

# Education in exile:

How can data systems inform a multidimensional integration framework

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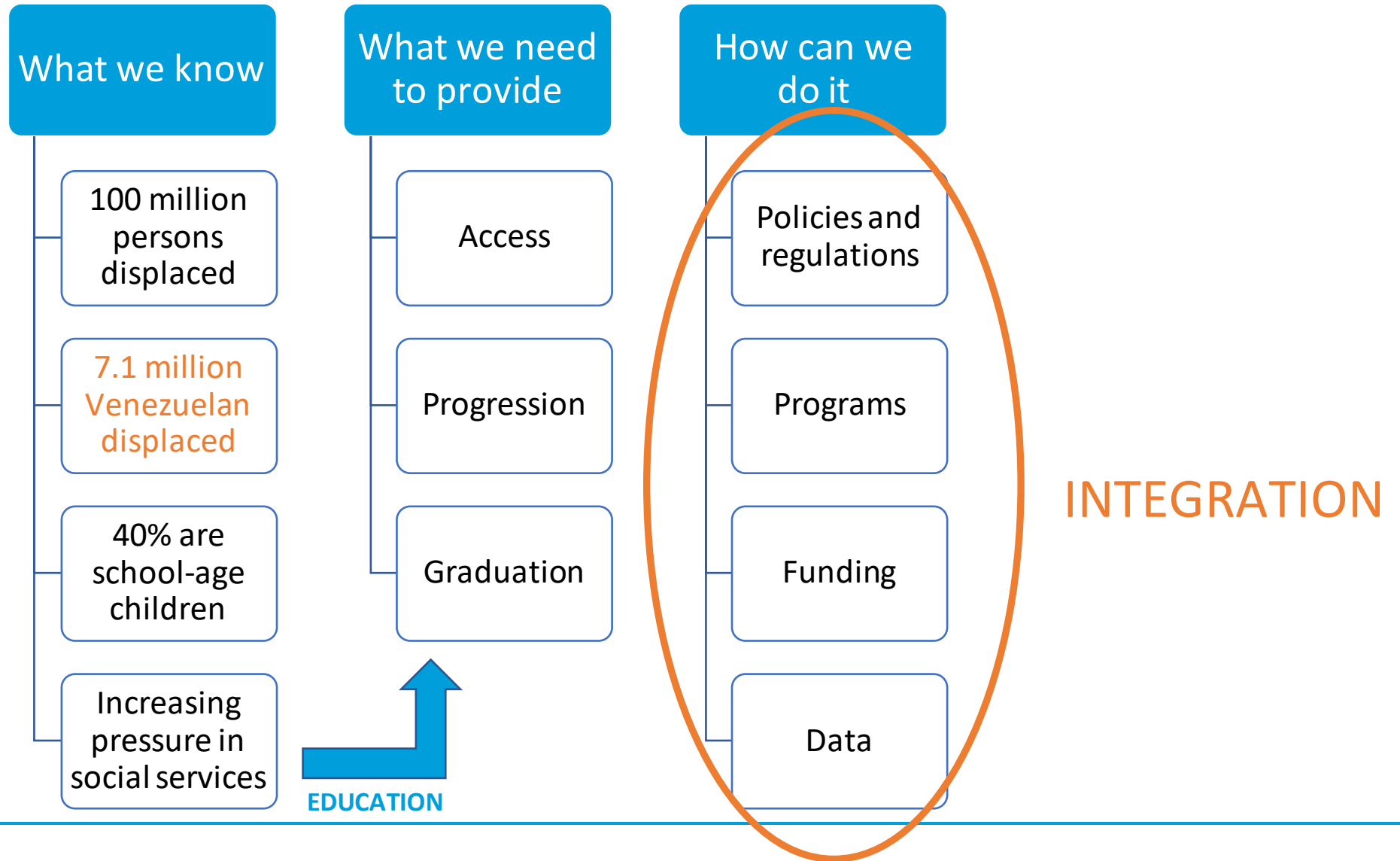
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# Education in exile



# Background



# Research Methods



Literature review



Fieldwork in Colombia



Educational policy review  
(Colombia case)

# Educational Integration of Refugee Students

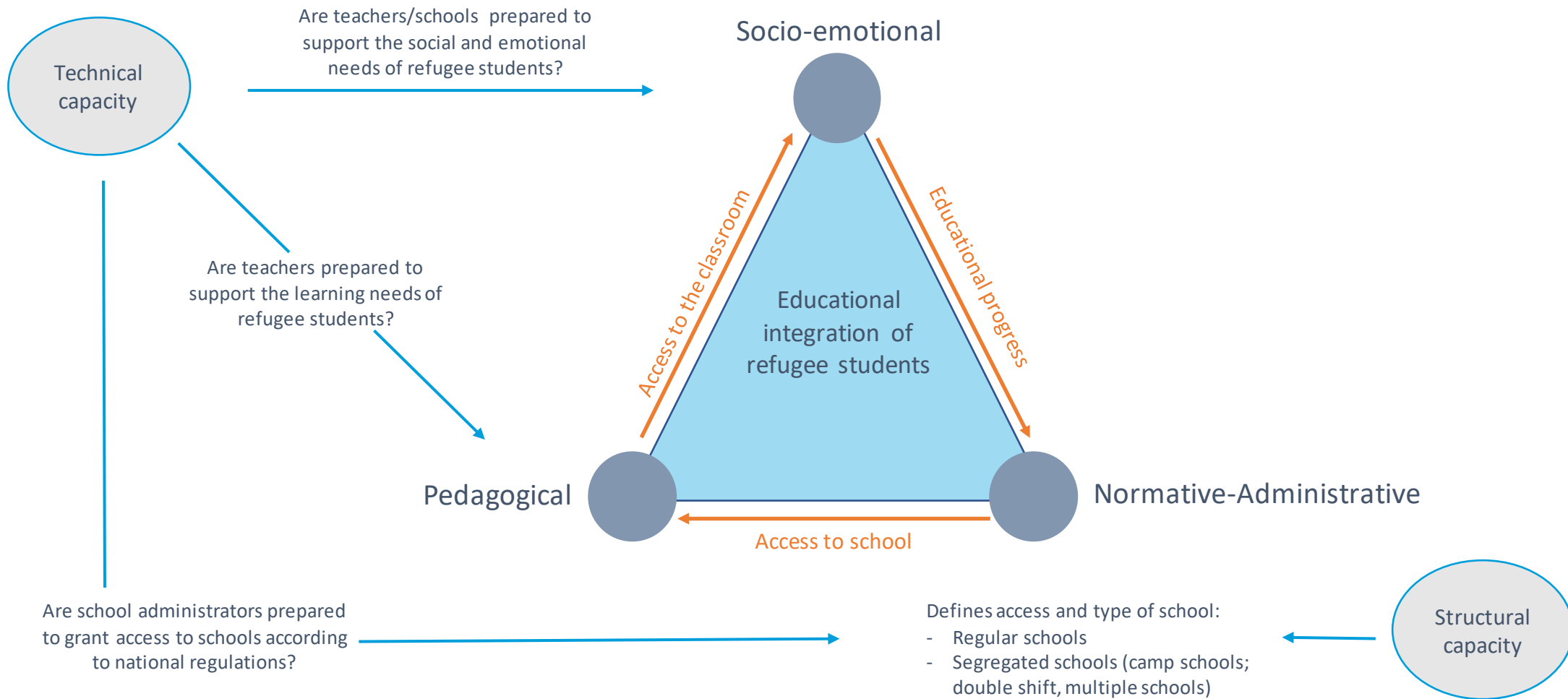
## BACKGROUND

- **International law**
  - The Universal Declaration of Human Rights (1948),
  - The Convention Relating to the Status of Refugees (1951),
  - The Economic, Social and Cultural Covenant (1976),
  - The Convention on the Rights of the Child (1989).
- **UNHCR's education strategies**
  - 2012-2016 Education Strategy
  - Refugee Education 2030: A Strategy for Refugee Inclusion
- **Refugee Integration frameworks**
  - Ager and Strang (2008); Hynie, Korn & Tao (2016); Phillimore (2020)
- **Educational Integration Frameworks**
  - Arnot & Pinson (2005); Cerna (2019)

## GUIDING PRINCIPLES

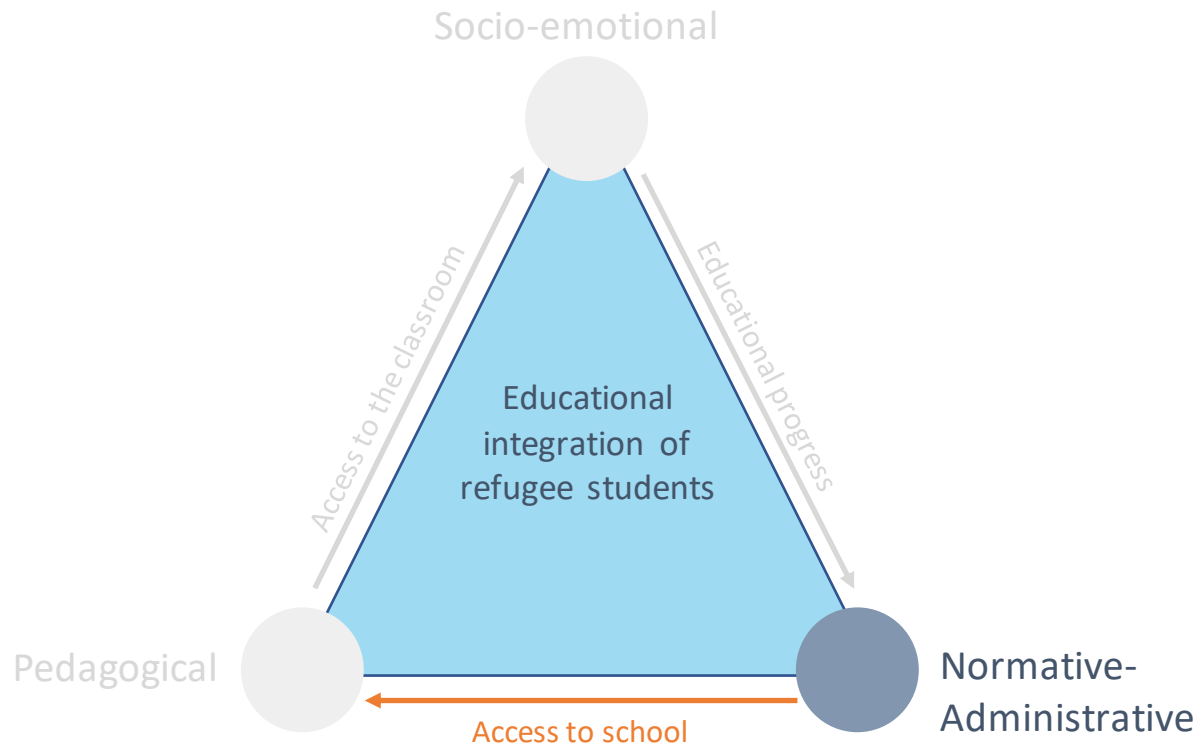
- **Two-way integration** (Van Hieu, 2008)
- **Multidimensional** (Casters et al. 2002)
- **Enabling cycle** → integration occurs in subsequent stages

# Multidimensional Integration Cycle



Source: Ortiz Guerrero, M. (2023). Education in exile: a multidimensional integration framework. [Unpublished manuscript].

# Dimension 1: Normative-administrative



## ✓ Available data

- Inclusion of 'country of nationality', 'country of origin', and other proxies of migratory status in the EMIS (SDG 4, target 4.1; Marco Regional de Monitoreo)

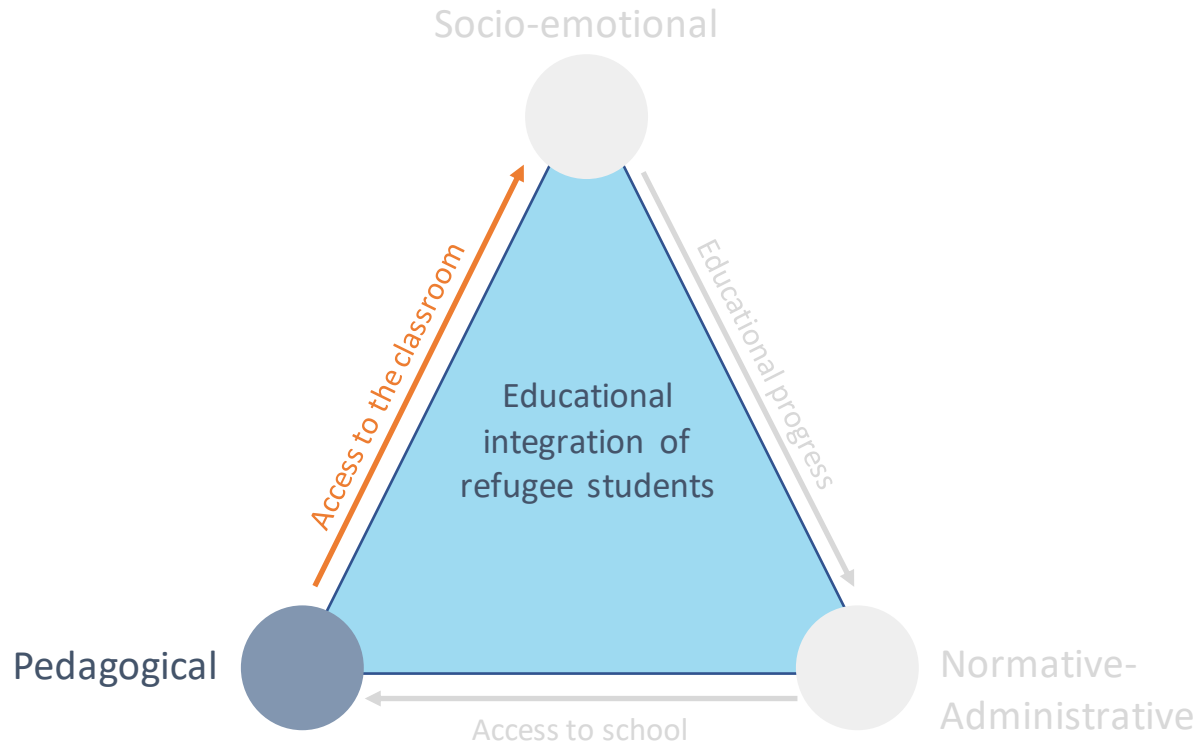
## ★ Needed data

- Failed school registration records (e.g. failed enrollment due to unmet documentation requirements). (SDG 4, target 4.5)
- Out-of-school refugee children (SDG 4, target 4.1)
- Refugee students' drop-outs and school transfers (student mobility)

## ▣ Colombia's progress

- SIMAT: país de origen, tipo/número de documento (NES, PEP, Visa, etc.)

# Dimension 2: Pedagogical



## ✓ (partially) Available data

- Refugee students' participation in national learning assessment and exit examinations (SDG 4, target 4.6)

## ★ Needed data

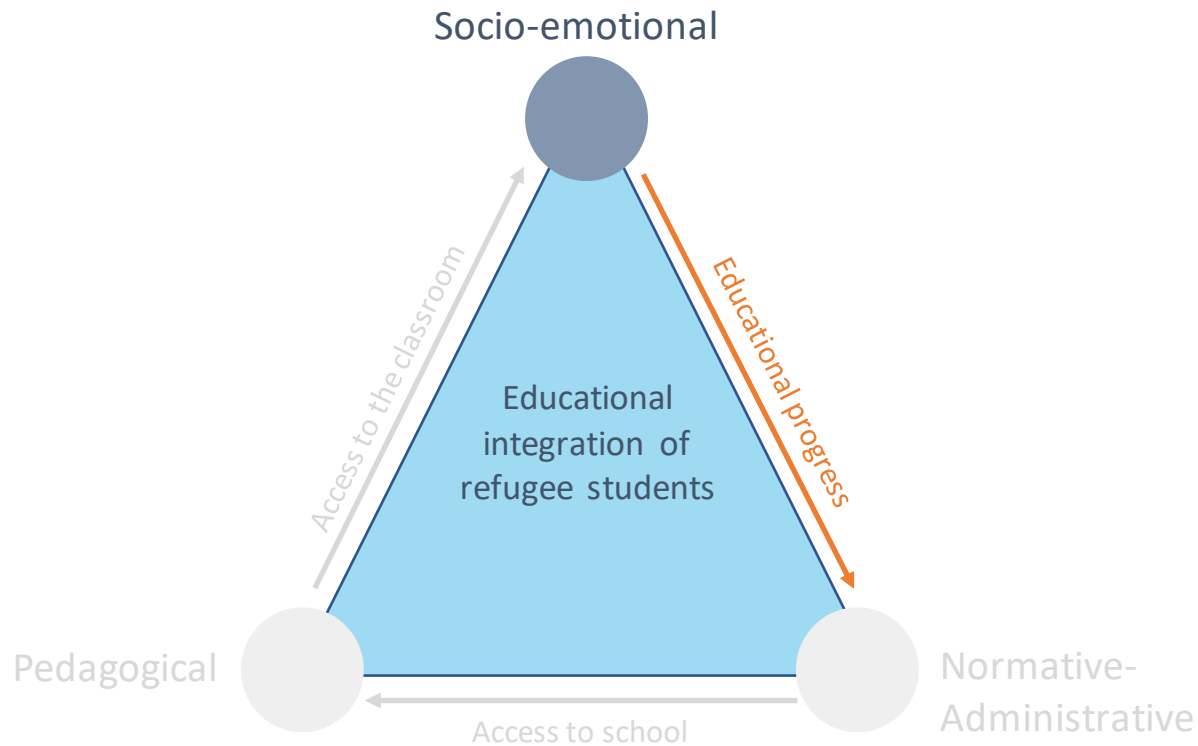
- Refugee student's participation in accelerated education programs
- Diagnostic assessments (?)
- Teacher preparation to work with refugee students (SDG 4, target 4.A)

## ▀ Colombia's progress

- Saber 11: disaggregated results for Venezuelan students
- Nivelación de estudios/Re-inserción escolar: Aceleración de Aprendizaje, Caminar en Secundaria, Volver a la Escuela



# Dimension 3: Socio-emotional



## ✓ Available data

- Socioemotional skills-related questions available in learning assessments' background questionnaires

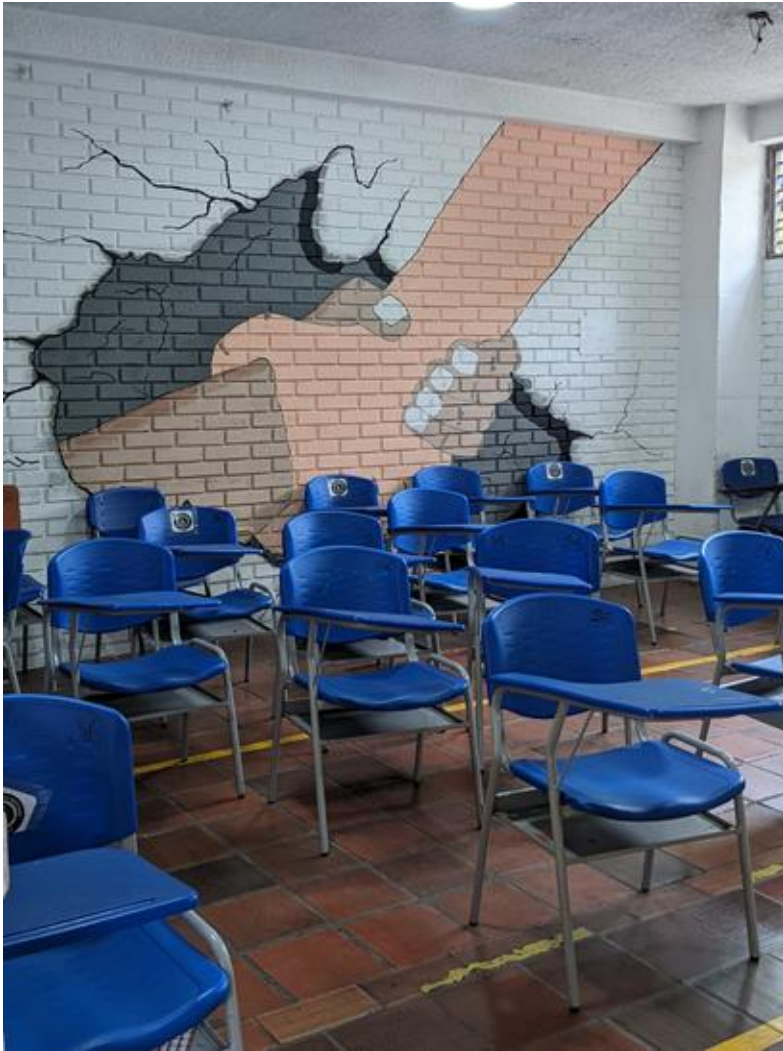
## ★ Needed data

- Targeted indicators to measure relational aspects in school environments that welcome refugee students
- Teacher data on level of preparation to work in contexts of forced displacement

## ▣ Colombia's progress

- School-level initiatives to promote peaceful coexistence and integration

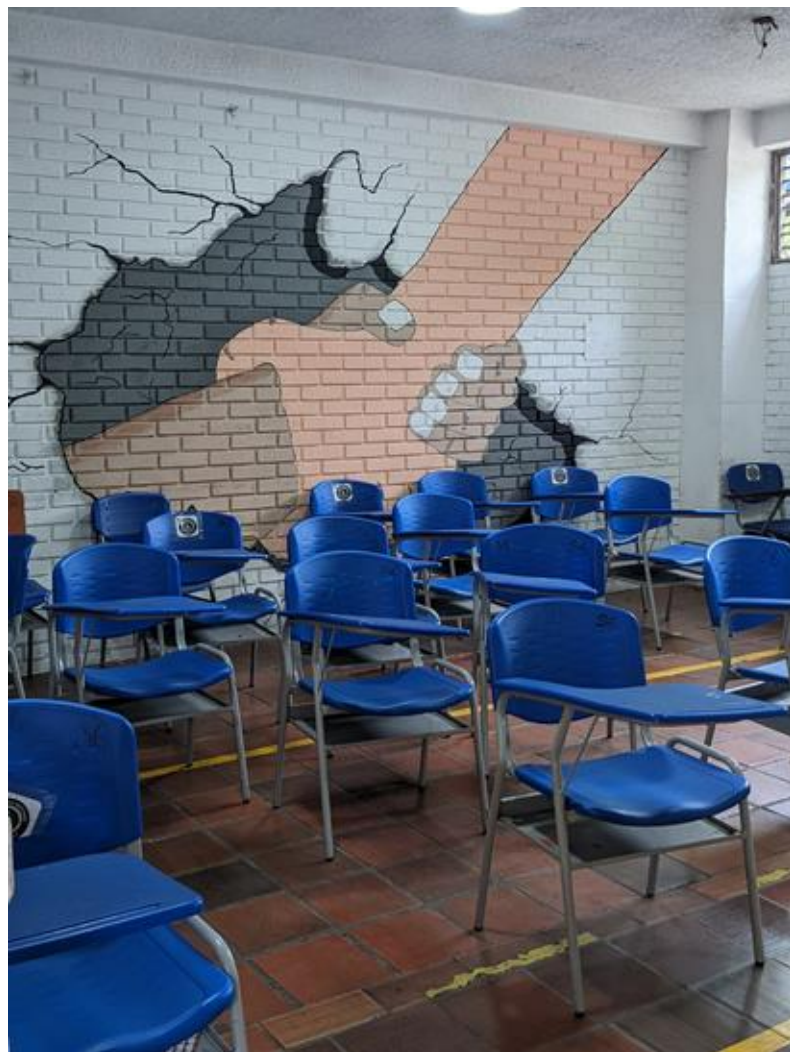
# Concluding remarks...



- ❑ Overarching goal of interventions, public policies, normative frameworks and data production should be the successful integration of refugee students.
- ❑ Pressing need to strengthen data systems to inform the educational situation of refugee students beyond access to schools.
- ❑ Data should not be produced, reported, and analyzed in silos; educational integration is multidimensional experience that develops progressively.
- ❑ We need ‘bi-directional’ data that would inform us on the needs of both refugee students and local actors.
- ❑ Educational integration is a complex but enabling process therefore efforts are need to secure an smooth integration cycle.

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**THANK YOU!**

