

Understanding the availability and inclusion of education data for people on the move

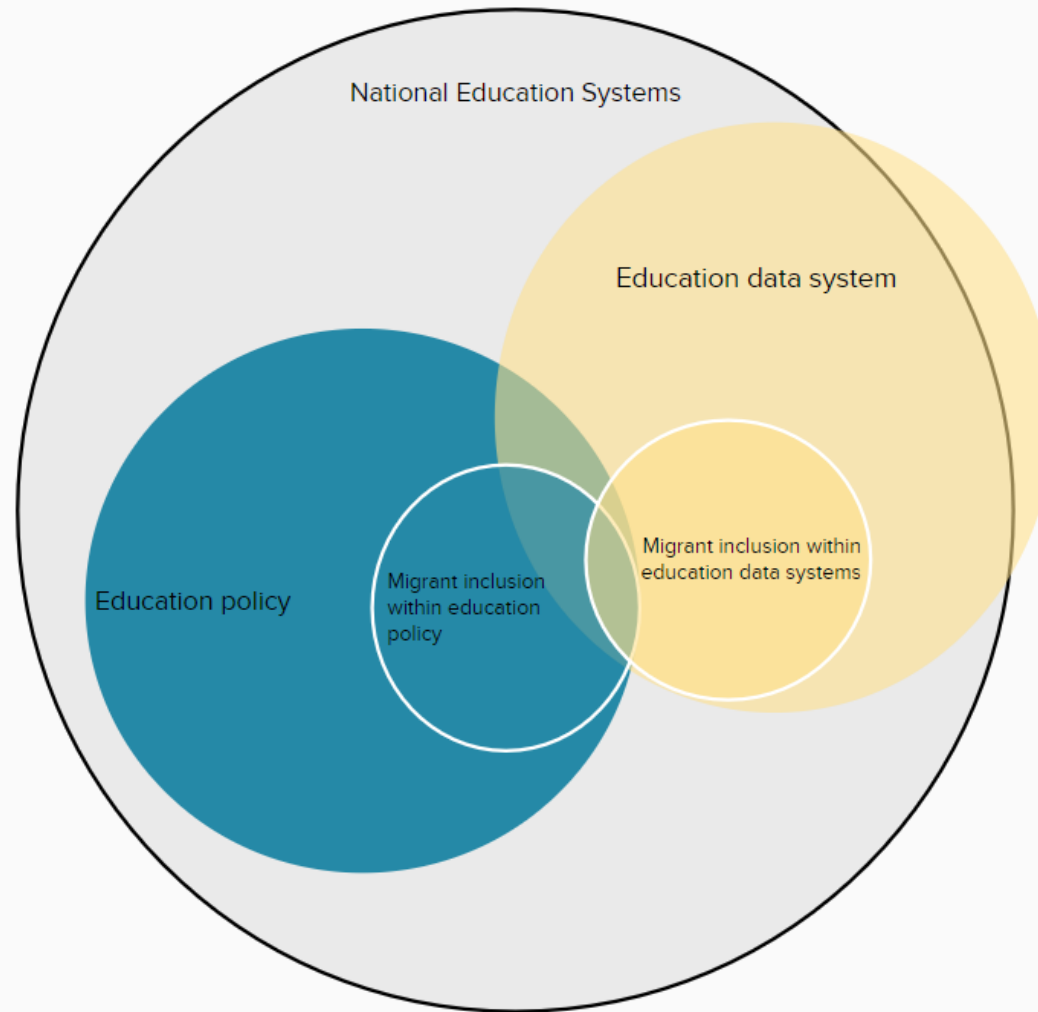
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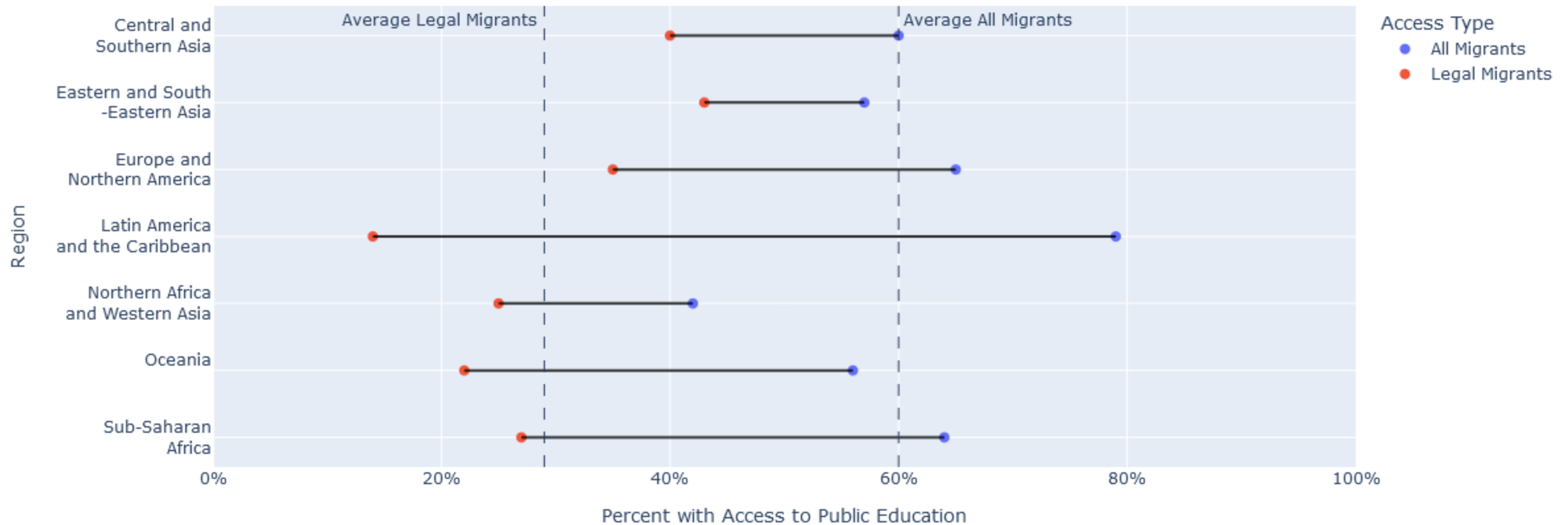
UNESCO's Work: Policy-Data Inclusion Nexus

Exploring the intersections between education policy and education data systems



SDG 10.7.2 and Education

Percentage of Governments reporting that they provide non-nationals equal access to public education by legal immigration status and sub-category, 2019

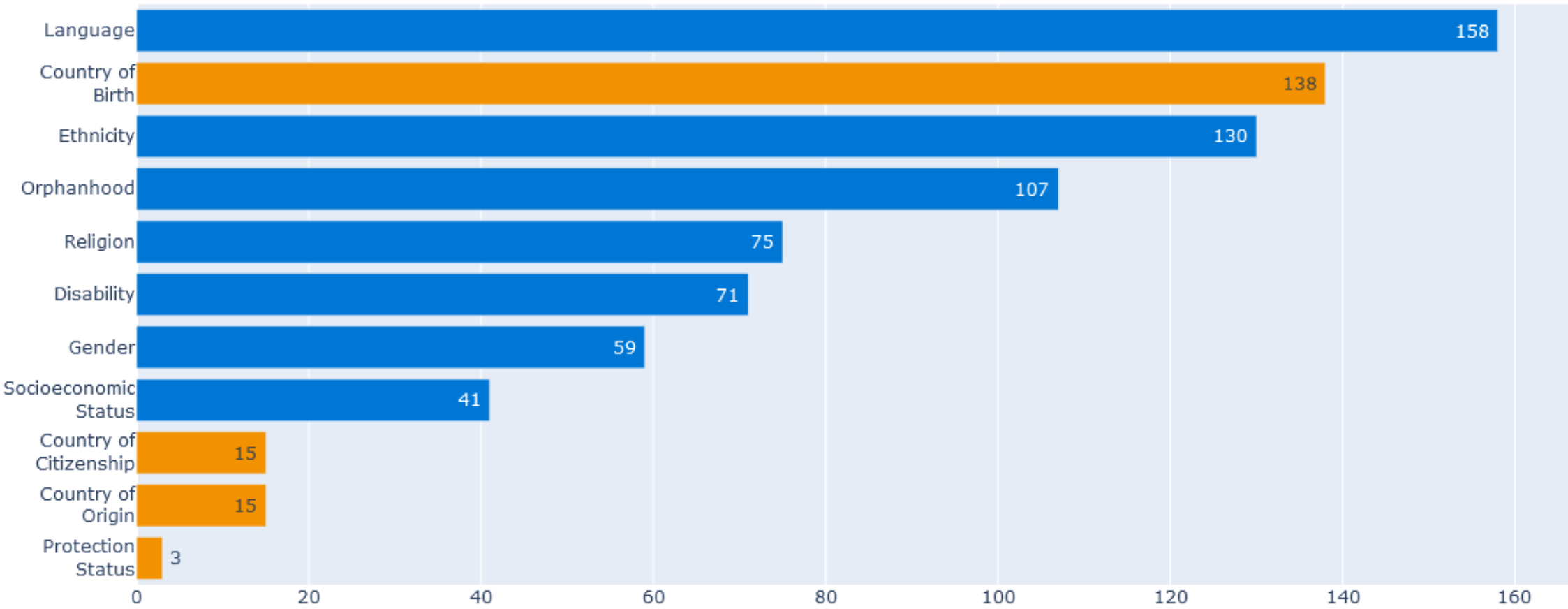


Source: United Nations: Department of Economic and Social Affairs: SDG Indicator 10.7.2 Data Booklet Table A.2.a

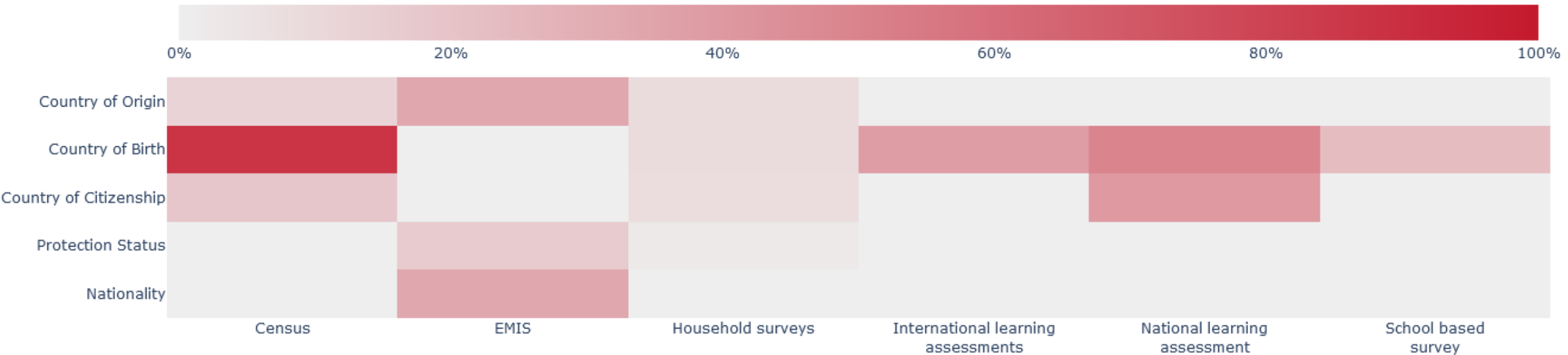
Policy and Data Environment Case Studies

	Colombia	Ecuador	Peru	Pakistan	Chad	Jordan
Migrants and refugees with regular status:						
Can enroll in education at the primary and secondary levels	.. (.. (.. (.. (.. (.. (
Can graduate and obtain certification for completion of studies	.. (.. (.. (.. (.. (.. (
Attend school alongside nationals and follow the national curriculum	.. (.. (.. (.. (.. (.. (
Attend schools that are financed, managed and administered by the government	.. (.. (.. (.. (.. (.. (
Migrants and refugees without regular status:						
Can enroll in education at the primary and secondary levels	.. (.. (.. (
Can graduate and obtain certification for completion of studies	.. (.. (.. (
Migrant and refugee education data:						
Is captured in national EMIS	.. (.. (.. (.. (.. (.. (
Is disaggregated by:	Country of origin	Nationality	Country of birth	National or non-national	Protection status	Nationality

Education Data for People on the Move



Education Data for People on the Move



Data for People on the Move and SDG 4

UNESCO & UNHCR (2022) highlights key challenges with regards to:

- **Absence of disaggregation** by migration status (especially refugee status) in existing data sources
- **Identification of refugees**, especially using different proxies such as nationality (or similar) or native language.
- **Over-emphasis on data on access to education**, especially enrolment and attendance, while excluding other measurement such as retention, dropout, learning and safety.
- **Poor integration** of refugee education data into national statistical frameworks.

Key Factors in the Enabling Environment and Systems

- Capacity and Interoperability
- Regional Coordination
- Political Will and Public Attitudes
- Migration Infrastructure
- Financing



Call for Questionnaires

Are you collecting data on refugee education? Do you want it to be covered or featured in our work?

Please scan the QR code to share.

Alternatively, please follow this link:

<https://forms.office.com/e/CJ06G7EfNM>

Or email me: Artur Borkowski (ak.borkowski@unesco.org)

