



UNIVERSIDAD
NACIONAL
DE COLOMBIA

PROYECTO **CULTURAL, CIENTÍFICO Y COLECTIVO** DE NACIÓN

Expanding the role of the Occupational Therapist in Education in Latin America and the Caribbean

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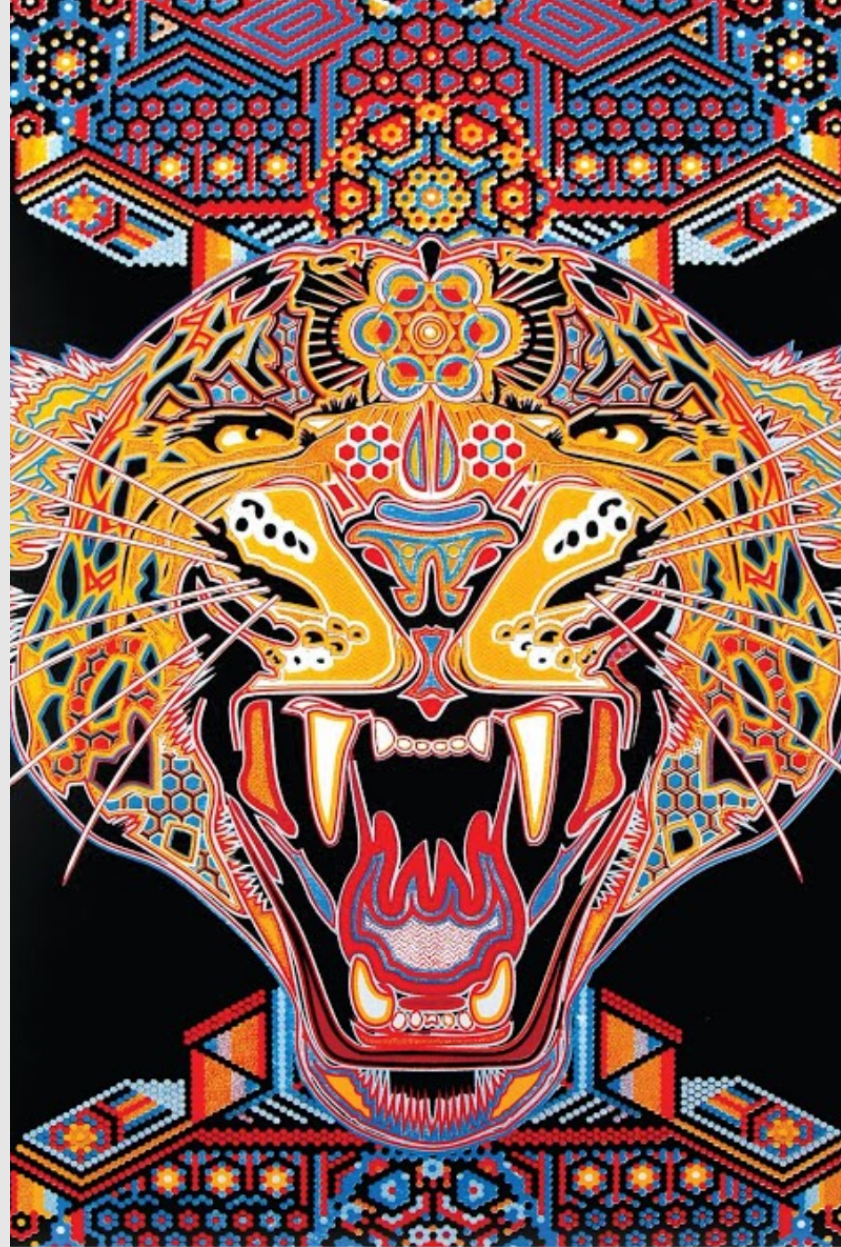
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Content



1. Latin American Community of Practice



Elements:

1. Area of interest
2. Community of people who learn from each other
3. Shared practice (Wenger & Wenger-Traynor, 2015) 🕶️


Latin American Community of Practice

Latin American
Confederation of
Occupational Therapy
(CLATO)

School Based
Occupational Therapy-
SBOT International
Network

40 occupational
therapists joined,
representing eleven
countries



En el umbral del destino
Nicolás Shi, 2017 





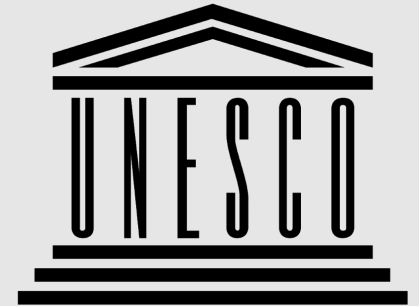
2. Reasons for existence

- Occupational therapy has been establishing itself in Latin America
- There is a diversity of theories, methodologies, strategies, and demands
- There are different ways of doing and thinking 🧐



3. Right to Education in Latin America and the Caribbean

- On average, children aged 12 to 17 with disabilities have a 10 percentage point lower likelihood of attending school.
- Lesbian, gay, bisexual, and transgender students reported that they faced a hostile school environment.
- Gender parity in education participation and completion has been achieved in most Latin American countries (UNESCO, 2020). 🕶️



United Nations
Educational, Scientific and
Cultural Organization

3. Right to Education in Latin America and the Caribbean

Democratic school based on liberating education (Freire, 1987)



(Unesco, 2020) 🕶️

To reduce inequalities and expand life possibilities

The reconstruction of knowledge and experiences to become autonomous individuals (Pérez, 1998)

4. Ideas arising from the COVID-19 pandemic

Impact on the education systems where OTs work

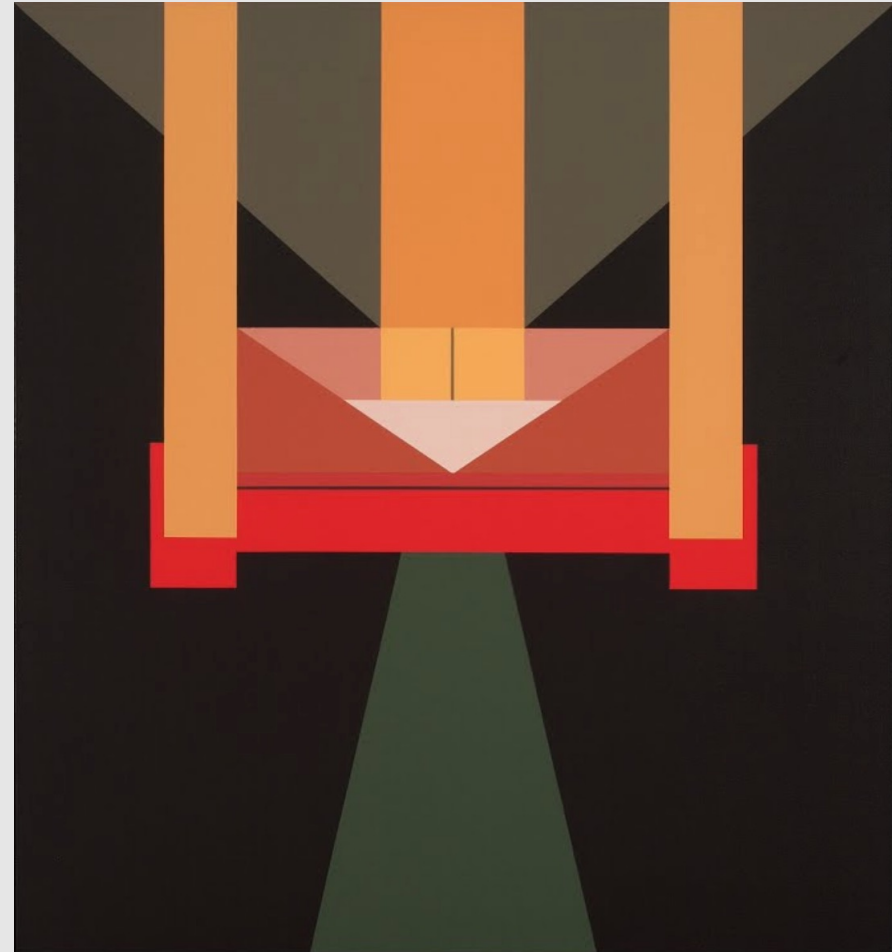
Impact on the training of OTs

Changes in the activities and occupations of individuals, populations, and communities



Pandemia da Covid-19 Daniel Marengo 2021

- How can we create spaces for dialogue and collaboration between colleagues from different cities and countries?
- What are the trends regarding access to and retention in education for all people whose participation is hindered by issues such as disability, social class, and gender, among others?
- How can we use technology to support and guide remote educational communities with less access to OT? 🕶️



Acrylic No.7
Fanny Sanin, 1994

5. Conclusions

- A Community of Practice can act in response to the COVID-19 pandemic or contemporary challenges.
- We find ways to get to know each other and exchange ideas.
- Have different levels of education with different sociocultural and economic realities, and a diversity of experiences.
- Working together and setting up working committees:
 - organization,
 - communication,
 - research, and
 - best practices
- Links between countries for degree projects, research, or presentation of papers
- However, we may find it difficult to participate due to work commitments and the variety of jobs available in different countries.

Conclusions

- Occupational therapists are called upon to actively participate in the educational transformation of our countries.
- Consideration must also be given to all the ways in which schools influence the development, well-being, social participation, and exercise of citizenship of children, adolescents, and young people.



Sofrenia, Los derechos de los niños y las niñas

If you have any questions, please let me know, and I will gladly answer them personally.

Gracias!

And...

If there are people interested in participating in SBOT can come forward, and I will give them a QR code to register.



School-Based Occupational Therapy
International Network

Obrigado
Thank you
Gracias



WHO ARE WE?

We are an international network of occupational therapists interested in advancing the role of OT in inclusive schools.

AIM:

Our aim is to foster international collaboration and shared work related to enhancing school based OT (SBOT) practice, education, research, and policy through discussions, specific project work, and dissemination of innovative actions. We value advancing SBOT across the globe in order to help all students successfully participate in occupations and interactions throughout the day in inclusive settings.

WHAT WE DO:

We meet monthly using a virtual platform. Organization and facilitation of meetings is shared among the group. Meetings occur from September through June. Information about the meetings is shared using Instagram, LinkedIn, and googledrive.

WHO CAN PARTICIPATE:

All occupational therapists and OT students interested in learning about and advancing SBOT.

References

