



People on the move and the use of EMIS in the planning and management of inclusive education policies

Lessons learned and recommendations

Jessica Lobos, Ernesto Yáñez y Paula Klenner Forttes
OREALC/UNESCO Santiago
Francesca Pinna
UNESCO

About this publication

In recent years, countries in Latin America and the Caribbean have been exposed to multiple crises simultaneously. These were the result of natural hazards, human mobility, and health, economic and socio-political emergencies, which affected national education systems in a cumulative way (UNICEF, 2020, 2021). This highlighted the difficulties in generating and managing data through education management information systems (EMIS) for the development of educational responses to these crises, especially in contexts of human mobility. This document, part of the presentation carried out in the Regional Forum on Education Policy in 2021, aims to explore how EMIS in the region can play a key role both in building resilience in emergency and/or crisis contexts and in generating evidence to inform the development of policies and initiatives that respond to the needs of people on the move. To this end, the findings and recommendations emerging as a result of different efforts undertaken by UNESCO at both the global and regional levels will be shared.



How to cite this publication: Lobos, J., Yáñez, E., Klenner Forttes, P. y Pinna, F. (2022). People on the move and the use of EMIS in the planning and management of inclusive education policies: Lessons learned and recommendations. IIPE UNESCO.



Index

1. Introduction	1
2. Strengthening EMIS for increased resilience to crisis	2
3. The use of EMIS in the planning and management of inclusive education policies for students on the move in Latin America	5
4. Regional framework for monitoring students in situation of vulnerability	8
5. Conclusion	10
6. Bibliography	11

1. Introduction

The existence of effective and relevant processes for planning and managing educational responses is largely contingent on the use of evidence to support them (INEE, 2010). Therefore, in particular, it is essential to have evidence-based mechanisms for planning and managing inclusive education policies for people on the move. This implies having relevant, accurate, reliable, consistent, accessible, and timely educational data that reflect the educational needs of this priority group. It is also necessary to incorporate crisis-sensitive processes to generate the information needed to prevent and mitigate the impact of emergency situations on education systems and affected groups (INEE, 2010).



In light of the aforementioned importance of implementing processes for planning and managing evidence-based educational responses in contexts of human mobility, national education management information systems (EMIS) become particularly relevant. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2008) defines EMIS as:

...a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system. It consists of a system of people, technology, models, methods, processes, procedures, rules, and regulations that function together to provide education leaders, decision-makers, and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous, and timely data and information to support them in completion of their responsibilities. (p. 117).

Although the characteristics of EMIS vary according to the specific needs, context and development of each country, all EMIS have the capacity to provide clarity and transparency about the different processes of national education systems; promote the incorporation of predictive rather than reactive elements to strengthen strategic planning; facilitate support from national, regional and international stakeholders; and enable the generation of more effective and efficient educational responses (UNESCO, 2020). EMIS provide the information necessary to assess contexts and set priorities based on the vulnerabilities and severity of the needs identified. In addition, the visualization and organization of information in the framework of EMIS allows, in particular, for the identification and analysis of patterns in crisis contexts, which helps to provide more timely responses. Then it becomes evident that strengthening EMIS would contribute to facilitating the planning of relevant policies and interventions to ensure the educational continuity of people on the move, thus guaranteeing their right to education.

2. Strengthening EMIS for increased resilience to crisis

The framework for action for the achievement of Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda (for Sustainable Development) highlights the importance of ‘...[developing] education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards –and to ensure that education is maintained during emergency, conflict and post-conflict situations’ (UNESCO, 2015, p. 27). Consequently, UNESCO seeks to strengthen the capacities of education systems to increase their level of preparedness, mitigation and response to the impact that crises may have on education; and all this with the aim of ensuring a quality, safe, inclusive, and equitable education, and of promoting lifelong learning opportunities for all (UNESCO, 2015).

The generation of timely and quality educational data is essential to understand the educational barriers and needs, and the vulnerabilities faced by children and young people who are at risk of being ‘left behind’. In turn, the greater the understanding, the greater the possibility of building a solid basis on which to carry out educational planning. In addition, strengthening EMIS would also contribute to protecting learners and education workers; ensuring educational continuity in the face of all the expected hazards and threats; safeguarding education investments; mitigating risks; and building resilience through evidence-based educational planning. These systems have the capacity to capture relevant and comparable data over time; they reflect valuable trends for crisis preparedness, mitigation, and response.

As part of the efforts to consolidate EMIS as a privileged data provider in emergency situations, between late 2019 and early 2020 UNESCO conducted case studies in six countries: 1 Chad, Ethiopia, Palestine, South Sudan, Syria, and Uganda. UNESCO’s aim was

¹ The case studies in the six countries were conducted by UNESCO with the collaboration of the Norwegian Refugee Council. This initiative was carried out with financial support from the Education Cannot Wait global fund and the Swedish International Development Cooperation Agency (SIDA).



to examine the EMIS in those countries, and the main challenges related to the generation and use of educational information in crisis contexts. These studies were conducted from an education in emergencies perspective rather than from a statistical perspective, and focused on the relevance of educational data generated by the ministries of education in crisis contexts.

To this end, UNESCO has collaborated directly with both the ministries of education in the selected countries and strategic partners in the humanitarian sector at the local level. The case studies were developed on the basis of questionnaires, semi-structured interviews, focus groups with relevant education authorities and personnel, and strategic partners –defined according to the peculiarities of each context (UNESCO, 2021, p. 13). Key information systems and tools for data collection and management were also analysed, as well as documents related to national education policies, education plans, humanitarian response plans, and relevant reports from strategic partners. The main findings were subsequently compiled in a report entitled Strengthening Education Management Information Systems (EMIS) and Data for Increased Resilience to Crisis (UNESCO, 2021).

Conducting these case studies enabled UNESCO to identify a number of challenges faced by EMIS in the countries analysed. These can be classified into three areas:

1. **Institutional context:** legal, policy, and institutional frameworks for data and education in emergencies.
2. **Data production:** coverage, relevance, accuracy, and reliability.
3. **Data dissemination and use:** availability, accessibility, and coordination for information exchange.

2.1. Institutional context

The study highlighted the absence or lack of updated legal, political, and institutional frameworks related to EMIS and/or education in emergencies. This not only leads to an unclear relationship between emergency education

and EMIS, but also to an inadequate delimitation of the roles and purposes of each of their components, thus having a direct impact on the capacity of EMIS to monitor emerging needs (in terms of data).

In addition, all levels of the data management process showed insufficient technical, human, and infrastructure capacities. In terms of technical capacities, the case studies identified a high degree of data illiteracy, inadequate IT infrastructure (to ensure optimal functioning of EMIS), and insufficient training in emergency education, analysis and crisis-sensitive planning. Regarding human capacities, it was possible to observe frequent staff turnover and insufficient personnel to manage educational data at the national level. Finally, in terms of infrastructure, the case studies identified power cuts, limited internet coverage, areas of difficult access, and scarce materials. Although exacerbated by the financial constraints linked to the lack of institutional commitments to strengthen the functioning and development of EMIS, all these challenges are aligned to the priorities of the so-called ‘education in emergencies’² and to the needs of educational responses in contexts of crisis and emergencies³ as detailed in the Framework for Action for the implementation of SDG4.

2.2. Data production

Regarding the mechanisms used by EMIS for data production, limitations were detected in terms of coverage and completeness. The educational data produced is poor in relation to their ability to reflect and account for:

- 2 The concept of ‘education in emergencies’ refers to ‘...quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher, and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives’ (INEE, 2010, p. 125).
- 3 From emergency response to recovery and rebuilding, national education systems must incorporate a crisis response management system: ‘The principles of prevention, preparedness and response, and established international guidelines, such as the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, should guide planning and response. Education sector plans and policies should anticipate risks and include measures to respond to the educational needs of children and adults in crisis situations; they should also promote safety, resilience and social cohesion, with the aim of reducing the risks of conflict and natural disaster’ (UNESCO, 2015, p. 34).



- The levels and types of education offered by national education systems, especially on early childhood education and non-formal education.
- The groups which are relevant for educational planning in emergency contexts, such as internally displaced persons, refugees and linguistic minorities.
- The quality of education, since data collection focuses on the dimensions of access to education.
- The indicators specific to education in emergencies, such as those related to WASH (water, sanitation and hygiene, psychosocial support, nutrition, and health). They are valuable to identify the immediate needs of affected communities and the capacities available in the education system to respond to them.

In fact, it was observed that the EMIS in the countries analysed do not have the capacity to comprehensively reflect information related to hard-to-reach territories, especially in crisis contexts. Furthermore, the existence of obsolete or outdated data—due to extremely lengthy and uncertain data collection and verification processes, and the presence of high levels of confusion about crisis-related concepts (refugee, internally displaced persons, among others)—has a negative impact on the accuracy and reliability of the information produced. Similarly, there is a weak understanding of both the processes and purposes involved in data management, and the definitions and terms used by the people in charge of data collection and provision. This weakness makes it impossible, on the one hand, to assess the degree of data accuracy and reliability, and, on the other, to determine whether the information is being correctly analysed and/or interpreted for the development of relevant initiatives or policies.

2.3. Data dissemination and use

The studies conducted revealed a large amount of information that is not used consistently to ensure its accessibility. This tends to lead to confusion about the availability of certain information for educational planning, or about collaboration between different sectors or areas to that end. At the same

time, it was possible to identify that, in the absence of a strategic presentation of the educational data collected and of regular efforts to update information, there is a high level of data dispersion. In the same context, data can be found in different tools that do not necessarily complement each other (such as websites of relevant government agencies, maps, dashboards, annual statistical reports, monthly briefs, reports to donors, evaluations, among others).

These limitations—related to access to information—are exacerbated by a lack of coordination to share and use educational data both with other government agencies at the national level and with local, regional and international strategic partners in the field. The analysis of the case studies indicates, on the one hand, that information sharing between ministries of education and their strategic partners is inconsistent and, on the other, that each ministry of education engages differently with educational clusters.

The use of different definitions and methods to estimate indicators or the disaggregated presentation of information make it difficult to compare data obtained over time in the framework of EMIS nationwide or with those of other organizations.

Finally, it was observed that, in general, EMIS have insufficient feedback mechanisms for collecting and using information nationwide. This generates uncertainty about the purposes (what the information was used for or the results of data collection) among information providers (local educational institutions, government agencies, affected communities).

In light of the challenges identified, UNESCO presented a series of recommendations aimed at strengthening EMIS for effective educational data management within the framework of contexts of education in emergencies:

- To strengthen frameworks (legal, policy and institutional) for data and education in emergencies, and to promote stronger links among them. To this end, they should be updated on a regular basis, they should list responsibilities in a clear and precise



manner, and they should determine their relationship with strategic educational objectives, in particular in a context of education in emergencies.

- To build capacities (technical, financial, human resources and infrastructure), emphasizing their sustainability and relevance throughout the whole data management process. At this point, it is critical that everyone involved in the development and use of data understands the purpose of the data being collected and analysed, so as to ensure that they can reach their full potential (especially in emergency and protracted crisis contexts).
- To maximize impact through coordination efforts (establishing roles and processes for information sharing and use). Here it is important to ensure and promote coordination in relation to the generation and use of data that seeks, on the one hand, to achieve long-lasting results and, on the other hand, to optimize the use of limited resources for educational response in emergency contexts.
- To increase interoperability and integration of different datasets and information systems to improve data quality and facilitate their use in the humanitarian and development fields. This implies standardizing definitions and methodologies, developing terms and indicators for shared use, and harmonizing existing tools and mechanisms to ensure consistency between the EMIS (at the national level) and the mechanisms used by other relevant stakeholders (at the local, regional and international levels).
- To develop a culture of data relevant to emergency and protracted crisis contexts that promotes accountability from the point of view of prevention, response and recovery. To this end, the provision of training opportunities and the creation of communication spaces are encouraged for strategic partners to interact with both government entities and the affected population. The aim is to share up-to-date information and provide regular feedback.

Across the board, it is important to highlight that the processes involved in the management and use of educational data—especially

in education in emergency contexts—must be context-specific and seek their own sustainability.

3. The use of EMIS in the planning and management of inclusive education policies for students on the move in Latin America

In recent years, as a result of natural hazards, human mobility, and health, economic and socio-political emergencies, the region has been simultaneously exposed to different kinds of crises (UNICEF, 2020, 2021). In terms of human mobility, the number of people moving between countries in the region has doubled. This has posed considerable challenges for national education systems. In particular, the region is currently experiencing the displacement of Venezuelan refugees and migrants—around 4.9 million displaced persons—, which makes it the largest exodus in the region and the second largest in the world, after Syria and the migration flows from Haiti and Central American countries (mainly from Guatemala, Honduras, and El Salvador).

Regarding the planning and monitoring of educational responses to these situations, the difficulties faced by education systems in relation to data management and indicator production processes have been exposed. Thus, these contexts make it necessary to strengthen and increase the capacity of education information systems in the region to generate and use data in the planning of educational responses for students on the move. This would allow EMIS to provide a quick and effective response to the challenges and educational needs faced by the affected communities. In sum, EMIS have the capacity to produce valuable information about students on the move. While there is a tendency to only focus efforts on access to education for this group, it is essential to use these information systems to monitor their participation and continuance in their national education systems, i.e., in the whole school trajectory.

Existing migration flows in the region involve the movement of people across multiple borders over extended periods of time. Moreover,



EMIS are required to incorporate crisis-sensitive processes as part of their data management and production mechanisms.

As a first effort in this direction, the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) carried out a consultation process in 11 countries in the region (Anguilla, Argentina, Bolivia, Chile, Costa Rica, Ecuador, Mexico, Panama, Paraguay, Dominican Republic, and Uruguay), in order to ascertain the availability of educational data generated within the framework of EMIS. As a result, it was observed that, although data on students on the move are available in the EMIS of the countries consulted, the identification criteria observed vary from country to country (from the use of the criterion of nationality or country of birth to a classification that only indicates whether the person is a ‘foreigner’ or not). In most of the countries consulted, the available data exceed five consecutive years and cover both public and private institutions. In all cases, data disaggregated by territory were identified. Other frequently used disaggregated data include sex and urban/rural definition and, to a lesser extent, age. The major limitations in terms of data disaggregation in the EMIS analysed are related to ethnicity, disability and/or mother tongue. Finally, it was found that information about the education service provided by national education systems tends to focus on the primary and secondary levels and, to a lesser extent, on the pre-primary level. There is a clear lack of data on other educational levels, such as, for example, technical education (which is highly relevant for people on the move).

During 2018 and 2019, OREALC/UNESCO Santiago also conducted a rapid assessment of the availability of information about students on the move in education management information systems in five countries in the region (Guatemala, Ecuador, Colombia, Peru, and Chile). Such assessment involved the collaboration of the ministries of education that comprise the Education and Human Mobility Working Group and was part of the regional efforts of the Education Cannot Wait global fund (UNESCO, 2020). One of

the main objectives of this rapid assessment was to explore how people on the move were identified; how EMIS were dealing with the challenge of identification; what information was being generated; the problems faced by EMIS when processing information about students on the move; the quality of the procedures for processing and validating this information; and other issues related to the dissemination, timeliness and relevance of the information about students on the move.

The assessment was conducted considering four dimensions which were based on the best practices that guide the Education Data Quality Assessment Framework (Ed-DQAF), a tool “that comprehensively addresses issues related to the collection, processing, use, and dissemination of information and that uses the information gathered through a semi-structured questionnaire, interviews with officials, and document reviewing” (UNESCO, 2020, p. 5). The dimensions considered were:

- **Prerequisites:** it seeks to determine whether there exists a favourable legal and institutional context for data collection; whether the resources available—human and financial—are sufficient; and whether there are guarantees of confidentiality during the statistical production process.
- **Definition, statistical processes and storage:** it seeks to determine the existence or use of generally accepted concepts and definitions; the adequacy of data classification and storage processes in relation to best practices; and whether the methodological bases for statistics follow generally accepted practices.
- **Consistency, relevance and timeliness:** it focuses on verifying whether the data provide an adequate picture of reality and meet users’ needs. It also reviews the techniques used for data generation, consistency and validation processes, and timeliness.
- **Accessibility and use:** it assesses the clarity, understanding, and timeliness of dissemination processes; the existence and availability of metadata; the management of reports; the use of information; and assistance to users.



The analysis was carried out on the basis of semi-structured questionnaires and in-depth interviews with representatives of the ministries of education, and also of a review of a series of key documents (policies, official publications, legal frameworks). This exercise made it possible to corroborate that many of the challenges identified by UNESCO at the global level (mentioned in the previous section) were also present in the EMIS of the region. The rapid assessment allowed for the identification of a series of challenges that need to be addressed and strengthened at the regional level in relation to the educational inclusion of students on the move.

Firstly, in Latin America, EMIS tend to be quite inflexible and far from a crisis-sensitive approach. They are deemed as reactive rather than proactive to crises. This means that they tend to respond directly to data demands –emerging when faced by a crisis–, but lack the capacity to anticipate such demands by incorporating the concepts of risk mitigation or crisis sensitivity into their data generation and indicator production processes. This situation is exacerbated by the existence of poor human and technical resources (with characteristics similar to those described in Section 2.1. Institutional context, p. X).

Secondly, as mentioned above, the use of the criterion of nationality or country of birth to classify people on the move is recurrent among the countries of the region. However, the mere use of these criteria does not reflect the migratory situation (regular or irregular), nor the reasons that led migrants to move from their country of origin (studies, work, disasters, political crises, better living conditions, transit to another country, among others). This results in the invisibilization of their situation and, above all, of their needs. In order to address this situation, the definition of standards and the harmonization of the criteria used in EMIS to classify people on the move—and the different groups that fall within this category—would make it possible to design education policies that respond more directly and adequately to the needs of these groups of people (allowing for a full understanding of the nature and composition of mobility). Moreover, the fact that the

criterion of nationality or country of origin is used differently is agreed to pose additional difficulties for a cross-country comparison.

Thirdly, it was possible to observe the need to establish procedures and criteria to strengthen information validation processes. In many cases, the lack of documents—such as birth certificates, personal identification, or educational certificates—makes it difficult to validate the information provided by people on the move. In this sense, it is essential to develop and implement mechanisms to validate information other than through the processes usually used by EMIS.

Fourthly, it was possible to identify the need to generate mechanisms to integrate and/or articulate EMIS with other information systems (for example, with the database of the migration agency). This complementarity between systems may facilitate validation processes and reduce processing and analysis times to respond to the educational needs of students on the move. By way of example, in the context of the massive displacement of Venezuelan refugees and migrants, in host countries there were cases in which education systems had registered students in an irregular migratory status, who are not reflected in the database of the migratory agency. Contrary to what would normally happen (that the EMIS validates its information against migration data), the data contained in EMIS served to improve migration data. This is a clear example of the importance of integrating and/or articulating information systems.

Finally, although there exist educational data on students on the move in the region, only few countries keep these data open to public access. In the survey conducted by OREALC/ UNESCO Santiago on data availability and accessibility, only half of the countries surveyed mentioned that these data were available; and of this half, only two-thirds had them published as open data. The rest of the countries (the remaining third) only provide such data as a response to requests. Considering the importance of data accessibility—in particular, in terms of accountability—it is necessary to review data access policies



and procedures, as well as information and reports on students on the move.

Faced with all these challenges, OREALC/ UNESCO Santiago held technical dialogues with more than 19 ministries of education in the region. The objective was to strengthen their capacities, but also to promote spaces for coordination to address some of the challenges faced by education systems in contexts of large-scale mobility (which linger over time and which, in addition, are the result of displacement across multiple borders).

4. Regional framework for monitoring students in situation of vulnerability

The substantial increase in intra-regional mobility, the gradual change in the origin of the population on the move, and the presence of massive displacement flows have posed –in relation to guaranteeing the right to education– important challenges for the Latin American and Caribbean countries (UNESCO, 2020). In order to address these challenges, countries have implemented key regulations that have facilitated access to education to migrants and refugees. However, the right to education is much broader than ‘everyone at school’ (Renna, 2020). The right to education does not simply entail guaranteeing ‘access to education’ but also the achievement of such right. Knowing how many children and young people on the move have access to the education system is not enough; information on the conditions of their educational inclusion and learning outcomes is also necessary. Strengthening the use of EMIS in the planning and management of inclusive education policies for students on the move in the region may be one of the tools used to face this major challenge and to work towards equality in learning outcomes.

In order to achieve this objective, efforts are being made, for example, to implement a regional framework for monitoring students on the move. This framework seeks to consolidate itself as a space for the exchange of knowledge, assessment and support to the formulation and implementation of education

policies aimed at guaranteeing the right to education of people on the move. It has four main objectives:

1. To understand and monitor the situation of students on the move in the region, focusing on the characteristics of the main existing migratory flows, where there is no single origin and destination. Furthermore, knowing that the transit of people on the move through multiple countries also implies a transit through different education systems, this framework seeks to compare the education status of students on the move, to analyse these migratory flows and trajectories, and to promote the design and implementation of relevant responses.
2. To make visible the best practices being conducted in the region by the ministries of education and non-governmental organizations, and in terms of international cooperation, in order to ensure the right to education for people on the move.
3. To consolidate a space for knowledge, assessment, dialogue, and support so that countries can work together and generate articulated and collaborative responses to this situation. This will prevent duplication, allow for a better use of resources, and increase the scope of the initiatives being conducted, with the aim of responding to the educational needs of people on the move in the region.
4. To contribute to the monitoring of SDG 4 by providing relevant data and evidence to help measure the learning outcomes of people on the move in the region, in order to address the scarcity of data on these groups.

The implementation of the monitoring framework will be gradual and will be under the responsibility of OREALC/UNESCO Santiago, in coordination with education specialists from UNESCO offices in the region, specialists from the ministries of education in Latin America and the Caribbean, and other partners. The initiative assumes as principles the technical recommendations and standards for the construction of indicators as defined by the UNESCO Institute for Statistics (UIS) and other agencies specialized in the field



of human mobility, and draws upon the work conducted in coordination with the countries of the region. Likewise, the initiative is based on the recognition of education as a fundamental and inalienable right. In order to address the scope of the right to education, the framework will be constructed on the basis of the approach proposed by K. Tomaševski (2001, 2004), who distinguishes four dimensions of the right to education:

1. **Affordability:** it recognizes the need for sufficient educational institutions, physical resources, personnel, and programmes, as well as for the facilities necessary for an adequate functioning. It covers three dimensions: civil and political law, social and economic law, and cultural law.
2. **Accessibility:** it implies access to education for the whole community, without discrimination or exclusion. It covers three dimensions: non-discrimination, physical accessibility, and economic accessibility.
3. **Acceptability:** it recognizes that educational methods and contents should be contextualized, diversified, and appropriate. It implies providing education that is relevant; culturally appropriate; of good quality; free of discrimination, xenophobia and racism; as well as education that values difference, multi-ethnicity, and intercultural dialogue.
4. **Adaptability:** education should be flexible enough to respond to the educational needs in different cultural and social contexts.

These dimensions are interrelated and should be present in all educational methods and levels; in fact, they correspond to the four dimensions of the right to education as presented by the Committee on Economic, Social and Cultural Rights (CESCR).

In addition –and following the report entitled *Accountability in education: meeting our commitments* (Global Education Monitoring Report, 2017) (which highlights the importance of accountability for progress on the right to education) –, the framework includes a fifth dimension called ‘accountability’. This dimension refers to the capacity of right holders to hold duty bearers accountable through participatory monitoring processes. A key element

here is the capacity to monitor educational trajectory and family involvement.

These five dimensions are cross-referenced with analytical cut-offs of context and of the educational trajectory of people on the move, thus strengthening an analysis that not only focuses on the progress made towards a particular dimension of the right to education, but also provides information on specific behaviours during the school career in relation to the achievement of the right. The cut-offs considered are:

- **Access:** it summarizes the characteristics of access to the education system.
- **Continuity and evolution:** it reflects the importance of a regular, complete, and quality school career for the full exercise of the right to education.
- **Graduation:** it refers to completing the different grades and levels of education with quality.
- **Structure:** it refers to education regulations and policies aimed at both facilitating the inclusion of migrants and refugees into the education system and reflecting the intention and commitment of States to the exercise of the right to education by this group.

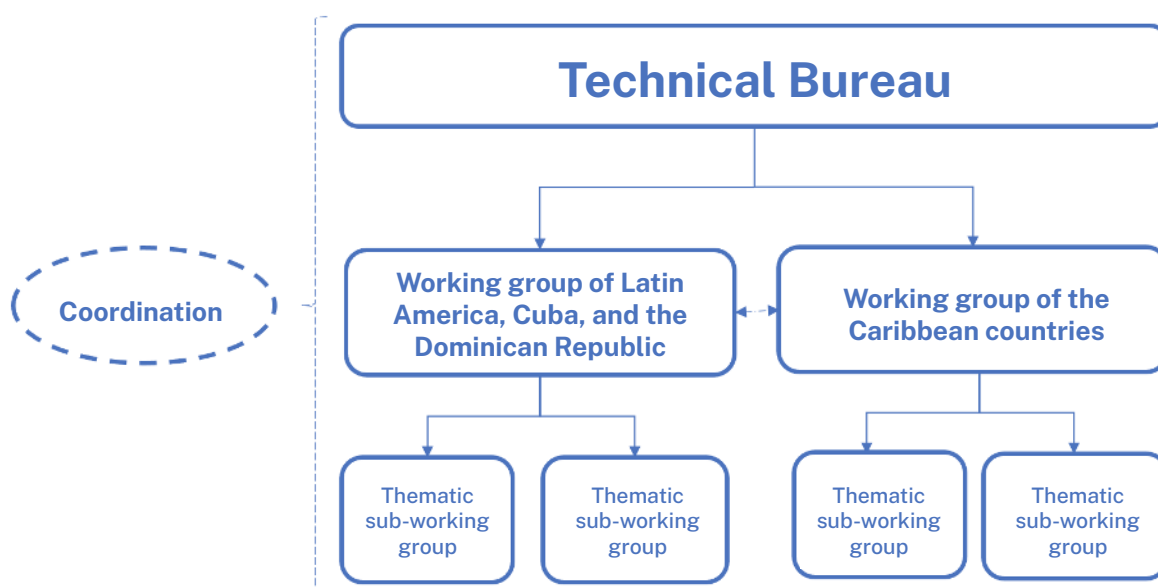
The regional monitoring framework will also present qualitative information on the existence, characteristics, depth and quality of education policy actions aimed at achieving the right to education of people on the move. Moreover, the framework will provide an updated inventory of laws, regulations, policies, and procedures for the educational inclusion of people on the move, and will identify critical points and/or limitations for their effective implementation. Finally, it will make available a compilation of educational best practices being implemented in the region for the inclusion of learners on the move.

The initiative started to be implemented in October 2021 with the creation of a technical bureau comprising specialists from statistical bodies and agencies responsible for human mobility issues. This technical bureau is a space for coordinated work to exchange information, learn, and debate about the collection and analysis of data on students on

the move. It is also the space to advance in the establishment of minimum harmonization criteria for the identification of students on the move. At the time of publication of this chapter, representatives from the ministries of education of 20 countries in the region are participating in this technical bureau. As shown in Figure 1, it consists of two working groups: one for Latin American countries,

Cuba and the Dominican Republic, and another one for the Caribbean countries. The first efforts of the technical bureau aim to discuss the indicators that will constitute the regional monitoring framework; select them; define them together with the participating countries; and establish operating protocols, as well as the time frame for the collection of information.

Figure 1. Structure of the technical bureau for the creation of the regional monitoring framework



Source: Elaborated by OREALC/UNESCO Santiago.

Within the framework of these working groups, OREALC/UNESCO Santiago will work jointly with representatives from the ministries of education of the participating countries to design and build a monitoring model with comparable indicators and harmonized criteria. As the work of the technical bureau progresses, thematic sub-working groups will be created. These groups will define more precise action plans and will exchange knowledge to move forward in the design and implementation of the regional monitoring framework. The first efforts of the technical bureau aim to discuss the indicators that will constitute the regional monitoring framework; select them; define them together

with the participating countries; and establish operating protocols, as well as the time frame for the collection of information.

5. Conclusion

Due to their characteristics, EMIS have the capacity to play a fundamental role in the generation of evidence for the planning and management of inclusive education policies for people on the move. However, the use of EMIS in the region (and in the world) has not yet reached its full potential. In recent years, the region has been exposed to simultaneous and diverse crises that have caused significant displacement of people. This situation



has highlighted the difficulties faced by the education systems in the region to effectively include people on the move, in particular in relation to the generation and use of educational data for planning purposes.

The main challenges faced by EMIS include limited flexibility to adapt to the needs of the context; insufficient capacities and resources; deficiencies related to the classification of the affected groups and to data the validation and accessibility; lack of coordination and articulation with other government entities and/or strategic partners; and lack of a crisis-sensitive approach. These challenges directly limit the capacity to monitor the engagement and continuity of people on the move in national education systems. In terms of planning and development of inclusive education policies for people on the move, this constitutes a problem, since the evidence generated is not enough to inform and support the responses to address the educational needs of the group in question.

As a consequence of these challenges, the ministries of education of the region, in collaboration with OREALC/UNESCO Santiago, proposed the implementation of a regional monitoring framework for students on the move. This framework not only works as a mechanism for the exchange and development of information, but also serves as a support tool for the formulation and implementation of education policies aimed at guaranteeing the right to education. The main objective of this framework is to know and monitor the situation of students on the move in the region, focusing on the characteristics of existing migratory flows (multi-border, pendular).

Finally, it is crucial that countries in the region focus their efforts on the strengthening of their legal, political and institutional frameworks relative to educational data management by incorporating a crisis-sensitive approach into EMIS. In the long term, this will allow education systems in the region to adopt proactive—rather than reactive—strategies, thus increasing their levels of preparedness, mitigation, and response to the impact that crises might have on education.

6. Bibliography

- Equipo del Informe de Seguimiento de la Educación en el Mundo. (2017). [*Accountability in education: meeting our commitments.*](#)
- Red Interagencial para la Educación en Situaciones de Emergencia [INEE]. (2010). [*Normas Mínimas para la Educación: Preparación, Respuesta, Recuperación.*](#)
- Renna, H. (2020). [*Derecho a la Educación Bajo Presión: Principales Desafíos y Acciones Transformadoras en la Respuesta Educativa al Flujo Migratorio Mixto de Población Venezolana en Colombia.*](#) UNESCO.
- Tomaševski, K. (2001). Human rights obligations: Making education available, accessible, acceptable and adaptable. *Right to Education Primer*, 3.
- UNESCO. (2008). [*Educación para Todos en 2015 ¿Alcanzaremos la meta?*](#)
- (2015). [*Education 2030: Incheon Declaration and Framework for Action Towards inclusive and equitable quality education and lifelong learning for all.*](#)
- (2020). Diagnóstico Rápido sobre la Disponibilidad de Información de los Estudiantes en Situación de Movilidad en los Sistemas de Información Educativa de los Ministerios de Educación de Chile, Colombia, Ecuador, Perú y Guatemala.
- (2021). [*Strengthening education management information systems for increased resilience to crises: A synthesis of case studies.*](#)
- UNICEF. (2020). [*Latin America and the Caribbean Region Appeal: Humanitarian Action for Children 2020.*](#)
- (2021). [*Children on the move, including from Venezuela, and COVID-19.*](#)

