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

Annie Smiley, EdD
Associate Director, G3E Research & Evaluation, FHI 360

Sean Cremin
Research Analyst, G3E Research & Evaluation, FHI 360
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
MEERS TASK 1 Methodology

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?
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**

• 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

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Frequency</th>
<th>Who Collects it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanitarian Education Response Data (available in humanitarian crisis/emergency)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Response Plans and Humanitarian Needs Overviews/Needs Assessments</td>
<td>~Annual</td>
<td>UN, Clusters, partners</td>
</tr>
<tr>
<td>Humanitarian dashboards</td>
<td>~Monthly</td>
<td>UN, Clusters, partners</td>
</tr>
<tr>
<td>3/4/SW reports</td>
<td>~Monthly</td>
<td>UN, Clusters, partners</td>
</tr>
<tr>
<td>Financial Tracking Service</td>
<td>~Monthly</td>
<td>UNOCHA</td>
</tr>
<tr>
<td><strong>Educational Development Data (mostly available before/after emergency)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UIS, EPDC, World Bank EdStats, WIDE</td>
<td>~Annual</td>
<td>UN, Governments, others</td>
</tr>
<tr>
<td>EMIS</td>
<td>Annual</td>
<td>Governments</td>
</tr>
<tr>
<td>International learning assessments (i.e. TIMSS, PIRLS, EGRA)</td>
<td>~3-5 years</td>
<td>IEA, OECD, USAID</td>
</tr>
<tr>
<td>HDI, ILO</td>
<td>~Annual</td>
<td>UN, partners</td>
</tr>
<tr>
<td><strong>Contextual Data (security, population movement, etc.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNHCR PopStats, IDMC, UCDP</td>
<td>~Annual</td>
<td>UN, partners</td>
</tr>
<tr>
<td>IOM DTM, ACLED</td>
<td>~Monthly</td>
<td>UN, partners</td>
</tr>
<tr>
<td>GCPEA</td>
<td>~Monthly</td>
<td>Multiple sources</td>
</tr>
</tbody>
</table>
The Humanitarian – Development Divide

<table>
<thead>
<tr>
<th>Humanitarian</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandate</strong></td>
<td><strong>Improving human well-being, including reducing poverty and improving health</strong></td>
</tr>
<tr>
<td>Life-saving assistance and relief</td>
<td></td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td><strong>Sustainability, capacity building, systemic change</strong></td>
</tr>
<tr>
<td>Humanity, neutrality, impartiality and independence</td>
<td></td>
</tr>
</tbody>
</table>

**Protracted crisis conditions**
What are important key assumptions that affect humanitarian and development data systems?

<table>
<thead>
<tr>
<th></th>
<th>Humanitarian</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The population</strong></td>
<td>The target population depends on the context and is in flux</td>
<td>The population of interest is defined, relatively stable, and maps onto clear geographic boundaries (i.e., the nation or state/province)</td>
</tr>
<tr>
<td><strong>The time frame</strong></td>
<td>A humanitarian situation is time-bound (though this is changing)</td>
<td>We can track progress to development goals at regular intervals</td>
</tr>
<tr>
<td><strong>The lead actors</strong></td>
<td>Civil society and UN agencies</td>
<td>National governments</td>
</tr>
</tbody>
</table>

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

**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

- Populations, including refugees and IDPs
- Need for similar information and indicators
Moving towards humanitarian-development coherence

The World Humanitarian Summit 2016: *The New Way of Working*
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
How does the Humanitarian Response System work?
The Evolution of a Conflict or Crisis

Humanitarian Response

- **Emergency**: Life-saving assistance and relief at emergency or reception sites:
  - CCCM
  - WASH
  - Protection
  - Health
  - Food/Nutrition
  - Shelter/NFIs
  - Education

- **Protracted Crisis**: 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

- **Early Recovery**: 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
- 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)

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

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

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

**Reporting Mechanism:** Activity Info

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

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

Primary Data Sources
- Countries EMIS
- ILSAs
- CLAs
- HH Surveys
- Population Censuses

Administrative data from the monitoring and management of national education system (enrolment, teachers, Finance etc.)

Classroom-based assessments of learning outcomes. Cross-national comparability exist only within assessments not between assessments.

Household-based data collection, often include education data as background variable. Might include learning data.

Primary International Data Sources
- ISCED, International methodologies, countries validation

Secondary International Data Sources
- APIs, Inter-Agencies collaboration, scraping and curating

http://data.uis.unesco.org/
https://stats.oecd.org
https://population.un.org/wpp/
http://datatopics.worldbank.org/education/
https://www.education-inequalities.org/
https://www.epdc.org/

patrick.montjourides@graduateinstitute.ch
# The Education Data Ecosystem: Development Data Availability

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Graduates</th>
<th>Teachers' count</th>
<th>Teachers' training</th>
<th>Government expenditure</th>
<th>Household expenditure</th>
<th>Learning outcomes/skills assessment</th>
<th>Other sample surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood care and education</td>
<td>Green</td>
<td>Green</td>
<td>N/A</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Primary education</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>General secondary education</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Formal TVET</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Non-formal TVET</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Formal adult education</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Non-formal adult education</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Tertiary education</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
</tbody>
</table>

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

*Source: UNESCO Institute for Statistics*
Q&A

For more information, contact:

Anne Smiley, Associate Director, FHI 360, asmiley@fhi360.org
Sean Cremin, Research Analyst, FHI 360, scremin@fhi360.org
Andrew Epstein, MEERS Project Director, Social Impact, aepstein@socialimpact.com
Christine Capacci-Carneal, USAID Contracting Officer’s Representative, ccappaci-carneal@usaid.gov