The 4Ws of Education in Emergencies Data: Who has What Data? Where Can I Find it? And Why is this so Complicated?

Overview of the Education in Emergencies (EiE) Data Landscape

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Agenda

- What is MEERS?

- Why are we focusing on EiE data?

- What does the EiE data landscape look like?

- How does the Humanitarian Response System work?

- What does the Educational Development Data Ecosystem Look Like?

- Q&A

Webinar Housekeeping

Mute your microphone and turn off your video to minimize background noise.

Post questions in the chat area at any time. We'll respond to as many as possible.

This session is being recorded.

The recording and presentations will be shared on the INEE website – **www.inee.org**.

What is MEERS?

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.

- TASK 1: Continuous data collection on education in the crisis contexts of Iraq, Syria and Yemen and associated refugee contexts
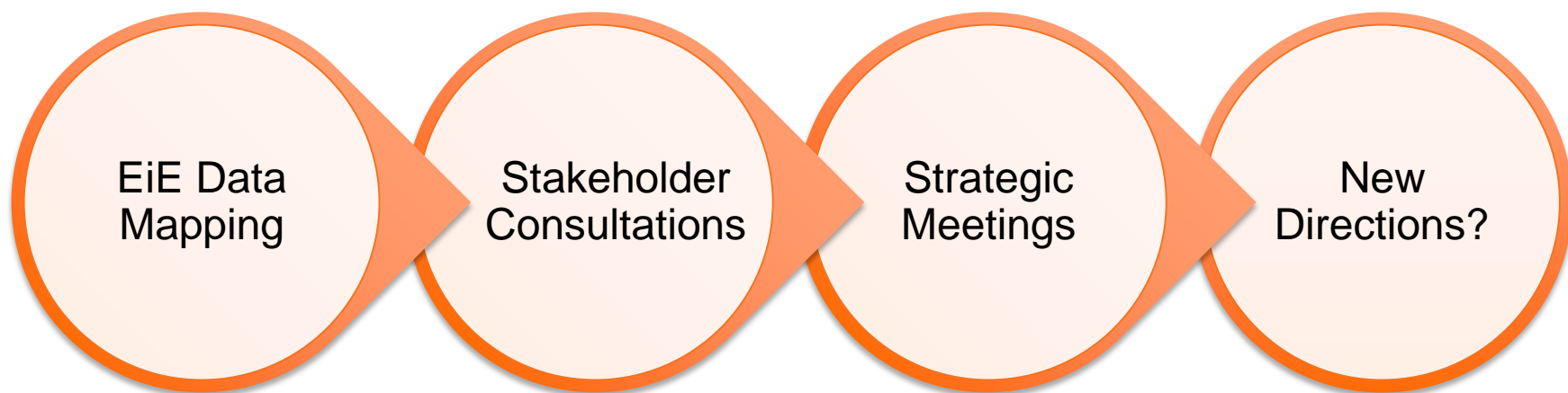
IRAQ

SYRIA

YEMEN

MEERS TASK 1 Methodology

EiE Data Mapping

Stakeholder Consultations

Strategic Meetings

New Directions?

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

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

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

What can be done to support improved accessibility, quality and navigability of EiE data?

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Why are we focusing on EiE data?

Education Data Gaps Exist in Emergency Contexts

- In **conflict and crisis-affected contexts**, there are gaps in education data
  - EPDC (2010); Montjourides (2013)

- EiE data has **quality and reliability issues**
  - Montjourides (2013); Cambridge Education, DAI, DfID, (2017)

- There is a lack of education data on **displaced populations** in conflict-affected contexts
  - Ferris & Winthrop (2010); UNESCO (2016); UNESCO (2018)

- There is significant **demand for better EiE data**
  - INEE Data and Evidence Survey (Nov-Dec 2018)
  - MEERS Stakeholder Consultations (Apr-Sept 2018)

What does the EiE data landscape look like?

Understanding the EiE Data Landscape

- **Key Findings from MEERS data mapping & consultations:**
  - We lack a working definition of "EiE data" although robust data collection systems exist
  - Most EiE data comes from
    - **Educational development** sources
    - **Humanitarian operations** sources (including contextual data)

Understanding the EiE Data Landscape

- **Development data** often:
  - Breaks down in a humanitarian crisis
  - Does not collect education data for refugees/IDPs

- **Humanitarian operations data** often:
  - Is difficult to find and navigate; we find lots of PDF dashboards
  - Focuses more on supply (programming) than demand
  - Lacks consistent indicator definitions
  - Lacks quality controls

Sources of Publicly Available EiE Data

Data Source	Frequency	Who Collects it?
Humanitarian Education Response Data (available in humanitarian crisis/emergency)		
Humanitarian Response Plans and Humanitarian Needs Overviews/Needs Assessments	~Annual	UN, Clusters, partners
Humanitarian dashboards	~Monthly	UN, Clusters, partners
3/4/5W reports	~Monthly	UN, Clusters, partners
Financial Tracking Service	~Monthly	UNOCHA
Educational Development Data (mostly available before/after emergency)		
UIS, EPDC, World Bank EdStats, WIDE	~Annual	UN, Governments, others
EMIS	Annual	Governments
International learning assessments (i.e. TIMSS, PIRLS, EGRA)	~3-5 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

The Humanitarian – Development Divide

	Humanitarian	Development
Mandate	Life-saving assistance and relief	Improving human well-being, including reducing poverty and improving health
Values	Humanity, neutrality, impartiality and independence	Sustainability, capacity building, systemic change

Protracted crisis conditions

What are important key assumptions that affect humanitarian and development data systems?
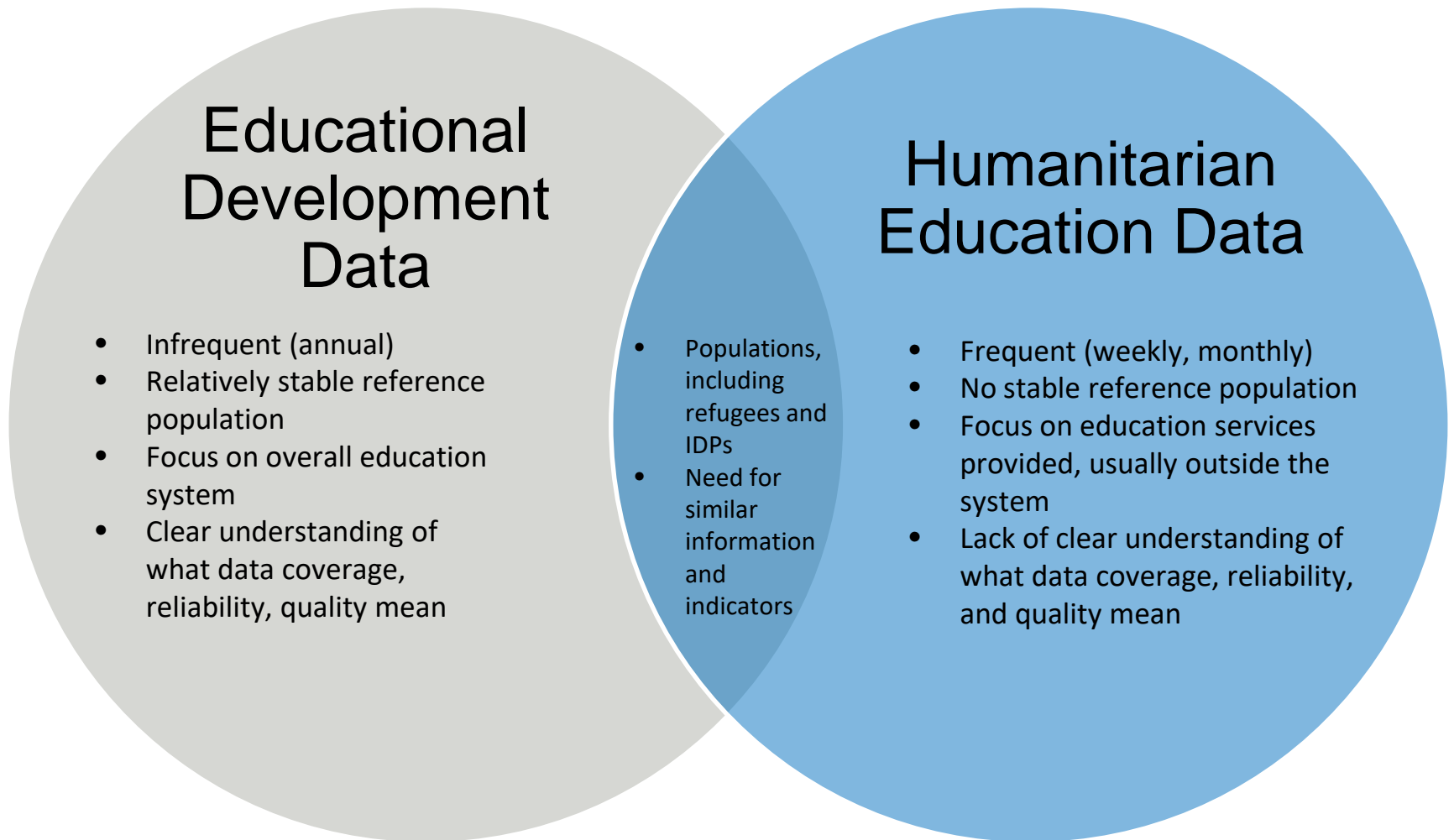
	Humanitarian	Development
The population	The target population depends on the context and is in flux	The population of interest is defined, relatively stable, and maps onto clear geographic boundaries (i.e., the nation or state/province)
The time frame	A humanitarian situation is time-bound (though this is changing)	We can track progress to development goals at regular intervals
The lead actors	Civil society and UN agencies	National governments

Blurred lines

Educational Development vs. Humanitarian Data

- What are differences and similarities between educational development and humanitarian education 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

Moving towards humanitarian-development coherence

The World Humanitarian Summit 2016:
The New Way of Working

Fragmentation → Bridging and Coordination → Collective Outcomes

User-Oriented Data Framework

Education actors in crisis/emergency contexts have many of the **same education data needs**, regardless of whether they are humanitarian or development:
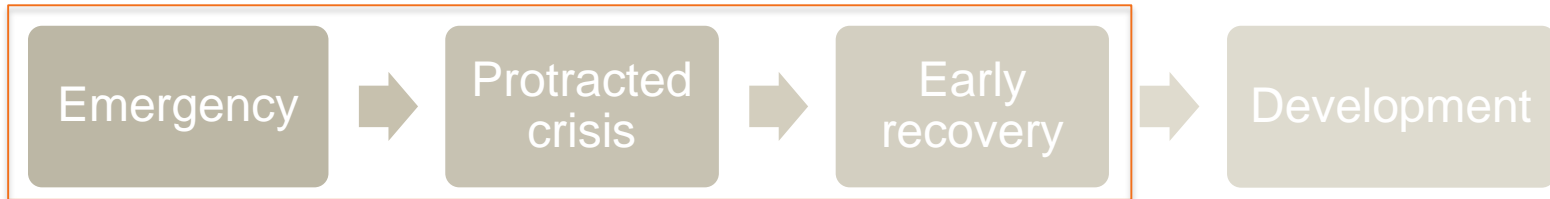
- Program planning and design
- Coordination
- Education sector planning, policy reform
- Monitoring and accountability
- Evaluation and learning
- Advocacy

WE'RE MORE ALIKE THAN DIFFERENT.

DATA + INSIGHT = DECISION-MAKING

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How does the Humanitarian Response System work?

The Evolution of a Conflict or Crisis

Humanitarian Response

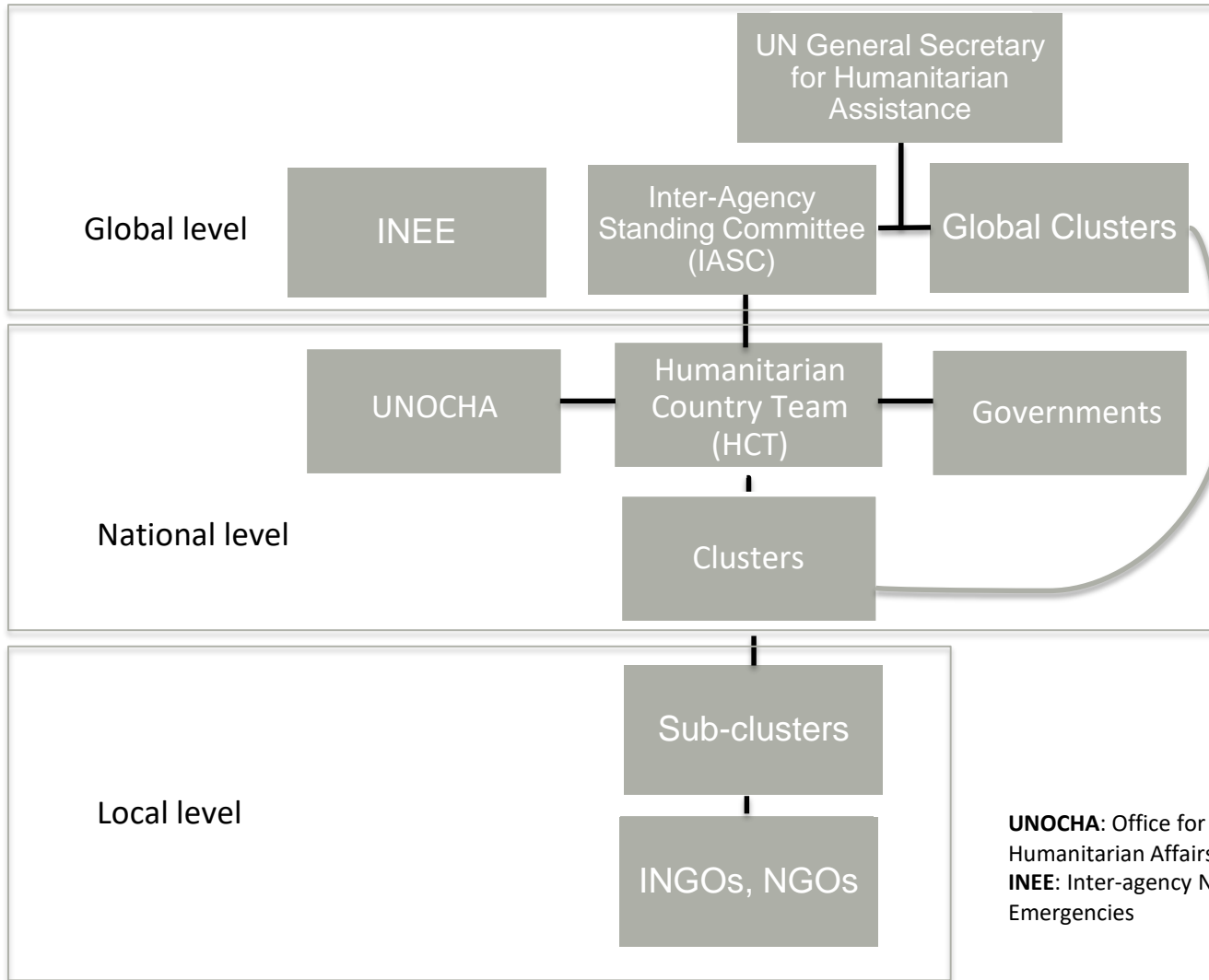| Emergency	Protracted crisis	Early recovery	Development

Life-saving assistance and relief at emergency or reception sites: - CCCM - WASH - Protection - Health - Food/Nutrition - Shelter/NFIs - Education	Service delivery for displaced populations and/or vulnerable host-communities in camp or non-camp settings: - CCCM - WASH - Protection - Health - Food/Nutrition - Shelter/NFIs - Livelihoods - Education	Rehabilitation and restoration of basic services to support returns: - CCCM - WASH - Protection - Health - Food/Nutrition - Shelter/NFIs - Livelihoods - Education

CCCM: Camp coordination, camp management
WASH: Water Sanitation and Hygiene
NFIs: Non-Food Items

Who does what?

Global level

- UN General Secretary for Humanitarian Assistance
- INEE
- Inter-Agency Standing Committee (IASC)
- Global Clusters

National level

- UNOCHA
- Humanitarian Country Team (HCT)
- Governments
- Clusters

Local level

- Sub-clusters
- INGOs, NGOs

UNOCHA: Office for Coordination of Humanitarian Affairs
INEE: Inter-agency Network for Education in Emergencies
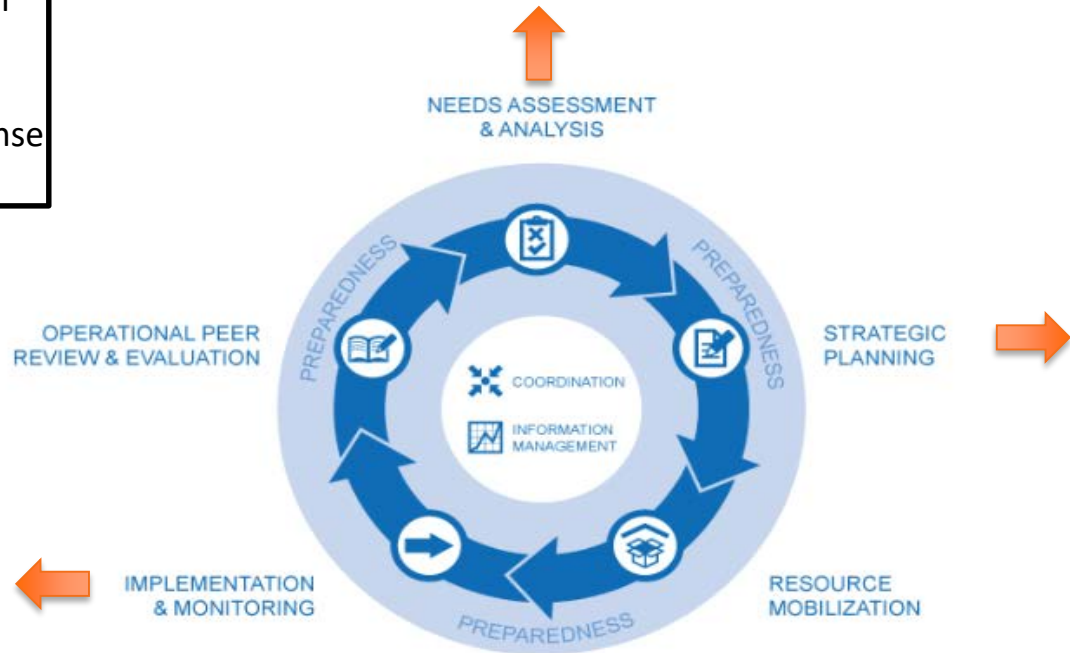
Humanitarian Programme Cycle (HPC)

HPC: A coordinated series of actions undertaken to help prepare for, manage, and deliver humanitarian response

Key output: **Humanitarian Needs Overview (HNO)**

NEEDS ASSESSMENT & ANALYSIS

PREPAREDNESS

OPERATIONAL PEER REVIEW & EVALUATION

COORDINATION

INFORMATION MANAGEMENT

STRATEGIC PLANNING

Key output: **Humanitarian Response Plan (HRP)**

Key outputs: **Periodic Monitoring Report (PMR), Data Dashboards**

IMPLEMENTATION & MONITORING

RESOURCE MOBILIZATION

PREPAREDNESS

Reporting Mechanism: **Activity Info**

Source: UN OCHA Humanitarian Programme Cycle
https://www.humanitarianresponse.info/en/programme-cycle/space

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Humanitarian Programme Cycle (HPC)

- **Two key documents inform the Humanitarian Programming Cycle:**

Humanitarian Needs Overviews (HNOs): Reports produced at the beginning of a response cycle to document needs and populations in need in an emergency situation.


Humanitarian Response Plans (HRPs): Planning documents that define a humanitarian response monitoring framework and determines country-level strategic objectives, indicators/targets, and cluster plans consisting of objectives and activities that informs project planning and implementation. HRPs are informed by HNOs.

3/4/5 Ws

- WHO does WHAT, WHERE, WHEN and for WHOM
- 3/4/5 Ws are mapping tools to show partner and operational presence in emergency situations
- Used to avoid duplication and identify response gaps
- National-level 3/4/5 Ws are collected through Activity Info
- Sub-national 3/4/5 Ws are collected through the sub-cluster using Excel spreadsheets

PARTNER PRESENCE BY DISTRICT

Legend
- 0 - 5
- 6 - 14
- 15 - 25
- 28 - 37
- 50 - 74
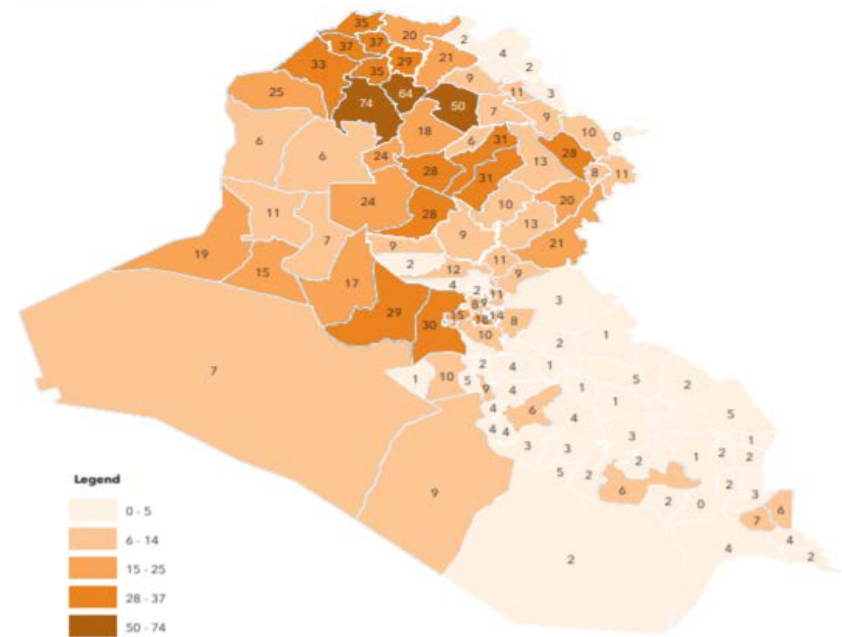
Source: Iraq 2018 Humanitarian Dashboard. This dashboard captures data reported by partners reporting in ActivityInfo (AI) platform. Data is dynamically updated on daily basis; therefore, the numbers will be varying each day.

PARTNER PRESENCE BY CLUSTER

Governorates	CCCM	Education	Emergency Livelihoods	Food Security	Health	MPCA	Protection	RRM	SNFI	WASH	Grand Total
Anbar	2						22	2			45
Babylon		1	1		2					2	9
Baghdad	1	3	1	5	5				2	5	27
Basrah					1	1			1	1	8
Dahuk	1						43				62
Diyala	1	3	4	3		3			2	4	26
Erbil	1					1	24		8	1	54
Kerbala				2	1		7				10
Kirkuk	2	8		4			21	1			48
Missan						1	3		1		5
Muthanna			1			1	2		1		5
Najaf					3		2		1		9
Ninewa	4	23	22	26	10		35	1	24	31	108
Qadissiya			1			1	4		1		7
Salah al-Din	3		3					2	5	5	38
Sulaymaniyah	2	4		4	5				5	5	35
Thi-Qar						1	4		1	1	6
Wasit										2	5
	7	34	30	33	42	15	84	4	39	48	167

Source: Iraq 2018 Humanitarian Dashboard.

Data Dashboard

- The Dashboard is created by the Cluster to consolidate the data reported by partners on ActivityInfo.

- The Dashboard tracks progress towards reaching HRP targets.

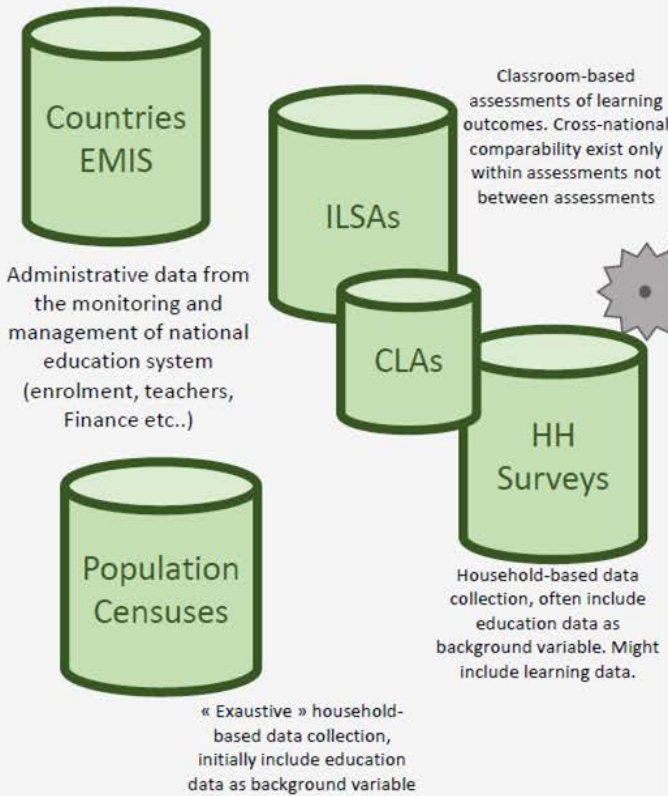- Electronic version includes 3W partner mapping, PIN, indicators per location, etc.
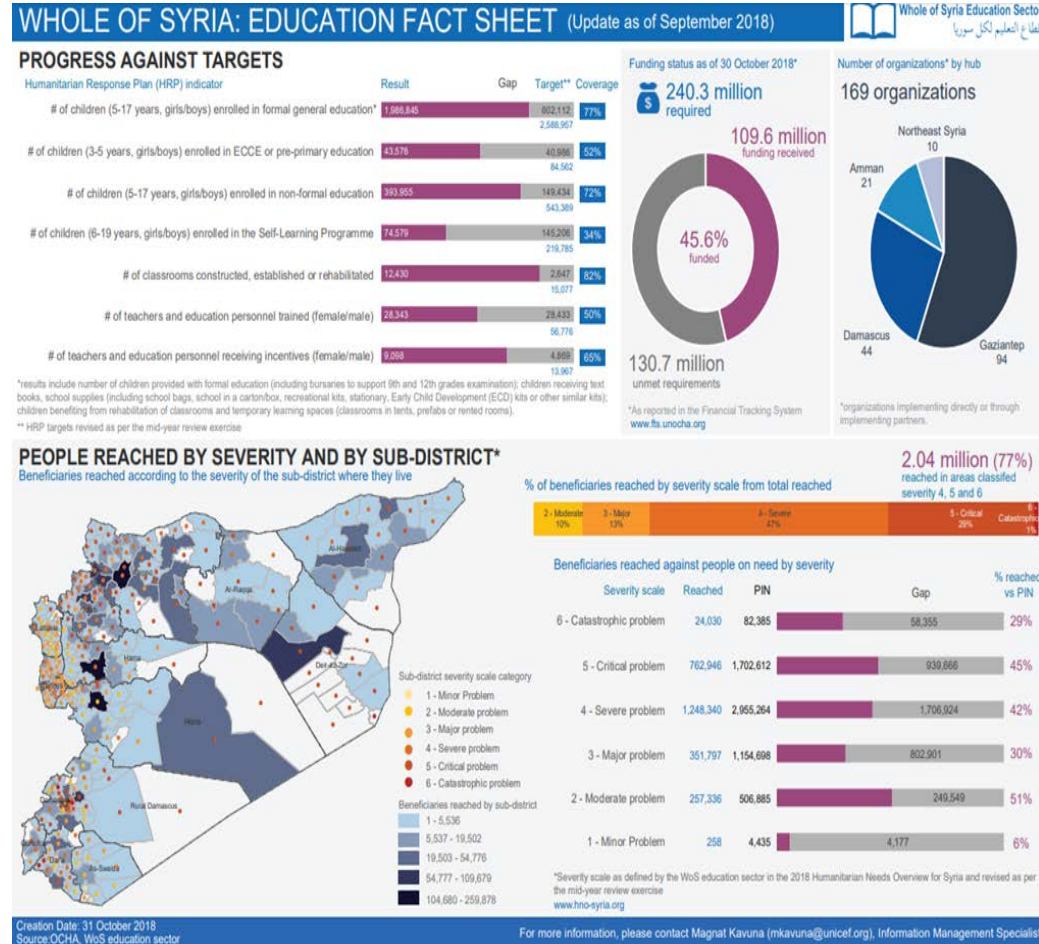
Data Collection Challenges and Quality Issues in Humanitarian Contexts

- Collapsed systems
- Beneficiary movement
- Access
- Limited capacity and oversight
- Under reporting
- Project indicators differ from HRP/Activity Info indicators

What does the Educational Development Data Ecosystem Look Like?

The Education Data Ecosystem: Development Data Availability

	Collected by UIS (for approximately 150 countries) and jointly by UIS/OECD/Eurostat (for approximately 60 countries)					Collected by: World Bank (LSMS)	Collected by OECD (PISA, PIAAC), World Bank (STEP), CONFEMEN (PASEC), LLECE (SERCE and TERCE)	Collected by: UNICEF (MICS), ICF (DHS), Eurostat (CVTS, AES)
	Enrolment	Graduates	Teachers' count	Teachers' training	Government expenditure	Household expenditure	Learning outcomes/skills assessment	Other sample surveys
Early childhood care and education	🟩	N/A	🟩	🟩	🟨	🟧	🟥	🟧
Primary education	🟩	🟩	🟩	🟩	🟨	🟧	🟧	🟧
General secondary education	🟩	🟩	🟩	🟨	🟨	🟧	🟧	🟧
Formal TVET	🟩	🟩	🟨	🟨	🟧	🟥	🟥	🟧
Non-formal TVET	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟧
Formal adult education	🟩	🟧	🟥	🟥	🟥	🟥	🟥	🟧
Non-formal adult education	🟥	🟥	🟥	🟥	🟥	🟥	🟥	🟧
Tertiary education	🟩	🟩	🟩	🟥	🟨	🟧	🟥	🟧

Data exist, usable, well defined, accessible and with very good coverage
Data exist, usable, well defined, accessible and with good coverage
Data exist, usable, well defined but would need extra efforts to compile nationally and report internationally
Some data exist but with limited coverage/quality/usability
No data/problematic data/require major developments and resources

Source: UNESCO Institute for Statistics

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Q&A

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