



Mapping education data in Middle Eastern crisis contexts: What we learned and where to go from here

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Presentation Outline

1. MEERS TASK I
2. METHODS
3. FINDINGS
4. NEW DIRECTIONS



MEERS: Who we are

Middle East Education Research, Training and Support (MEERS)

- 4-year project funded by USAID's Middle East Bureau and implemented by Social Impact and FHI 360
- Objective: support continuous data collection, research, training, and analysis related to learners, teachers, education systems, and education outcomes in the Middle East.

MEERS Task I (under FHI 360): Support data collection related to how conflicts in Syria, Yemen, and Iraq affect education



IRAQ



SYRIA



YEMEN

METHODS: What we did

EiE Data Mapping

What EiE data is publicly available for the Iraq, Syria and Yemen crises?

Stakeholder Consultations

What data do EiE stakeholders collect, need and use? What are the gaps?

Strategic Meetings

Who is doing what to address EiE data issues and challenges?

New Directions?

What can MEERS do to support improved accessibility, quality and navigability of EiE data?

FINDINGS: What we learned

What EiE data is publicly available for the Iraq, Syria and Yemen crises?

- We found a lot more data than we expected! Most of the publicly available EiE data comes from **development** and **humanitarian operations** sources.
- However, we see that **development** data often:
 - Breaks down in a humanitarian crisis
 - Does not collect education data for refugees/IDPs
- And **humanitarian operations** data often:
 - Is readily available but difficult to find and navigate (lots of PDF dashboards)
 - Focuses more on supply (programming) than demand
 - Lacks consistent indicator definitions
 - Lacks quality controls

Sources of EiE Data

Data Source	Frequency	Who Collects?
Humanitarian Education Response Data (available in humanitarian crisis/emergency)		
Humanitarian Response Plans and Humanitarian Needs Overviews	Annual	UN, Clusters, partners
Humanitarian dashboards	Monthly	UN, Clusters, partners
3/4/5 W reports (~monthly)	Monthly	UN, Clusters, partners
Financial tracking service	Monthly	UNOCHA
Educational Development Data (mostly available before/after emergency or for refugee/IDP contexts)		
EPDC, UIS, World Bank EdStats, WIDE	Annual	UN, Governments, others
EMIS	Annual	Governments
International learning assessments (i.e. TIMSS, PIRLS, EGRA)	~ 5 years	IEA, OECD, USAID
HDI, ILO	Annual	UN, partners
Contextual Data (security, population movement, etc)		
UNHCR PopStats, IDMC, UCDP	Annual	UN, partners
IOM DTM, ACLED	Monthly	UN, partners
GCPEA	~Monthly	Multiple sources

Comparing Development and Humanitarian Operations Data

Educational Development Data

- Infrequent (annual)
- Relatively stable reference population
- Focus on overall education system
- Clear understanding of what data coverage, reliability, quality mean

- Populations, including refugees and IDPs
- Need for similar information and indicators

Humanitarian Education Data

- Frequent (weekly, monthly)
- No stable reference population
- Focus on education services provided, usually outside the system
- Lack of clear understanding of what data coverage, reliability, and quality mean

What data do EiE stakeholders collect, need and use?

Education actors in crisis/emergency contexts have many of the **same education data needs**, regardless of whether they are from humanitarian or development agencies:

- **Understanding the context and education needs** (for program planning and design, program coordination)
- **Making informed decisions about education plans, policies and programs** (for education sector planning, policy reform)
- **Determining the reach and effectiveness of education programs** (for monitoring, evaluation, learning)
- **Raising awareness and advocating for education in emergencies** (for advocacy)

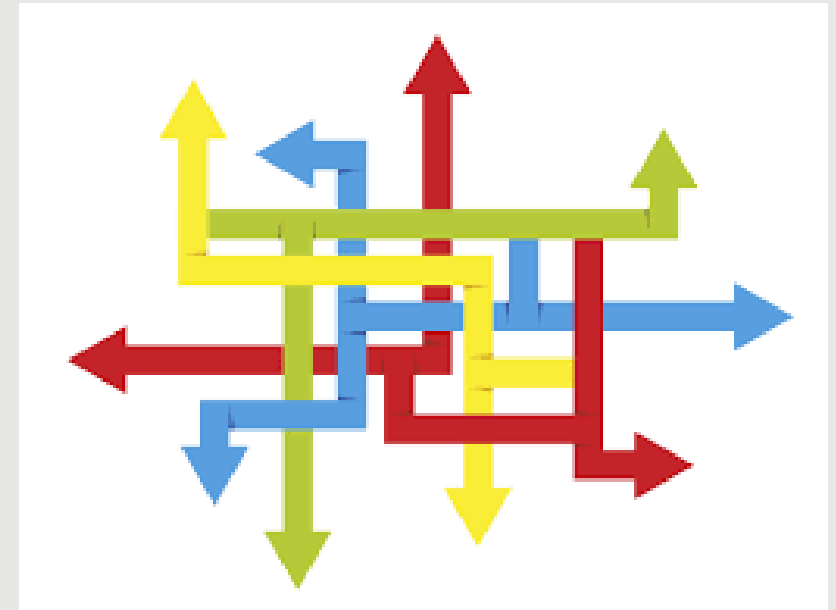


Who is doing what to address EiE data issues and challenges? What initiatives are ongoing?



NEW DIRECTIONS: Where we go from here

1. Take steps to make existing EiE data **more accessible** to more users including **building capacity** of users to access and use EiE data
2. Convene stakeholders around **a new way of working in EiE data**, across humanitarian and development actors, by articulating the different types of data that are needed, regardless of agency or mandate, towards **collective outcomes**



I. Making EiE data more accessible and usable for everyone and building capacity

INEE

An international network for
education in emergencies



MIDDLE EAST EDUCATION RESEARCH,
TRAINING, AND SUPPORT INITIATIVE (MEERS)

- Building an EiE Data Library/Repository with **INEE's Data and Evidence Collaborative**
- Partnering with OCHA Center for Humanitarian Data's **Humanitarian Data Exchange (HDX)** to scrape, make available and visualize humanitarian dashboards formerly only available in PDF
- **MEERS** EiE data navigation trainings for stakeholders at CIES in SF, and beyond
- **MEERS** Data Guidance Note, TIP Sheets, quarterly newsletter, and future trainings

The Education Sector is comprised of approximately 66 partners including, UN, INGOs, NGOs, Red Cross (SARC and PRCS) and government agencies operating in 14 Governorates. During emergencies, education provides stability and structure and protects children and youth against exploitation and harm. The overarching goal of the Education Sector is to ensure access to safe, equitable and quality education for children and youth affected by the crisis in Syria and to strengthen the capacity of the education system and communities to deliver a timely, coordinated and evidence-based education response.

Using this Dashboard

Each year key needs are taken from the humanitarian needs overview (HNO) and form to become key objectives. From these, sector indicators are developed to measure progress against these goals. Use the filters below to highlight the Year, and the Sector Indicator. The results for the year will adjust and be displayed on the line graph as well as the Key Fact figures for that period.

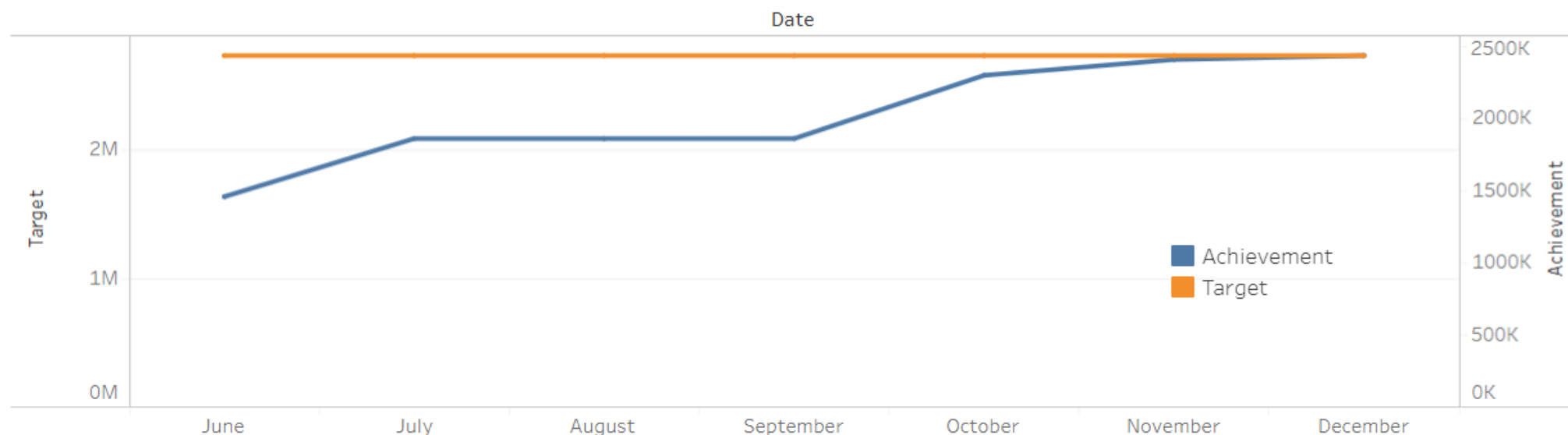
Year

- 2016
 2017

Sector Indicator

children benefitting from school feeding programmes (5-17 years, girls/boys)

children benefitting from school feeding programmes (5-17 years, girls/boys)



2. Convening Education Data Stakeholders Across the Humanitarian-Development Divide

EiE Data Summit in Geneva, June 2019

- Organized by NORRAG, MEERS and INEE
- Convening stakeholders from across the **humanitarian** and **development** sectors to:
 - **Share recent work on EiE data issues** to understand the challenges, hear about good practices/success stories, and share recent initiatives/interventions.
 - **Discuss ways forward** as a community to bridge the humanitarian-development divide and improve programming through education data.

THANK YOU FOR COMING!

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