VCIES EiE Data WEBINAR
Strengthening the Global EiE Data Architecture

June 10th, 2020
Progress since the 2019 Education in Emergencies Data Summit
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• INEE Minimum Standards Indicator Framework
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## EiE Data Summit 2019

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EiE Data Summit Recommendations

- Need for standardised indicators and methodologies
- Need for guidance on ethics of collection, storage, sharing, and use of EiE data
- Data sharing between agencies should become the norm
- Capacity building and preparedness + EMIS
- Disaggregate and include invisible groups

Full Action Agenda and Minutes here - inee.org/blog/next-steps-strengthening-education-emergencies-data
Progress on Agreed Key Actions

- INEE Data & Evidence Collaborative to convene INEE Reference Group on EiE Data
- INEE Collaborative commissioning ethics brief
- Education Cluster and Humanitarian Data Exchange to work on data sharing partnership
- Internal lobbying for capacity building within organisations
- Coalition to focus on IDP education data
INEE Minimum Standards Indicator Framework

- To facilitate measurement of progress and alignment to Minimum Standards
- To be used by programme staff, but open for everyone
- Draws on existing indicator sets
- Consultation
- Current status
  - Identifying individual indicator tools
  - Piloting
COVID-19 / education data & evidence collection

- [https://inee.org/covid-19/resources/data-evidence](https://inee.org/covid-19/resources/data-evidence)
- Data sources
  - Impact of COVID-19 on education
  - Availability of technology for remote learning
  - WASH in schools data
- Evidence sources
  - Literature reviews on education and previous pandemics
- Suggestions for inclusion in collection?
  - send to [sebastien.hine@gmail.com](mailto:sebastien.hine@gmail.com)
EiE data & evidence newsletter

• New quarterly newsletter
• Steps to Subscribe
  ■ Visit the INEE Website
  ■ Create or update your INEE profile (free)
  ■ Subscribe to the 'Data & Evidence Newsletter [quarterly]'
Increasing the Use and Impact of Education Data in Humanitarian Response

Javier Teran, Data Partnerships Team Lead
OCHA Centre for Humanitarian Data

Delivered as part of the VCIES EiE Data webinars hosted by INEE
10 June 2020
Making EiE data easier to find, share, and use
Finding new sources of EiE data
Key lessons

- Support organizations with data cleaning and standardization
- Help education organizations analyze data and build visualizations
- Don’t forget data responsibility!
- Increase the visibility and discoverability of education datasets
- Expose the power of data interoperability
Next steps

- Supporting education organizations to get the most out of HDX
- Working with INEE and the Global Education Cluster to simplify education data collection and sharing
- Working with a wide range of partners to add education-specific tags to HXL
- Support partners to increase their capabilities to access and use data in their daily work
Thank you

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Education 2030: a strategy for refugee inclusion
Refugee education data: data sources, availability of data and indicators
Strengthening the Global EiE Data Architecture
VCIES EiE Data webinars hosted by INEE - June 2020
Targets

Pre-primary, primary, secondary:
on par with net enrolment reported for host communities

Tertiary:
15% of college-eligible students
Data Sources

1. EMIS
2. School administrative data
3. UNHCR registration data (proGres v4)
4. Household surveys
5. Learning assessments
Availability and disaggregation of data

• Geographical challenges: refugees in and outside refugee camps and settlements
• Inclusion and refugee status disaggregation
• Disaggregation by sex, age, disability and language
• Disaggregation by nationality instead of refugee status
Protection in Information Management

PIM is the principled, systematised and collaborative processes used to collect, process, analyse, store, share and use data and information to enable evidence-informed action for quality protection outcomes.

PIM principles

1. Be people-centered and inclusive
2. Do no harm
3. Have a defined purpose
4. Obtain informed consent and ensure confidentiality
5. Ensure data responsibility, protection and security
6. Assure competency and capacity
7. Maintain impartiality
8. Coordinate and collaborate
Indicators

Global Focus - http://reporting.unhcr.org/thematic

1. % OF PRIMARY SCHOOL-AGED CHILDREN ENROLLED IN PRIMARY EDUCATION
2. % OF SECONDARY SCHOOL-AGED YOUNG PEOPLE ENROLLED IN SECONDARY EDUCATION
3. % OF TEACHERS WHO ARE FEMALE
4. % OF TEACHERS WITH PROFESSIONAL TEACHING QUALIFICATIONS
5. % OF CHILDREN AGED 3-5 YRS ENROLLED IN EARLY CHILDHOOD EDUCATION
Global Compact on Refugees
Indicator Framework

Proportion of refugee children enrolled in the national education system (primary and secondary)

- Gross enrolment Ratio (for refugees)
- National education system = public schools recognized by the national authorities
- Sources: administrative data and EMIS
Way forward

• Strengthening refugee education data management systems
• Increasing refugee education data coverage
• Combining the need for data with protection concerns
• COVID-19 Monitoring the return to school
The impact of language on data - exacerbating exclusion in emergencies
Most national and international humanitarians thought Rohingya people could speak Myanmar (Burmese), Rakhine or Chittagonian and are literate in Myanmar (Burmese).

TWB Study
Bangladesh and Myanmar: language needs across borders (March 2019)
16% of households in Cox’s Bazar said they spoke Myanmar

38% of Rohingya in Sittwe (and only 24% of women) spoke Rakhine

36% of Rohingya in Cox’s Bazar could not understand a simple spoken sentence in Chittagonian

Only 35% of households in Cox’s Bazar and 40% in Sittwe said they were literate in any language

TWB Study Bangladesh and Myanmar: language needs across borders
(March 2019)
So, what goes wrong?
Marginalised languages remain below the humanitarian radar
Language barriers impact humanitarian data collection
Staff lack language support and information exacerbating exclusion
Teachers cannot understand training or management support.
Students are inappropriately graded, cannot understand lessons or participate equally in assessments.
Parents are not convinced the humanitarian education is high quality, and cannot contribute to the system.
Language is not seen as an issue of exclusion so students learning is not tracked against language.
What can we do?

- Collect and use all available data on languages
- Resource data gathering in marginalized languages
- Make language a key inclusion indicator
- Ensure that speakers of marginalized languages are able to participate on equal terms in competency assessments, and distance learning materials
- Resource communication with communities and teachers in languages they speak and understand.
Discussion