desafíos pasados y presentes y pedir sí o cómo superar los desafíos.

- A. Que los participantes escriban en las notas adhesivas algunos de los retos de la experiencia.

Preguntas:

1. ¿Cuáles fueron las condiciones desafiantes que presentaron obstáculos para el logro de la práctica? (Estas condiciones limitantes pueden ser institucionales, políticas, económicas, sociales, ambientales, etc.)
2. ¿Por qué eran desafíos?
3. ¿Qué factores causaron el desafío?
4. ¿Cómo se superaron los desafíos?

IX. Lecciones aprendidas/recomendaciones (15 mins)

Instrucciones: (la persona monitoreando el Miro debe transferir las notas adhesivas a una columna antes de empezar la próxima actividad) presentará el planteamiento: En base a los factores de éxito y desafíos escritos en la columna de la izquierda, ¿cuáles son las lecciones aprendidas de la experiencia? Anotarlos con las notas adhesivas. Se debe tomar en cuenta el por qué, el efecto y resultado del factor de éxito o desafío. Son la descripción de acciones o procesos positivos/negativos del pasado, con un enfoque en las causas principales y resultados. usará las preguntas guías para ampliar la discusión

- A. Que los participantes escriban en las notas adhesivas sus lecciones aprendidas.

Preguntas:

1. En base a los factores de éxito y desafíos, ¿cuáles son las lecciones aprendidas de la experiencia?
2. ¿Qué funcionó efectivamente?
3. ¿Qué haría diferente?
4. ¿Hubo algún impedimento?

X. Replicabilidad-(15 min.)

Instrucciones: presentará el planteamiento: A. Responder a las dos preguntas con las notas adhesivas. usará las preguntas guías para ampliar la discusión. Las/Los participantes primero piensan en los factores a tomar en cuenta/ esenciales para ampliar la experiencia (a la izquierda) y después los factores esenciales para replicar la experiencia en la región (a la derecha).

Preguntas:

1. ¿Es posible ejecutar el proyecto a mayor escala?
2. ¿Se podría adaptar a otros contextos?
3. ¿Es una práctica sostenible?
4. ¿Tiene el potencial de ser una práctica duradera, sin comprometer el futuro?

5. ¿Qué condiciones deben cumplirse o respetarse?

XI. Cierre/Conclusiones (10 min.)

Instrucciones: mostrará la primera categorización de las 5 prioridades de las 5 dimensiones. A. Pedir que ellos hagan la categorización de nuevo. Preguntar si alguien cambia su orden después del taller y por qué. Abrir una discusión sobre cómo incorporar todos los factores de éxito y recomendaciones que permitan el avance de cada dimensión. Pedir a todos agregar otros comentarios en el último cuadro. Cierre con un espacio para reflexiones de los participantes. Terminar con los agradecimientos y decir que vamos a enviar una encuesta por correo después para llenar (para discutir si es necesario).

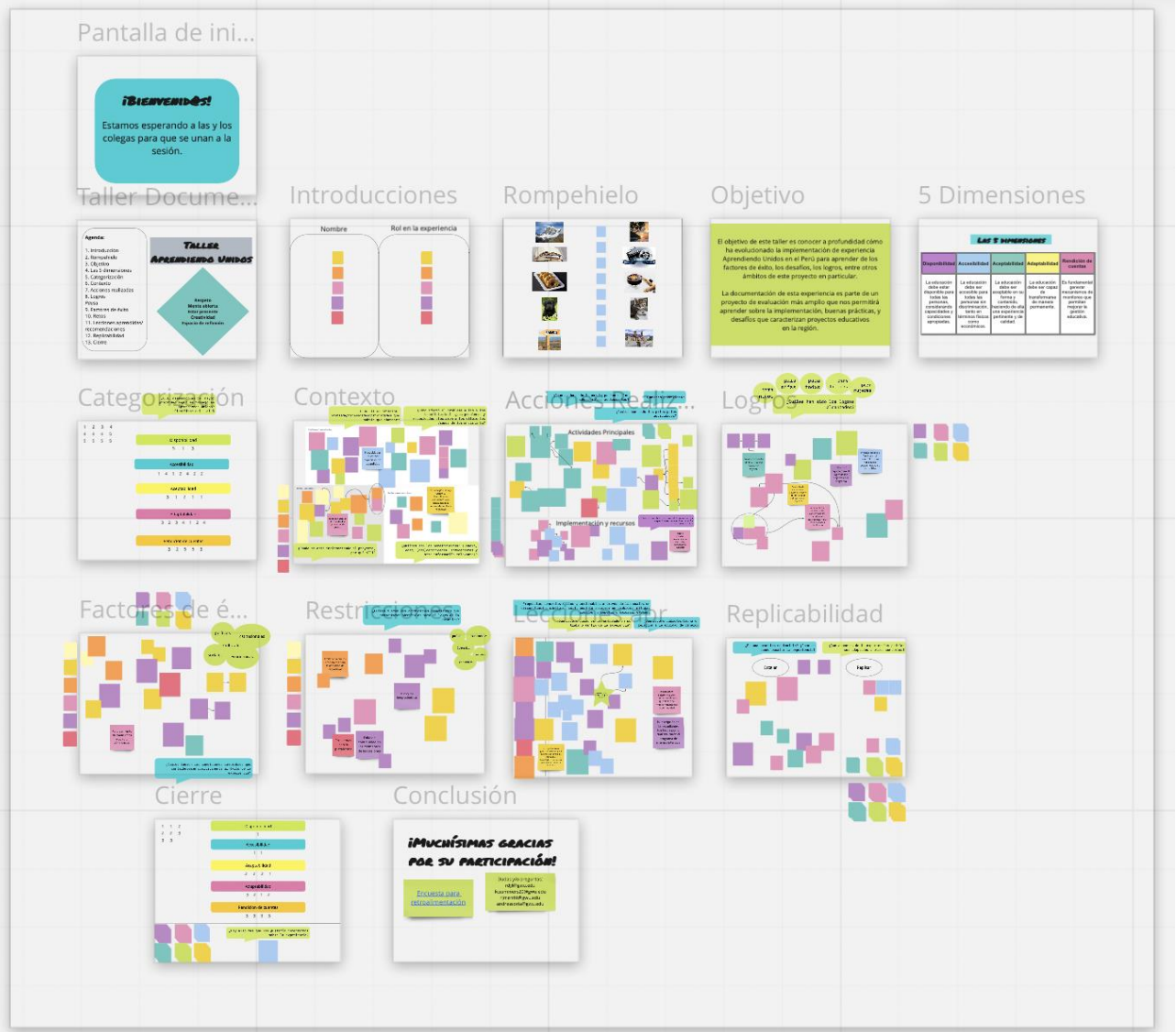
- A. Hacer una categorización de nuevo de las 3 prioridades de las 5 dimensiones
- B. Hablar como grupo de cómo incorporar todos los factores de éxito y recomendaciones con las 5 dimensiones

Preguntas:

- a. ¿Hay algo más que les gustaría comentarnos sobre la experiencia? ¿El taller?
- 1. Mandar una encuesta a los participantes (retroalimentación para el taller)
 - a. ¿Qué les gustó sobre su participación en el taller? ¿Qué no les gustó?
 - b. ¿Hay algo más que le gustaría comentar sobre la implementación de la experiencia en que esté involucrado/a?
- 2. Agradecimiento

ANNEX IV: WORKSHOP MIRO BOARD

APRENDIENDO UNIDOS - Febrero 24



ANNEX V: FOCUS GROUP PROTOCOL

Aprendiendo Unidos Arequipa
Grupo Focal

Marzo 29, 2022
6:00 p.m. (Hora de Lima, Perú)

INTRODUCCIÓN [10 min]

I. Ingreso de Participantes [5 min, 7:00-7:05 p.m. ET]

II. Presentación [1 min, 7:05-7:06 p.m. ET]

Buenas tardes a todos, les agradecemos por su tiempo y presencia el día de hoy. Mi nombre es [Redacted] y soy parte del equipo de consultoría de la Universidad George Washington y estamos trabajando junto con Save the Children para llevar a cabo este grupo focal. Hoy me acompaña [Redacted], y [Redacted].

En cualquier momento durante este grupo focal, si creen o sienten que yo o mis colegas nos estamos comportando de forma inapropiada, pueden informar a otra persona de Save the Children enviando un correo a: sugerenciasyquejas.pe@savethechildren.org
También pueden llamar al (0800)74-333 opción Salvaguarda

Copiar en el chat: En cualquier momento durante este grupo focal, si creen o sienten que yo o mis colegas nos estamos comportando de forma inapropiada, pueden informar a otra persona de Save the Children enviando un correo a: sugerenciasyquejas.pe@savethechildren.org
También pueden llamar al (0800)74-333 opción Salvaguarda

III. Objetivo [1 min, 7:06-7:07 p.m. ET]

El objetivo de este Grupo Focal es reforzar la información obtenida durante el primer taller de sistematización que se llevó a cabo el pasado 24 de febrero, y profundizar en ciertos aspectos puntuales sobre rol de los tutores y tutoras en el programa Aprendiendo Unidos Arequipa. Esta información nos servirá para redactar un informe sobre la sistematización de la experiencia Aprendiendo Unidos Arequipa que es parte de un proyecto de evaluación más amplio para poder aprender sobre la implementación, buenas prácticas, y desafíos que caracterizan proyectos educativos en la región.

En cada sección compartiré el contexto sobre el tema que vamos a tratar seguido de preguntas sobre _____ ese _____ tema.

IV. Consentimiento Informado [1 min, 7:07-7:08 p.m. ET]

Todo lo que se comparta durante esta sesión, no se relaciona con ninguna persona, una vez que estemos fuera. Además, no se anota quién ha dicho qué y sus nombres no serán compartidos ni incluidos en el informe.

La sesión durará aproximadamente una hora. Durante ese tiempo estamos en un espacio seguro. Todo lo que ustedes nos compartan será confidencial y si hay preguntas que no quiere contestar, no es necesario hacerlo. Su participación es completamente voluntaria. Pueden salir en cualquier momento.

Durante la sesión se respeta las opiniones de los demás. Sólo puede hablar una persona a la vez. No hay respuestas correctas o incorrectas.

Finalmente, si están de acuerdo, la sesión será grabada.

Por favor, ¿podrían decirme si están de acuerdo en grabar la sesión y participar en el grupo focal?

Pueden ponerlo en el chat, usar el botón de un pulgar hacia arriba o abrir su micrófono.

¿Tienen alguna pregunta antes de que empecemos?

Comenzar a grabar la sesión

V. Presentación de participantes [2 min, 7:08-7:10 p.m. ET]

- a. Nombre y rol

TEMAS [50 min]

I. Aporte de los tutores y tutoras [20 min, 7:10-7:30 p.m. ET]

Preguntas:

- ¿Cómo definen ustedes la colaboración que han mantenido con sus colegas tutoras y tutores?

Contexto: Un participante del taller inicial mencionó que: ‘La columna vertebral del éxito de este programa son los tutores y tutoras. No solamente se forma un equipo sólido, en términos de coordinación, en términos de apoyarse y en momentos difíciles salir adelante juntos’.

- En su opinión, ¿cómo fue el intercambio de experiencias durante la capacitación (entre colegas – Lima y Arequipa)?
- ¿Cuáles han sido los efectos de contar con la presencia de tutores venezolanos?
- [Si tenemos suficiente tiempo] ¿Nos podrían compartir algunas anécdotas favoritas que han tenido como tutores y tutoras durante Aprendiendo Unidos?
- Otras preguntas por si acaso:
 - ¿Hay algo que ustedes como tutores/as necesiten para continuar ejerciendo su labor?
 - Preguntas sobre la implementación

II. Componente socioemocional [5 min, 7:30-7:35 p.m. ET]

Contexto: El programa trabaja habilidades socioemocionales, digitales y el conocimiento tanto de la cultura peruana como venezolana. En particular, el componente socioemocional resalta en el programa.

Preguntas:

- ¿Cómo se hizo la incorporación de las habilidades socioemocionales en las sesiones? ¿Puede darnos un ejemplo?
- ¿Desde su perspectiva, cuáles son los efectos que ha causado en los NNA el trabajar en temas socioemocionales?

III. Proceso de inscripción [7 min, 7:35-7:40 p.m. ET]

Contexto: En Aprendiendo Unidos, se ha podido inscribir todo aquel NNA que ha querido participar.

Preguntas:

- ¿Cómo es el proceso de inscripción al programa?
- ¿Hay algunos requisitos específicos o documentos que deben presentar los padres para poder registrar a los NNA?

IV. Asignación de tutores [7 min, 7:45-7:50 p.m. ET]

Contexto: En Arequipa, se logró la meta de 400 NNA inscritos en el aula, y un poco más de NNA que accedieron, pero sin tutor.

Preguntas:

- ¿Cómo se determina quién recibe tutoría y quién no?
- ¿Cuáles son los parámetros?
- [Si es que alcanza el tiempo]: ¿Según su experiencia, que ha sucedido con los NNA que no tienen la asesoría de un tutor/a?

V. Autoridad Regional [7 min, 7:50-7:55 p.m. ET]

Contexto: En el taller anterior se expresó que existió una relación con la autoridad regional de Arequipa.

Preguntas:

- Ustedes como tutoras/es, tienen alguna interacción directa o indirecta con la autoridad regional?
- De ser así, ¿cómo fue la interacción con los representantes o funcionarios?

VI. Sesiones y plataformas [7 min, 7:55-8:00 p.m. ET]

Contexto: Durante el anterior taller, se mencionaron dos plataformas. Moodle y SCORM.

Preguntas:

- ¿Cuáles son los usos de la plataforma SCORM y Moodle?
- Para las sesiones sincrónicas, ¿qué frecuencia tenían y qué duración tenían? (Depende el tutor, me gustaría tener más datos para tener un promedio) ¿Cuáles son las causas de que exista una variación en el número de sesiones sincrónicas entre tutores?
- ¿En qué consiste la etapa de autoevaluación de los NNA? ¿Cómo es el formato?

VII. ENTREVISTAS Y GRACIAS [5 min, 8:00-8:05 p.m. ET]

a. Preguntar a tutores/as si nos podrían ayudar a contactarnos con dos padres o madres de familia para realizarles una entrevista de 30 minutos sobre sus experiencias en Aprendiendo Unidos.

b. Agradecimiento

ANNEX VI: INTERVIEWS PROTOCOL

Aprendiendo Unidos Arequipa
Entrevistas a madres y padres de familia

Abril 6-7, 2022

INTRODUCCIÓN [5 min]

I. Ingreso de Participantes [1 min]

II. Presentación [1 min]

Buenos días/tardes [Nombre madre/padre de familia], les agradezco por su tiempo y presencia el día de hoy. Mi nombre es [Redacted] y soy parte de un equipo de consultoras de la Universidad George Washington y junto con Save the Children, una organización sin fines de lucro que trabaja para los derechos de la niñez, estamos documentando el proyecto en lo cual participó su hija/o para aprender de este proyecto.

Hoy me acompaña [Redacted] (Tal vez)

En cualquier momento durante esta entrevista, si creen o sienten que yo o mis colegas nos estamos comportando de forma inapropiada, pueden informar a otra persona de Save the Children enviando un correo a: sugerenciasyquejas.pe@savethechildren.org

También pueden llamar al (0800)74-333 opción Salvaguarda

Enviar por mensaje al WhatsApp o copiar en el Chat: En cualquier momento durante esta entrevista, si cree o siente que yo o mis colegas nos estamos comportando de forma inapropiada, pueden informar a otra persona de Save the Children enviando un correo a: sugerenciasyquejas.pe@savethechildren.org

También pueden llamar al (0800)74-333 opción Salvaguarda

III. Objetivo [1 min]

El objetivo de esta entrevista es conversar y conocer su punto de vista y la experiencia que ha tenido su hijo/a y usted como padre/madre de familia en el programa Aprendiendo Unidos Arequipa. Esta información nos servirá para redactar un informe sobre la sistematización de la experiencia Aprendiendo Unidos Arequipa que es parte de un proyecto de evaluación más amplio para poder aprender sobre la implementación, buenas prácticas, y desafíos que caracterizan proyectos educativos en la región.

IV. Consentimiento Informado [1-2 min]

Todo lo que se comparta durante esta sesión, no se relaciona con ninguna persona, una vez que hayamos terminado. Además, no se anota quién ha dicho qué y sus nombres no serán compartidos ni incluidos en el informe.

La sesión durará aproximadamente 30 minutos. Durante ese tiempo estamos en un espacio seguro. Todo lo que usted nos comparta será confidencial y si hay preguntas que no quiere contestar, no es necesario hacerlo. Su participación es completamente voluntaria. Pueden salir en cualquier momento.

Durante la sesión se respeta las opiniones de los demás. Sólo puede hablar una persona a la vez. No hay respuestas correctas o incorrectas.

Finalmente, si están de acuerdo, la sesión será grabada.

Por favor, ¿podrían decirme si están de acuerdo en grabar la sesión y participar en la entrevista?

Pueden ponerlo en el chat, usar el botón de un pulgar hacia arriba o abrir su micrófono.

¿Tiene alguna pregunta antes de que empecemos?

Comenzar a grabar la sesión

V. Presentación de participantes [1 min]

1. Nombre, quién de su familia participó, qué edad tiene

PREGUNTAS [24 min]

- I. ¿Cómo se enteró del programa Aprendiendo Unidos Arequipa?
- II. ¿Qué fue lo que le motivó a inscribir a su hijo/a en el programa? ¿Me podría contar cómo fue el proceso de inscripción? ¿Fue un proceso fácil o difícil?
- III. ¿Había interacción con la tutora o tutor de su hijo/a? ¿Cómo fue? ¿Con qué frecuencia? ¿Cuáles fueron los medios que utilizaban para comunicarse?
- IV. Nos puede contar como fue el acceso a las sesiones de aprendizaje para su hijo/a.
- V. En su opinión, ¿hay algo que se pudiera mejorar? ¿Qué?
- VI. ¿Cuál fue la mayor dificultad que enfrentó su hijo/a para acceder a las sesiones?
- V. ¿Qué es lo que más le gustó a su hijo/a de las sesiones?
- VI. ¿Qué es lo que menos le gustó de estas sesiones?
- VII. ¿Qué opina de que las sesiones tengan temas de aprendizaje socioemocional? ¿Qué es lo que su hijo/a ha aprendido en el programa?
- VIII. ¿Va su hijo/hija a la escuela (presencial o virtual) de forma regular en la escuela actualmente? ¿Cree usted que el programa Aprendiendo Unidos es un complemento al trabajo que se hace en las escuelas?
- IX. ¿Ha tenido interacción con otras familias que participan en el programa? ¿Cómo ha sido esta interacción?
- X. ¿Qué opina del programa Aprendiendo Unidos (de manera general)? ¿Tiene algunas recomendaciones de mejora?

FIN Y GRACIAS [1 min]