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Navigating Education Data for Internally Displaced Persons (IDPs)

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Introduction

- USAID Middle East Education Research, Training and Support Program (MEERS): 2017-2021

June 2019:

INEE EiE Data Summit, which generated a commitment to improve the prioritization of IDP education data

Jan 2021:

Final IDP education data paper published and launched

Jan-Dec 2020:

MEERS team mapped existing education data sources for IDPs and assessed challenges and opportunities; paper was extensively reviewed through a consultative process.



Mapping the Ecosystem of Education Data for Internally Displaced Persons in the Middle East and Beyond:
Issues, Challenges, and Recommendations

January 2021

This publication was prepared independently by Daniel Shephard, Elizabeth Buckner, Anne Smiley, and Rachel Hatch of FHI 360 on behalf of Social Impact, Inc. at the request of the United States Agency for International Development. This publication is part of the Middle East Education Research, Training, and Support (MEERS) activity (AID-OAA-I-14-00075, AID-OAA-TO-17-00022).

Resource available here!



Background

IDPs are...

“persons or groups of persons who have **been forced or obliged to flee or to leave their homes or places of habitual residence**, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and **who have not crossed an internationally recognized State border**”

United Nation’s Guiding Principles on Internal Displacement



Photo credit: Chris Hondros/Getty Images

IDP Educational Data Sources (Poll)

Which of the following IDP educational data sources have you accessed or used in the past? (select multiple)

1. Government sources (EMIS & Registry)
2. IDMC Bespoke studies & aggregation
3. IOM-DTM Multi-Sector Location Assessment
4. REACH Multi-Sector Needs Assessment
5. Education Cluster Joint Education Needs Assessment
6. JIPS IDP Profiling



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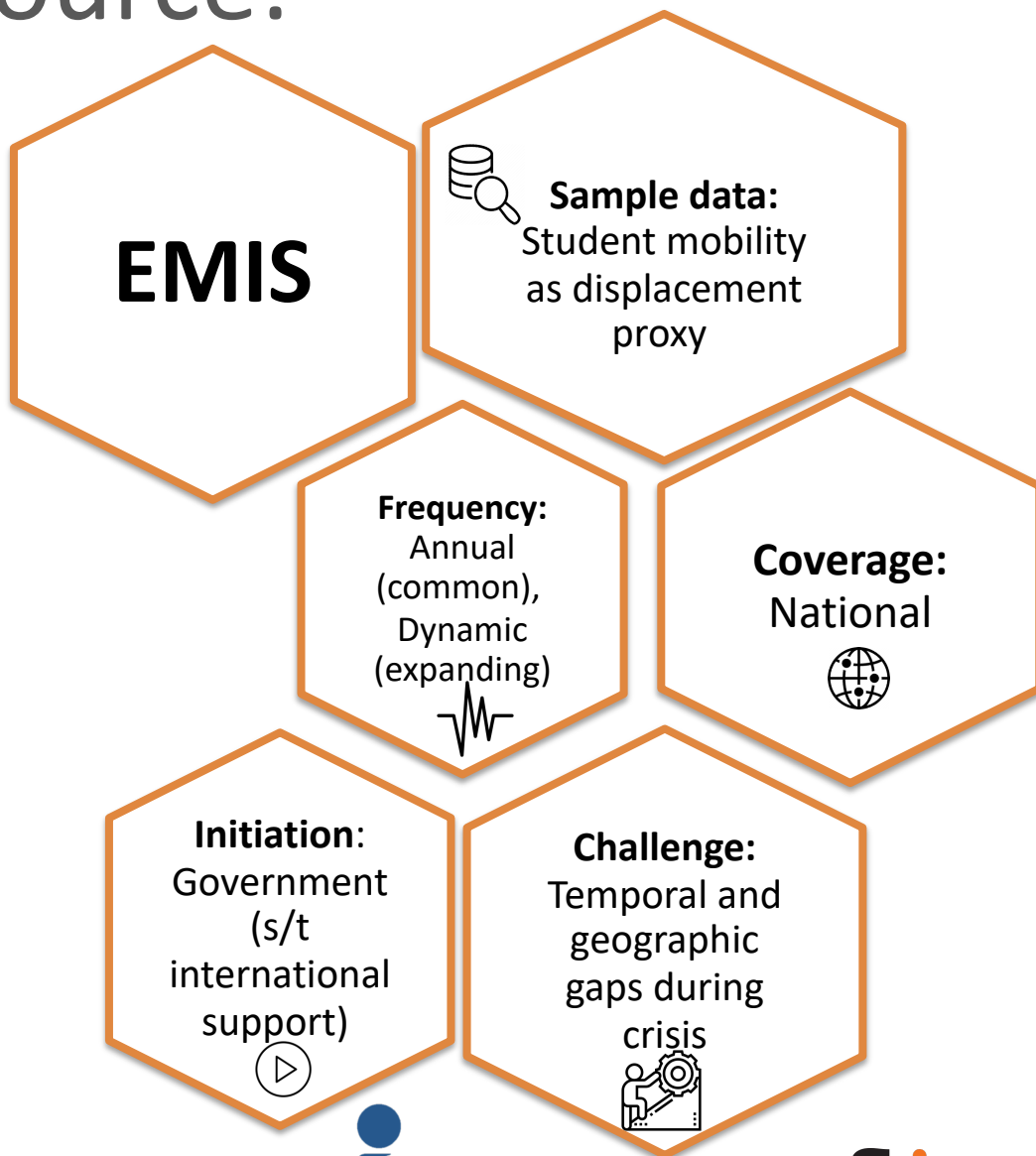
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① Government Source: EMIS

1) Educational Management Information System (EMIS)

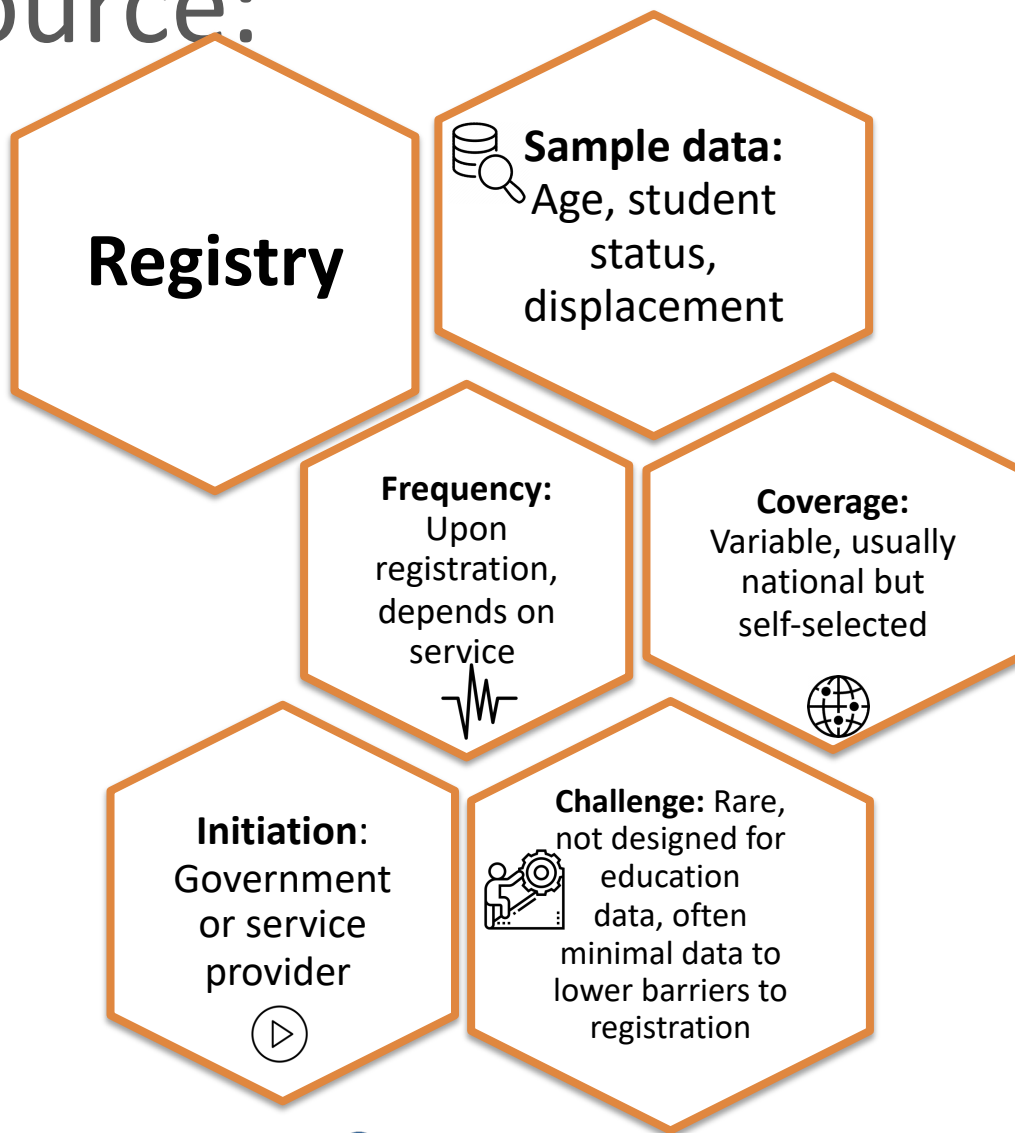
- Description:
Government
administrative
school data



① Government Source: Registry

1) Registry (for displacement or related status)

- Description: IDP-related registry, often linked with service provision



② Using EMIS & Registries

Access

- Usually requires data sharing agreement
- Sometimes limited open access

Examples


- EMIS : South Sudan, Syria (Damascus), Maldives
- Registry : Colombia, Iraq, Sudan


① IDMC: Bespoke Studies & Aggregation

IDMC Education Studies

- Description: Non-representative, primary data collection to explore specific topics


**IDMC
Bespoke
Studies &
Aggregation**

Sample data:
 Enrollment
before &
after
displacement

Frequency:
Non-
repeated*


Coverage:
Local


Initiation:
IDMC


Challenge: Rare and
non-representative
IDMC also
aggregates global
numbers of
displacement.


② Using IDMC Data

Access

- Studies: <https://www.internal-displacement.org/publications> filter by "Children" or search for "Impact" or "Education"
- Aggregation: <https://www.internal-displacement.org/database/displacement-data-exploration-tool> (one way to navigate the data)

Examples

- Studies: Ethiopia, Kenya, Somalia, Turkey
- Aggregation: Global coverage

③ Applying IDMC Data

❓ Somalia (Banadir): Were boys more or less likely to be in school after displacement? How many percentage points different?

🔗 • Navigate to <https://www.internal-displacement.org/publications>

🔍 • Search "Somalia"

📄 • Document "Measuring the costs of internal displacement" > Find Somalia education impact section

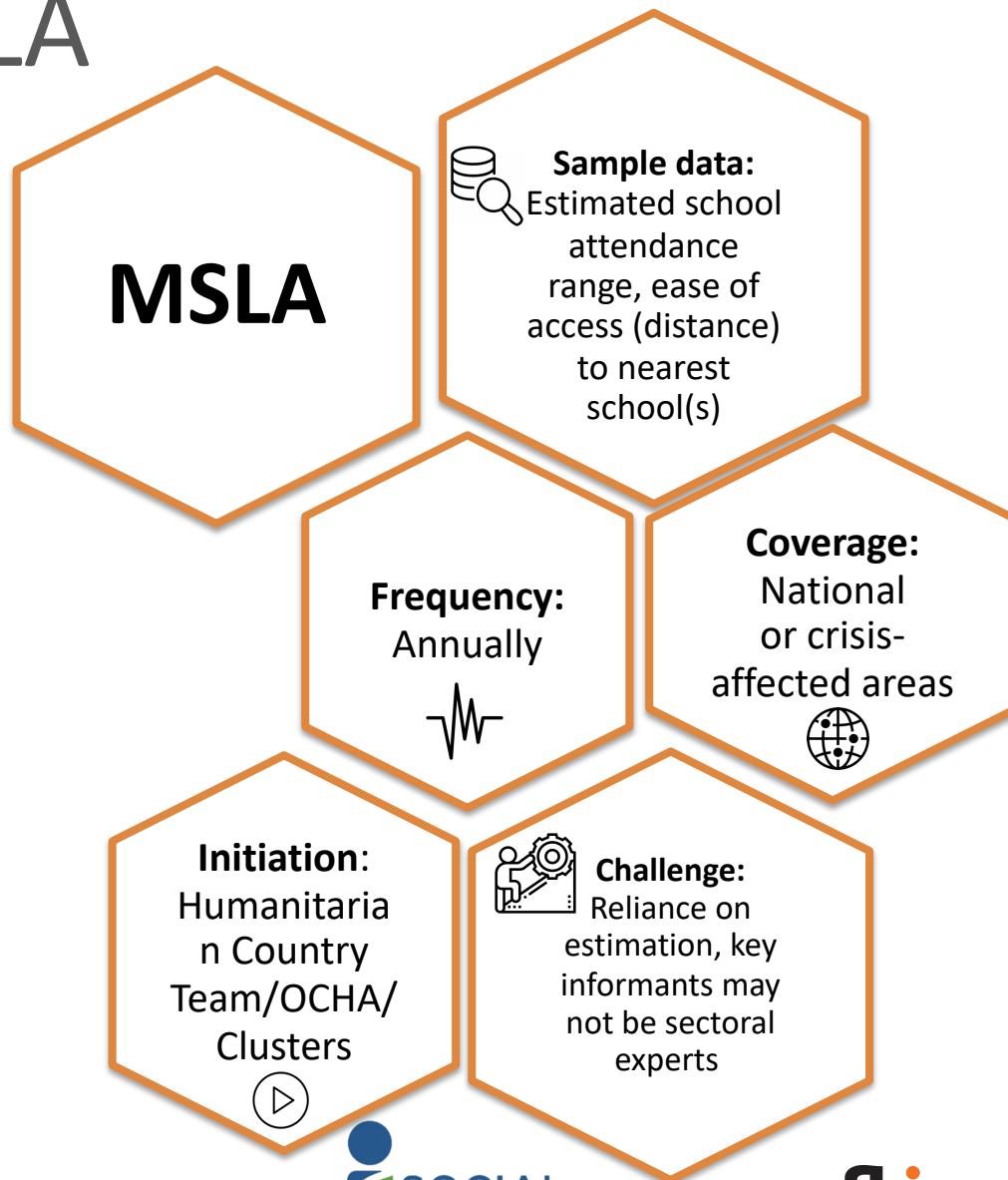


Question icon by Humantech from the Noun Project;
Document icon by Shocho from the Noun Project;
Search icon by Adi S from the Noun Project;
Link icon by Aaron K. Kim from the Noun Project.

① IOM-DTM: MSLA

Multi-Sector Location Assessment

- Description: Key-informant local area level estimates of sectoral indicators, including education.



② Using IOM-DTM MSLA

Access

- Reports: <https://dtm.iom.int/reports> search for "location assessment" | "village assessment" | "site assessment" (use relevant language)

Examples

- Afghanistan, Argentina, Bolivia, DRC, Ethiopia, Iraq, Mali, Philippines, Papua New Guinea, Somalia, South Sudan, Vanuatu, Yemen...

③ Applying IOM-DTM MSLA Data

❓ In Iraq, in 2019, what percentage of *locations* had less than 75% of IDP children attending primary school?

- 🔗 <https://dtm.iom.int/reports> >
- 🔍 Search "location assessment" >
- 📄 Document "Iraq – Integrated Location Assessment Part 4 (June 2019)"

location assessment

☐ Regional report



Iraq — Integrated Location Assessment Part 4 (June 2019)

The ILA IV was conducted from May to June 2019 through a network of around covered 3,645 locations hosting at least five or more IDP and/or returnee households. The total of 712,022 returnee households – and 5,641 individuals returned from abroad.

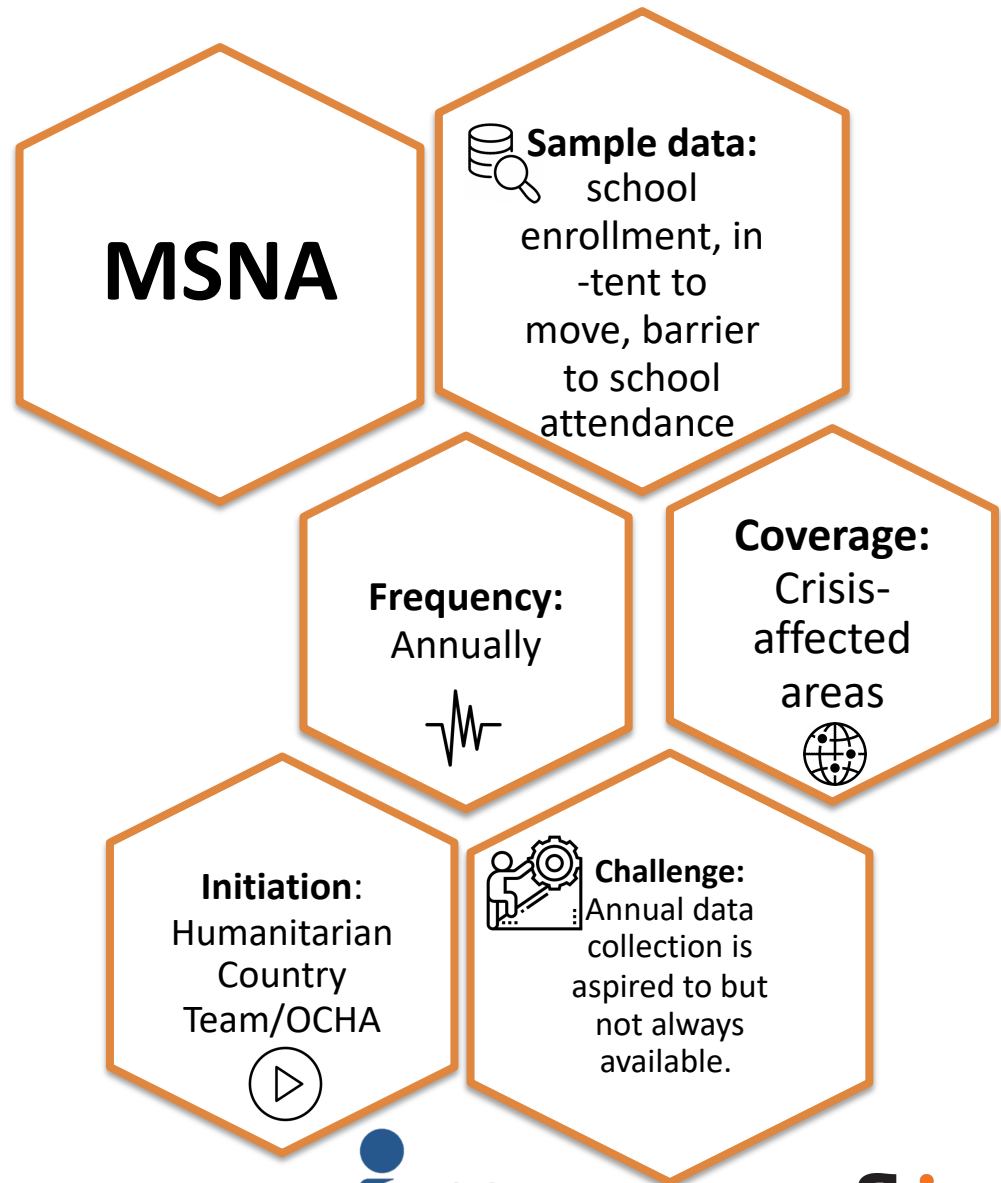
Mar 30 2020 [Assessment Report](#) [Download](#)

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① REACH: MSNA

Multi-Sector Needs Assessment

- Description:
Household-level* data collection on needs of populations of concern, including IDPs were relevant



② Using REACH MSNA

Access

- Reports & Data*: <https://www.reachresourcecentre.info/theme/multi-sector-assessments/cycle/685/>

Examples

- Afghanistan, Burkina Faso, Central African Rep., Dem. Rep. of the Congo, Haiti, Iraq, Libya, Mali, Niger, Nigeria, Somalia, South Sudan, Syria, Chad, Ukraine

③ Applying REACH MSNA Data

? In Syria, in 2014/2015, how many villages in Aleppo (out of 13 assessed) had no functioning schools?



- <https://www.reachresourcecentre.info/theme/multi-sector-assessments/>

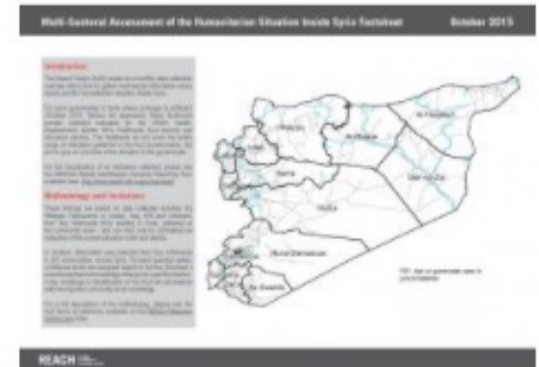
- Ctrl-F "Syria - 2014 Multi Sectoral Needs Assessment"



- Click "Publications" & Scroll down again and click on PDF screen shot



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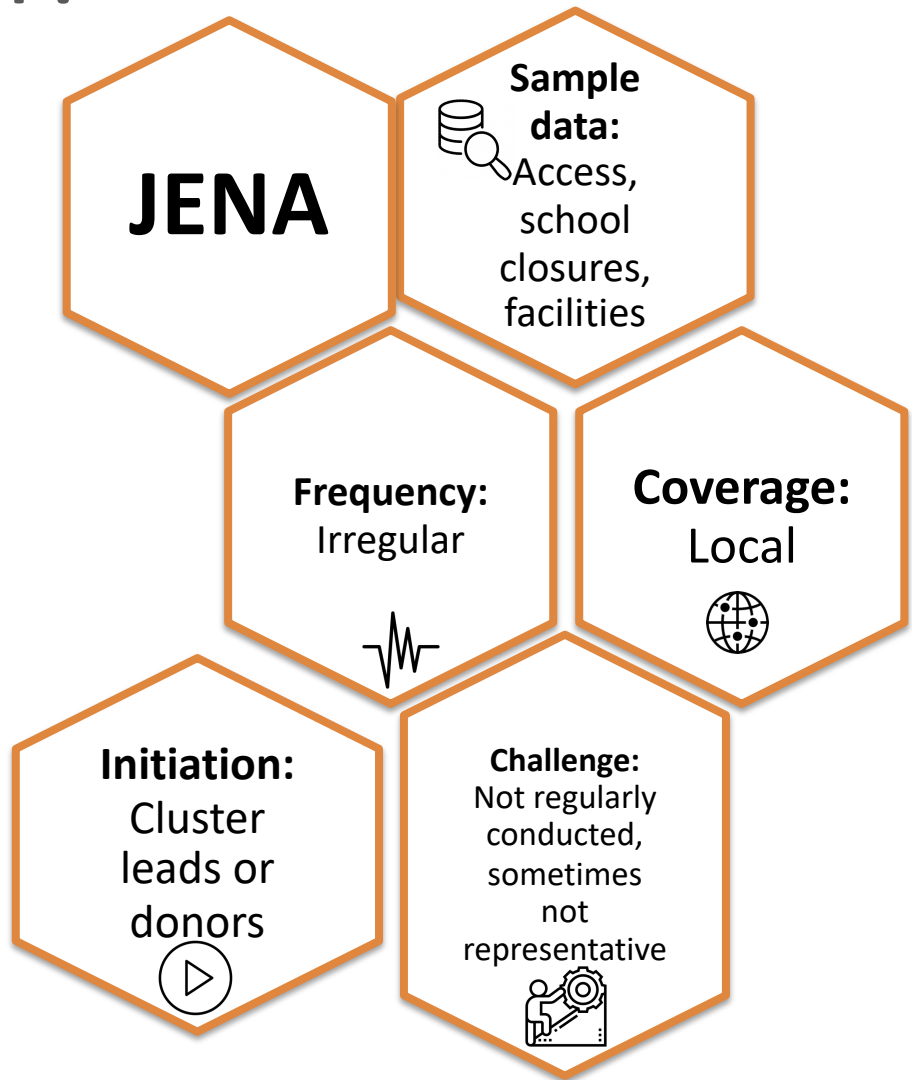
① Education Cluster: JENA

Joint Education Needs

Assessments:

- Description:

Collaborative
needs assessment
facilitated by the
education cluster.



② Using Ed. Cluster JENAs

Access

- Search for "Joint Education Needs Assessment" or "JENA" at <https://www.humanitarianresponse.info/en/documents>

Examples

- Central African Republic, Ethiopia, Nigeria, South Sudan, Ukraine, Vanuatu, and Yemen (Aden)

③ Applying JENA Data

? In Nigeria, in 2019, what percentage of schools had sufficient learning materials in Borno State?



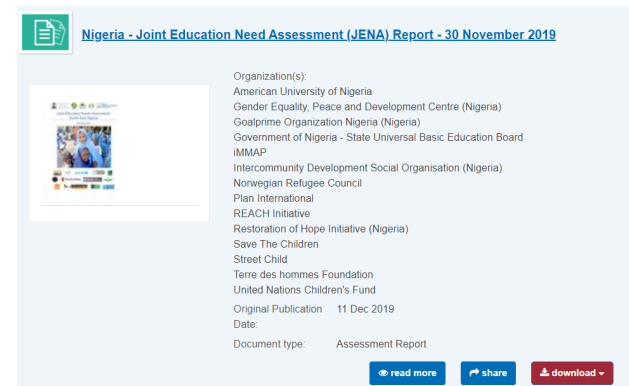
- <https://www.humanitarianresponse.info/en/documents>



- Search "Nigeria JENA" in Document Search field



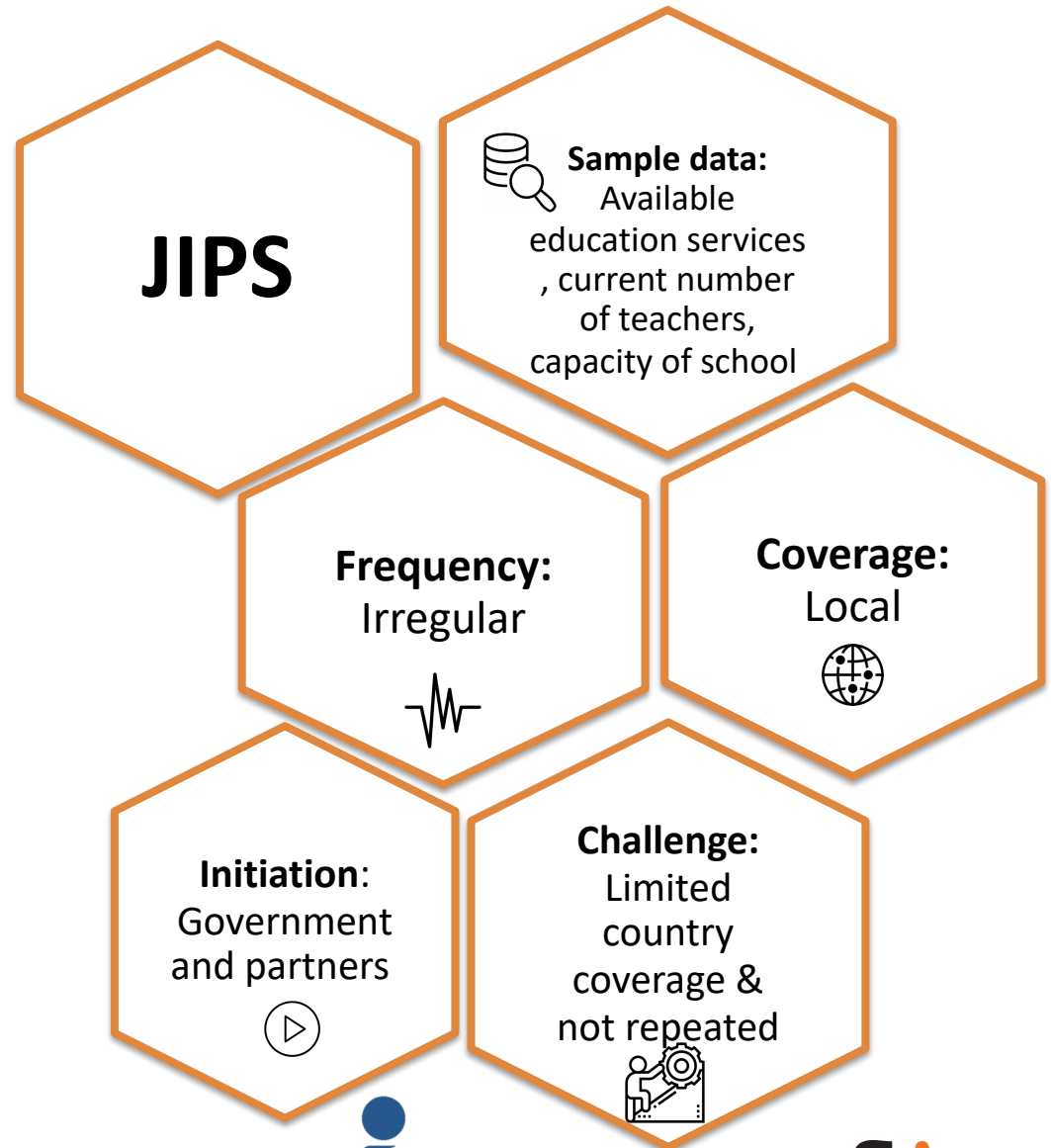
- Document "Nigeria - Joint Education Need Assessment (JENA) Report - 30 November 2019"



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Link icon by Aaron K. Kim from the Noun Project.

① Joint IDP Profiling Service (JIPS)

- Description: Data service that designs and coordinates data collection exercises focused primarily on household-level data



② Using JIPS

Access

- Explore select data <https://www.dart.jips.org/>

Examples

- Afghanistan, Central African Rep., Honduras, Iraq, Mali, Myanmar, Philippines, Sudan, El Salvador, Somalia, Serbia, Syria, Ukraine, Kosovo

③ Applying JIPS Data



In the Côte d'Ivoire in 2015 (individu) percentage of IDPs under 18 year attending school?



<https://www.dart.jips.org/>



Click "Analysis" and "Graphs & Tables" [To (Individus) 2015] dataset



Add indicators: "Education" & "Household year" ; Add "Disaggregation or filter" & Select "Age"

Dataset: Côte d'Ivoire (individu) 2015 EN

[view metadata](#) | [explore maps](#)

Edit

Population Group(s) ⓘ

Edit

☒ IDPs

☐ Returnees/Repatriates

☐ Host community

Indicators ⓘ

☒ Household member attended school this year

Edit

☒ Yes

☒ No

☒ DK

Disaggregate or filter ⓘ

☒ Age of household member (groups)

Edit

☒ < 18 years

☐ 18 - 44 years

☐ 45 - 59 years

☐ > 59 years

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Guidance on IDP Education Data Collection



[Operational Support](#) [Where We Work](#) [Library](#) [Strategic Priorities](#) [About Us](#) [News](#) [Events](#) [Q](#)

International Recommendations on IDP Statistics (IRIS)

Prepared by Expert Group on Refugee and IDP Statistics (EGRIS)

[International
Recommendations on IDP
Statistics](#)



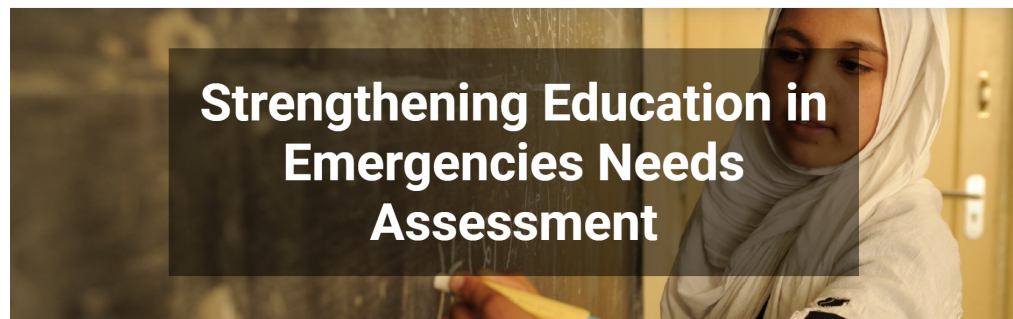
[Home](#) [Tools And Guidance](#)

URBAN PROFILING GUIDANCE

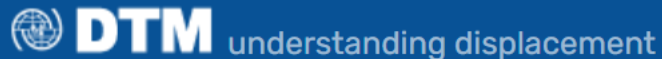
[Joint IDP Profiling
Service \(JIPS\)](#)



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[Education Cluster](#)



Field Companion: Sectoral Questions for Location Assessment -

Education

[Displacement
Tracking Matrix](#)

Factors that Hinder (and Help!) IDP Education Data Collection (Poll)

1. Conceptual factors about how an internally displaced person is defined and operationalized.
2. Technical/methodological factors regarding how data are collected.
3. Institutional factors regarding how systems are structured.
4. Political factors regarding competition for power or status.



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Conceptual Factors

- The international community lacks a common operational definition of IDPs (though it shares a normative definition)

	Location (where)	Reason (why)	Timing (when)
Normative Similarity	Internal move (within country)	Forced move (not volitional)	Recent and temporary move (intend to return or move again)
Operational Differences	What distance is sufficient to be counted as an IDP?	What type of force is sufficient for the move to be considered forced?	What is the cut-off date for displacement status?

Technical/Methodological Factors

- The geographic precision of data collection instruments affects the identification of IDPs
- Different methods of determining IDP status can result in very different data (and this is contextual)
- Data collectors may lack a sampling frame which prevents the collection of representative data on educational indicators for IDPs

Institutional Factors (I)

- National:
 - National education data systems are often not dynamic/resilient enough to capture IDPs
 - When EMIS is more dynamic, it is better able to capture the IDP population
- International:
 - Lack of clarity in the international community about which organization has the primary responsibility
 - Standard data collection procedures and guidance affects the quality, utility, and efficiency of IDP education data

Institutional Factors (II)

- National/International Intersection
 - New transitional educational sector planning tools can help facilitate linkages between international and national institutions to make use of IDP education data to inform national planning
 - The motivation and profile of national and international staff affects data collection and quality

Political Factors

- Different areas of the country may be under the control of different parties, inhibiting access
- Identifying IDPs may put them at risk since education can be used as a tool in a conflict
- Intergroup politics can affect the ethics and utility of IDP specific educational data collection and use—especially in conflict-affected locations
- Inter-organizational politics also influences the fragmentation of the IDP education data landscape

Key Takeaways

- There are some great sources of data on education for internally displaced persons out there....
- But there's still a lot of room for improvement, and many challenges to overcome.
- With new initiatives on improving the EiE Education data landscape coming out of INEE, UNESCO, and others, there is significant potential for improving the IDP education data landscape in the near future, so:
- Stay tuned!

Questions & Answers (Q&A) Section

Thanks for participating!

- For more information, please contact:
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