VCIES EiE Data WEBINAR
Adapting Education Data Systems and Measurements to Emergency and Protracted Crisis Settings

July 2nd, 2020
Measurement and data for what?
Adapting holistic learning outcome measures for use in conflict and crisis contexts

Carly Tubbs Dolan, Deputy Director
J. Lawrence Aber, Co-Director
Roxane Caires, Research Scientist

NYU Global TIES for Children
From data to evidence in EiE: Insights from public health

FOR EXAMPLE:

- A majority of children in this sample meet the World Bank criteria for learning poverty.
- The intervention did not meaningfully improve children’s literacy: 22% of children could not identify a single letter at endline.
- 27% of Syrian refugee children in our sample could not identify a single letter of Arabic at baseline.
- # Arabic letters identified
- # of words read
- # of questions answered correctly

(Dammann & Smart, 2018)
Step 1: Identify purpose

HOW IS THE EVIDENCE BEING USED?:

Monitor progress. A majority of children in this sample meet the World Bank criteria for learning poverty.

Evaluate. The intervention did not meaningfully improve children’s literacy: 22% of children could not identify a single letter at endline.

Describe needs. 27% of Syrian refugee children in our sample could not identify a single letter of Arabic at baseline.

Data

Evidence /information

# Arabic letters identified

# of words read

# of questions answered correctly

(Tubbs Dolan & Caires, 2020)
Step 1: Identify purpose

HOW IS THE EVIDENCE BEING USED?:

- Evaluate. The intervention did not meaningfully improve children's literacy: 22% of children could not identify a single letter at endline.
- Describe needs. 27% of Syrian refugee children in our sample could not identify a single letter of Arabic at baseline.

Data

- Measures
- Interviews
- Observations
- Text message

# Arabic letters identified
# of words read
# of questions answered correctly

(Tubbs Dolan & Caires, 2020)
Step 2: Identify what you’re providing evidence about

WHAT IS THE EVIDENCE ABOUT?

Frameworks/standards

Data

Evidence/information

Measures interviews Observations Text message
But in reality ....
For today: Case study Lebanon
OVERVIEW

CONTEXT
Lebanon

1975-1990 Lebanese civil war
2006 July war
2011 Syrian civil war
2019 - 2020 Political revolution COVID-19 Economic crisis

RESEARCH-PRACTICE-POLICY PARTNERSHIP

EDUCATION
System

Formal school population x2

In 4 years due to integration of Syrian refugee children

Diversity of frameworks and assessments in use
Long-time focus on psychosocial support and social and emotional learning

World Learning
NYU Global TIES for Children
Evidence-centered design

(Mislovy, Almond, and Lukas, 2003, Educational Testing Services)

1. What are we measuring and for what purpose?

2. How do we measure it?

3. What is the evidence that we are actually measuring what we intend to measure?
Evidence-centered design
(Mislevy, Almond, and Lukas, 2003)

1. What are we measuring and for what purpose?

Recommended SEL Competencies (Draft 1.0)

<table>
<thead>
<tr>
<th></th>
<th>Knowledge</th>
<th>Approach</th>
<th>Management</th>
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<tbody>
<tr>
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<td>Emotion knowledge</td>
<td>Understanding emotions and weaknesses</td>
<td>Self-efficacy</td>
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<tr>
<td></td>
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<td>Self-efficacy</td>
<td>Cognitive flexibility</td>
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<tr>
<td></td>
<td>Self-esteem</td>
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Therapeutic, healing
Emotion knowledge
Understanding socio-emotional issues
Self-efficacy
Empathy
Pro-social behavior

Understanding socio-emotional issues
Respect for environment
Civic values

December 2019
Student model

Measure development and piloting

- Formative measures
- Grades 1-4
- Survey/observation format
- Filled out by multiple people

January 2019
Evidence-centered design
(Mislevy, Almond, and Lukas, 2003)

2. How do we measure it?

Item-construct bank

Evidence model

Throughout 2019

2020 - …
Example: Item-construct bank

<table>
<thead>
<tr>
<th>Teacher Observation of Child Adaptation</th>
<th>SEL Domains</th>
<th>SEL Subdomains</th>
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<tbody>
<tr>
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<td>-</td>
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<td>Attention, -</td>
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<td>Is friendly</td>
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<td>-</td>
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<td>Rays attention</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Follows rules</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Is liked by classmates</td>
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<td>-</td>
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<tr>
<td>Works hard</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Shows empathy &amp; compassion for others’ feelings</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gets angry when provoked by other children</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Stay in task</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Yells at others</td>
<td>-</td>
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<tr>
<td>Is rejected by classmates</td>
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<td>Has many friends</td>
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<tr>
<td>Sees classmates</td>
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<tr>
<td>Learns in isolation</td>
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<tr>
<td>Remember lists or items in the correct order</td>
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<tr>
<td>Accepts things not going their way</td>
<td>-</td>
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<tr>
<td>Follows multiple step instructions (e.g., “First, wash your hand” etc.)</td>
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<tr>
<td>Use multiple rules to complete a task</td>
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<tr>
<td>Things before acting</td>
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<tr>
<td>Wait to be called on before responding</td>
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<tr>
<td>Can calm down when excited or all wound up</td>
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<tr>
<td>Use self-control techniques</td>
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<td>Can wait in line patiently when necessary</td>
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<td>Uses listening skills</td>
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<tr>
<td>Controls temper when there is a disagreement</td>
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*Note: The table continues with additional entries that are not fully visible in the image.*
Evidence-centered design
(Mislevy, Almond, and Lukas, 2003)

SEL Measure Testing 1.0
- Teacher report, child direct assessment, child self-report, parent (?)
- Assess learner strengths and weaknesses for teacher feedback

September 2020

3. What is the evidence that we are actually measuring what we intend to measure?

Analysis and revision

Spring 2021

ADAPTING FOR DISTANCE ADMINISTRATION
Towards coherence in SEL assessments, evidence, and frameworks

- Evidence/Information
- Data
  - Measures
  - Interviews
  - Observations
  - Text message
- Frameworks/standards
WITH THANKS...
Data Hubs:
Building Resilient, Conflict-sensitive Sub-National Education Data Systems in Northeast Nigeria

Nura Nasir, FHI 360
Monitoring, Evaluation, and Learning Advisor
USAID/Addressing Education in Northeast Nigeria
USAID’s Addressing Education in Northeast Nigeria (AENN) Activity

AENN aims to address the immediate education needs of 300,000+ children and youth (ages 6-15) in Borno and Yobe through the establishment of non-formal learning centers and support to safer formal education, while laying a foundation for sustainable, conflict-sensitive improvement of education systems at the community and government levels.

- **Result 1**: Education authorities have increased capacity to plan, manage, and oversee education services.
- **Result 2**: Safe education opportunities are available with a minimum package of instructional materials/supplies.
- **Result 3**: Teachers deliver conflict-sensitive, quality basic education instruction that improves psychosocial well-being and learning outcomes among all students.
- **Result 4**: Diverse community groups work together to equitably increase awareness of education opportunities for all.
Consultative Process: What Data do we Need?

- Started off with a workshop involving stakeholders, and co-creating by AENN staff and officials from key education authorities/organizations (SUBEB, SAME, MOE) in Borno and Yobe states of Northeast Nigeria.
- Participants identified the need for a comprehensive dashboard that will integrate education statistics, population data/movement, security update, and education partners presence, for effective planning and management of education services.
The Intervention: Data Hubs and EMIS+

AENN is working to improve education monitoring and decision making by establishing Data Hubs at the state (Borno and Yobe) and LGEA levels, capturing a range of data sources for both formal and non-formal education with a focus on improved data usage.

**Sources of Data**

1) Humanitarian Data
2) Rolling Assessment Data
3) More resilient & agile EMIS

**Audiences**

GOVERNMENTS: SMoE, SUBEB, SAME, LGEA
PARTNERS: EiEWG, etc.

**Uses for Data**

Education Sector Response Planning
Day-to-Day Planning and Decision making
Coordination with state and non-state actors
Mapping Publicly Available EiE Data in Borno and Yobe States

- **Education Development data (i.e. EMIS):**
  - Some EMIS data is available but it is difficult to access, incomplete and most times not current
  - All other data sources are out of date

- **Humanitarian operations education data:**
  - 5Ws, JENA, HNO and HRPs are available
  - Challenges include lack of consistent indicator definitions, lack of quality controls, lack of user-friendly visualization/dashboards

- **Humanitarian contextual data:**
  - Emergency Tracking Tool, Displacement Tracking Matrix, Nigeria Security Tracker data is available
  - Data is not specific to education but is highly detailed and helpful for understanding the dynamics of the context
Source # 1: Humanitarian Data

- Education Partner Mapping
- Emergency Tracking Tool
- Displacement Tracking Matrix
- Nigeria Security Tracker
HUMANITARIAN DATA
SAMPLE DASHBOARDS
Welcome to Borno state dashboard, developed by USAID-funded Addressing Education in Northeast Nigeria (AENN). The primary purpose of the dashboard is to strengthen government partners’ capacity to effectively plan, manage and oversee education in crisis context. It combines humanitarian data roundup, security report (including early warning signs from select communities), and high-level education statistics.

**Partner and Project Presence**
- 63 Active projects
- 15 Partner Orgs
- 781,217 Children reached
- 1,715 NFLCs supported
- 23,394 Adults reached
- 1,842 Schools supported
- 17,811 Teachers reached
- 4,373,944 Population

**Emergency Tracking Tool**
- Number of IDPs arriving: 1,041
- Youth + Children arriving: 168

**Displacement Tracking Matrix**
- Est. Number of IDPs: 821,376
- Number of Households: 184,079

**Nigeria Security Tracker (30 days)**
- Number of Deaths: 0
- Number of Incidents: 0

**TOP 3 TYPES OF EDUCATION INTERVENTIONS**
- Learning access improvement: 1287
- Learning materials: 671
- WASH facilities: 82

**# of IDPs ARRIVING IN LGAs and DISPLACEMENT TRIGGER (TOP 5 LGAs)**

**PROPORTION of CHILDREN ATTENDING SCHOOL**

**TOTAL DEATHS BY DATE (LAST 30 DAYS)**
Borno: Aug 2019

21 LGAs

Key Figures:
- Active projects: 63
- Children reached: 781,217
- Adults reached: 23,394
- Teachers reached: 17,811
- Partner Orgs: 15
- NFLCs supported: 1,715
- Schools supported: 1,842
- Population: 4,373,944

Types of Activities:
- Learning access improvement: 1289
- Teacher Training: 1062
- Learning materials: 671
- SBM support: 243
- WASH facilities: 82
- Cash allowances: 81
- Activities at school: 49

Source: PENG Education SW
ETT #132 Aug 12 - Aug 18 2019

Number of IDPs moving: 1,233
- Children under 6: 95
- Youth [6-17yrs]: 134

TRIGGER FOR MOVEMENT
- Conflict/Attack: 490
- Flood: 313
- Poor Living Conditions: 250

IDP ARRIVALS BY LGA

ARRIVED IN

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<td>Borno</td>
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<td>Poor Liv...</td>
<td>ARRIVAL</td>
<td>33</td>
<td>12</td>
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<td>5</td>
<td>8</td>
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<td>Gwoza</td>
<td>Gss Ca...</td>
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<td>20</td>
<td>0</td>
<td>13</td>
<td>Lagos</td>
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<td>Low Co...</td>
<td>Military...</td>
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<td>7</td>
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<td>Borno</td>
<td>Damboa</td>
<td>Sab...</td>
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<td>Total</td>
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<td>356</td>
<td>80</td>
<td>111</td>
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IDP DEPARTURES BY LGA

DEPARTED FROM

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<td>Borno</td>
<td>Gubio</td>
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<td>Bakasi...</td>
<td>Flood</td>
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<td>Jere</td>
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<td>Bakasi...</td>
<td>Flood</td>
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<td>0</td>
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<td>Hausari</td>
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<td>DEPART...</td>
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<td>Maiduguri</td>
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<td>877</td>
<td>15</td>
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**Nigeria Security Tracker**

**Updated: January 20, 2020**

<table>
<thead>
<tr>
<th>Source</th>
<th>Number of Incidents</th>
<th>Number of Deaths</th>
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<tbody>
<tr>
<td>All</td>
<td>123</td>
<td>679</td>
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**Mapped Location of Incidents:**
- Circle size represents the total number of deaths.

**News Stories**
- **17-Jan-20:** Village Head Killed, Son, 21 Others Kidnapped in another in ...
- **17-Jan-20:** Soldiers invade, burn Ijaw community
- **17-Jan-20:** Gunmen kill two in Kaduna community
- **16-Jan-20:** One dead as youths attack Enyimba Economic officials in Abia
- **16-Jan-20:** Soldier stabs Kaduna trader to death
- **15-Jan-20:** Gunmen abduct ex- DSS officer in Benue
- **15-Jan-20:** Suspected assassins kill another PDP member in Delta
- **15-Jan-20:** 14 killed in another attack in Zamfara
- **15-Jan-20:** PDP elder statesman escapes death in robbery attack
- **15-Jan-20:** NUJ mourns journalist killed in Adamawa
- **14-Jan-20:** Five Shiite members shot in clash with police over El-Zakzaky
- **14-Jan-20:** 30 killed, 100 kidnapped as gunmen attack Emir of Potiskum
- **14-Jan-20:** Pirates kill four in Ondo
- **14-Jan-20:** Gunmen kill two health workers, injure two others
- **14-Jan-20:** Bandits kill 29 in Zamfara village
- **13-Jan-20:** District head abducted in Kano
- **13-Jan-20:** Police kill two suspected armed robbers in Anambra
- **13-Jan-20:** Gunmen abduct two in Osun

**TOTAL DEATHS BY DATE**

- Dec 22: 0
- Dec 29: 1
- Jan 05: 5
- Jan 12: 8

**Partner Presence Borno**

**ETT Data Borno**

**Security Tracker**

**DTM Borno**

**Early Warning Borno**

**Annual School Census Borno**

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**USAID**

**fhi360**

"The Science of Improving Lives"
Source # 2: Rolling Assessment Data (AENN sites)

- Bi-weekly Phone Survey with teachers and learning facilitators
- Student Learning Outcomes from formal schools and non-formal learning centers
- FOI, quality, safety, and other implementation data from formal schools and non-formal learning centers
- Teachers wellbeing (their ability to lead their classes successfully)
- Community feedback data (complaints and feedback)
ROLLING ASSESSMENT DATA
SAMPLE DASHBOARDS
Early Warning Phone Surveys

Borno

Number of Calls: 5174
Avg Call Duration (s): 98

Q1: % of Learners absent during most recent class: 8%

Q2: How many incidents of physical violence against learners occurred in your learning center?

Average number of incidents of violence against learners outside Learning Centre: 3.38

Date Range: 6/20/2019 - 12/26/2019
Q3: How many incidents of physical violence against learners occurred on the way to/from your learning center?

Q4: Threats or dangers in your community or nearby?
1. Yes 7.18%
2. No 92.82%

Q5: In the past two weeks have you faced serious life problems?
Yes - at Learning C... 0.3K
Yes - outside... 1.13K
No 1.49K
Source # 3: EMIS+

• Under SMOE/SUBEB:
  – Revisiting the required annual school census (EMIS) questionnaire and supplementing with an EiE module
  – Digitizing the annual school census (EMIS) tool onto tablets and smart phones and operationalizing an annual data collection system using existing system actors

• Under SAME in collaboration with SMOE/SUBEB:
  – Developing a parallel EMIS system for non-formal learning centers, including Islamiya/Qur’anic schools, across the two states
  – Advocating for increased support to SAME from the federal level
EMIS
SAMPLE DASHBOARDS
Population
6M

Classroom to Pupil Ratio
1:85

Toilet to Pupil Ratio
1:391
Using the Data Hubs

• Building Capacity to Maintain and use the data hubs:
  – Building Organizations' Capacity on Data Capture and Utilization
  – Development of Education Sector Response Planning
  – Day-to-day planning and decision-making
  – Coordination with state and non-state actors
  – Digitization of Annual School Census data collection
Adapting EMIS to emergencies

Lessons learned from case studies and technical support to Member States

2 July 2020

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UNESCO’s work

- « Strengthening EMIS and Data for Increased Resilience to Crises »

6 case studies - Chad, Ethiopia, Palestine, South Sudan, Syria, Uganda

- Examine existing EMIS and recurring challenges related to education data and the management and use of information in crisis
- Highlight gaps between EMIS and humanitarian education data
- Recommendations and next steps

International Conference – 8-10 September 2020 (TBC), UNESCO HQ, Paris, France

Implementation of recommendations

- UNESCO IIEP: Technical assistance to improve crisis-sensitivity of EMIS
Objective: Improving EiE data through further strengthening the nexus

**HOLISTIC APPROACH:** system, architecture, processes, capacities

**REALISTIC APPROACH:** striking a balance between what data should be ideally collected and what can realistically and safely be collected, given limited resources, competing demands, security and protection risks and ethical considerations
Going forward: At national level

**Strengthening and linking institutional frameworks around EMIS, data and EiE**

- Ensure that crisis-related data needs are reflected in policies and frameworks and institutional responsibilities and structures
- Improve coherence between ESP and cluster strategies and EMIS/data frameworks;
- Involvement of partners in design and review of frameworks

**Improving coordination across humanitarian and development sectors**

- Improve mutual participation in coordination mechanisms including around data, ensure participation of H/D partners in EMIS related processes
- EiE data collection mapping: who collects which data and for what use?
- Integration and interoperability: harmonizing data collection/management practices, indicators, methods and documentations, data sharing protocols; unique school IDs
- Joint data collection and assessments
Reinforcing capacities and ensuring adequate funding

- Invest in human and technical capacity for IM and data collection, analysis, dissemination and use including at large

Strengthening MoE leadership in data collection and use

- Ensuring top level national/MoE buy-in
- Ensuring ownership through MoE technical staff sensitization to EiE
- Building a data culture incl. at decentralized and school levels; use of data beyond annual statistical yearbook
Going forward: At global level

- **Building commitment and common approaches across sectors**

- **Development and deployment of global public goods in EiE data /EMIS**

Harmonize and deploy established methods and guidelines around EiE data collection, core indicators (INEE), ethics, protection/safeguarding, privacy & dissemination protocols, etc.

Training (i.e. online), technical manuals documentations

Research, communication and outreach
THANK YOU

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Recent developments in EiE needs assessments

Presentation Outline

- The role of the Education Cluster in the humanitarian coordination system
- Problem statement
- Tools available for needs assessments and analysis
- Global Education Cluster (GEC) work in 2020
- Avenues to explore for long term solutions
Recent developments in EiE needs assessments

Humanitarian coordination at a glance

The Inter-Agency Standing Committee (IASC)

- Established in 1992 in response to General Assembly resolution 46/182
- The primary mechanism for inter-agency coordination of humanitarian assistance

The Cluster Approach

- 2005 Humanitarian Reform Agenda → enhance predictability, accountability and partnership
- Global Education Cluster, founded in 2007, is the only global cluster co-led by an NGO
Clusters inform and shape the Humanitarian Needs Overview (HNO) and Humanitarian Response Plan (HRP) incl. prioritization of funding.
In crisis-affected countries, separate EiE actors usually do not have enough financial and human resources to do comprehensive assessments of needs and gaps.

One of the roles of country Education Clusters is to identify, analyze and disseminate information on the education status and needs of IDPs and host communities.

Challenges:
- Lack of reliable baseline (outdated and/or incomplete EMIS)
- Low number and lack of capacity of partners to support with data collection and analysis
- Security and logistical challenges in accessing some of the most affected areas.
Tools available: GEC-specific

Coordinated EiE Needs Assessments
- Comprehensive and flexible (geo. and thematic coverage);
- Facility-based;
- Fit for Cluster strategies, HNOs.

Harmonizing partners’ assessments
- Compilation and analysis of EiE assessments, harmonization of indicators (upstream).

Coaching program
- Based on GEC NA Package;
- Self-learning, remote and in-country support;
- Piloted in Libya and Nigeria 2019.
Recent developments in EiE needs assessments

Needs Assessment Guide & Package Structure

1. Identify key decisions and information needs
2. Conduct a secondary data review
3. 3.1 Plan the assessment
3.2 Design the assessment
3.3 Collect and enter primary data
3.4 Analyze the data
3.5 Generate and share assessment report and products
4. Conduct a joint education needs assessment
5. Engage in multi-sector needs assessments
6. Assessment Preparedness
Recent developments in EiE needs assessments

Example of EiE Needs Assessment
Recent developments in EiE needs assessments

Tools available: collaboration w. other actors

**Multi-Cluster/Sector Needs Assessments (REACH)**
- Geared towards HNOs;
- Household-based, several education indicators, can be adapted;
- Country ECs provide input, data collection and analysis is done by REACH.

**IOM Displacement Tracking Matrix tools**
- Mobility tracking, site assessments, surveys etc.: to understand scope and scale of displacement, as well as trends;
- Data collection done by IOM DTM, analysis by country ECs.
GEC work in 2020

Comprehensive support to countries affected by crisis

- SDRs and review of technical issues (indicators, questionnaires, analysis): Afghanistan, Cameroun, Colombia, DRC, Ethiopia, oPt, Myanmar, Somalia, Ukraine
- Modular approach to the coaching program in Burkina Faso, Ethiopia, Yemen and a fourth (assessments)
- Facilitating collaboration with REACH and IOM DTM at country level
- Country ECs initiating / leading NAs on their own: Bangladesh, Colombia, Ukraine.
Recent developments in EiE needs assessments

Coaching Program

1 - 15 June - 2. Conduct a Secondary Data Review

Once you have identified the information needed to inform your prioritized decisions, you should then conduct a Secondary Data Review (SDR). An SDR is an analysis of pre-existing, available information and will help you identify existing information gaps as well as plan and design primary data collection that will be geographically and thematically relevant.

<table>
<thead>
<tr>
<th>Section</th>
<th>Actions</th>
<th>Video</th>
<th>Outputs</th>
<th>Lead(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Plan the SDR</td>
<td>Prior to call: Read sections and watch videos below. Prior to call: Prepare draft SDR matrix.</td>
<td>Tier 1</td>
<td>Tier 1</td>
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<tr>
<td></td>
<td>- Determine your SDR team and lead focal point.</td>
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<td>AEs</td>
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<td></td>
<td>- Create an SDR work plan (by contextualizing this work plan).</td>
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<td>AEs</td>
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<td></td>
<td>- Plan the SDR report and products (see the SDR Report Template).</td>
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<td>Tier 1</td>
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<tr>
<td>2.2. Design the SDR</td>
<td>How to contextualize an SDR.</td>
<td>Tier 1</td>
<td>Tier 1</td>
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<td></td>
<td>Identify SDR questions and sources in your Assessment Framework.</td>
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<td>Updated Assessment framework.</td>
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<td></td>
<td>Prepare an SDR tool (contextualize the SDR Matrix).</td>
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<td>Contextualized SDR matrix.</td>
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<tr>
<td>2.3. Collect and enter secondary data</td>
<td>How to compile, assign and enter SDR sources and data.</td>
<td>Tier 1</td>
<td>Tier 1.2</td>
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<tr>
<td></td>
<td>Compile secondary data sources.</td>
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<td>Repository of documents and sources.</td>
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<td></td>
<td>Train the SDR team and assign sources.</td>
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<td>Conduct and manage the SDR (SDR team members enter data into the SDR matrix).</td>
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<td>2.4. Analyze secondary data</td>
<td>How to clean and analyze secondary data and use the SDR Report Template.</td>
<td>Tier 1</td>
<td>Tier 1</td>
<td>Tier 1</td>
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<tr>
<td></td>
<td>Prior to call: read sections and watch videos below. Call: Cleaning, analyzing and reporting secondary data.</td>
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<td></td>
<td>Compiled SDR matrix.</td>
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<td></td>
<td>- Compile all secondary data into a single SDR matrix.</td>
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<td></td>
<td>Cleaned SDR matrix.</td>
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<td></td>
<td>- Do an initial cleaning of the secondary data (check for missing information, tags are correct, etc.).</td>
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<td>Draft SDR Report.</td>
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<td>- Contextualize the SDR Report Template and use pivot tables in the SDR matrix to help analyze the secondary data and fill in the SDR Report.</td>
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<tr>
<td>2.5. Generate and share an SDR report and products</td>
<td>Final SDR Report.</td>
<td>Tier 1</td>
<td>Tier 1</td>
<td>Tier 1.2</td>
<td>Tier 1.2</td>
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<td>- Finalize the report and share it and any additional products with relevant stakeholders.</td>
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<td>- Determine how your SDR will be kept current and up-to-date and who will be responsible.</td>
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Avenues to explore for long terms solutions

- Integration of education indicators in multi-sectoral and inter-sectoral tools
- Use of indicators from other sectors for severity (Food Insecurity)
- EMIS in conflict-affected states and building the capacity of Ministries of Education.
THANK YOU!
Discussion