VCIES EiE Data WEBINAR
Using Data to Plan for Crises

June 17th, 2020
Mapping data use for education in emergencies:
What we’ve learned and where to go from here

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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.

MEERS Task 1 (under FHI 360): Support data collection related to how conflicts in Syria, Yemen, and Iraq affect education
Improving Data Systems is a Major Focus for EiE

Strengthening EMIS and Data for Increased Resilience to Crises

International Conference

UNESCO Headquarters
21 – 23 April 2020

UNESCO in partnership with Education Cannot Wait and NORCAP and supported by SIDA, will host the second international conference on Education Management Information Systems (EMIS) on 21, 22 and 23 April 2020 in UNESCO Headquarters, Paris, France. This second edition focuses on the role of EMIS in strengthening resilience to crises and within the Education In Emergencies (EiE) data landscape. The conference aims to promote better humanitarian and development coherence through better alignment of EMIS and humanitarian data systems.
Research Questions

How do EiE stakeholders **understand and make use of data** in and for EiE – specifically, across the Humanitarian and Development sectors?
What makes data **useful**?

How can the global EiE community come together to **improve the use of data to provide accessible and quality education** for children and youth affected by emergencies?
Methodology: Qualitative Research Design

Population:
Practitioners and policymakers working on areas that include education in emergencies.

Sampling:
Purposive sampling by organization and position, supplemented by convenience and snowball sampling.

Data collection:
Semi-structured interviews
Wave #1: N = 35
Wave #2: N = 10*

Data analysis:
Iterative content and thematic analysis
INTERVIEW RESPONDENTS
Comparing Development and Humanitarian Operations Data

Educational Development Data

- Infrequent (annual)
- Relatively stable reference population
- Focus on overall education system
- Clear understanding of what data coverage, reliability, quality mean
- Data system (EMIS) often owned by government

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
- Data system often collected by UN / civil society

Populations, including refugees, IDPs, OOSC
Need for similar information and indicators
Data Use:
How do actors in EiE use data?
# Data Use: MEERS’ Revised and Validated Data Use Framework

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<thead>
<tr>
<th>Operational / Program Cycle Uses</th>
<th>Strategic / System Level Uses</th>
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<tr>
<td><strong>Planning</strong></td>
<td><strong>Evaluating</strong></td>
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<tr>
<td>• Understand context, needs to design projects (org. &amp; gov.)</td>
<td>• Identify outcomes; compare effectiveness and efficiency of approaches</td>
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<td><strong>Monitoring</strong></td>
<td><strong>Policymaking</strong></td>
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<tr>
<td>• Track program activities and outputs (org. &amp; gov.)</td>
<td>• Inform design of new policies of org. or gov.</td>
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<td><strong>Coordinating</strong></td>
<td><strong>Advocating</strong></td>
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<td>• Align activities; avoid duplication</td>
<td>• Promote priorities or solutions; fundraise</td>
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Common Data Uses: A Strong Focus on Operations

- Across H/D, data use focused on the need to inform operations in EiE
- There was a desire for actionable data to plan and monitor programs

“From our side, we like our data to be used for planning, monitoring all these different things. At the core of it, it needs to serve operational purpose to respond.

Data in this context is important -- helps inform how we shift/change our environment -- how we should be adapting our programming and budget plan.”
Data Use: Large Differences in Perspectives by Level

• Those working at the global level (e.g., UN agency headquarters, global cluster, donor headquarters, and IGOs) focused on use of data for strategic uses — advocacy, policymaking, and creating global public goods.

“We are using quite a lot of data to support our advocacy to rally the international community.”

“We are also interested in the wider global public good of having better data on these populations. [...] And setting up systems at country-level.”
Global Mandates: SDGs and the Grand Bargain

Development: “And it just strikes me, we’re going to have a big problem with this, because we’re not going to be able to include the millions of children who are out of school among whom there will be a very high number of refugees and IDPs who will not be counted in any countries statistics on progress towards SDG4.”

Humanitarian: “And so we are basically reporting against sort of our commitments to the Grand Bargain for example new ways of working and data around that.”
Usefulness:
What makes data useful to those in EiE?
Data Usefulness: Context and Use Matters

- **Contexts and uses** determine what characteristics of data are more or less useful.
  - More volatile situations need more frequent data - for humanitarian actors, high frequency could mean bi-weekly while for development actors this could mean quarterly or annual
  - Data for operational purposes often need to be more granular than advocacy or policymaking
Data Usefulness: More than Numbers

• Data use and usefulness are not purely technical
• Three factors shape data use and usefulness:
  1. Political Context (Conflict, Government)
  2. Networks and Relationships
  3. Institutions (Capacity, Mandates, Norms, Institutional Cultures)
Power: Data is Often Politicized

• Powerful actors may not want attention directed to certain areas or aspects of education
• Humanitarian actors may not be able to share data because it is conflict sensitive
• Data analyses may be affected by political agendas

"The Ministry would change the numbers to make them look worse before funding or better, depending on the situation."

"When data isn’t there, it’s often not an accident."
People: Data Sharing (Already & Still) Relies on Relationships

- Relationships facilitate ability and speed with which practitioners can access data.
- Shared data and analysis can strengthen cluster relationships by showing added value, thus creating a virtuous circle.

“To get people to participate in clusters, you have to show them participation will result in something of value, so giving information is one way to get partners to show up, attend meetings, and share information.”
Institutions: Data Usage Relies on Capacity

• Respondents highlighted the importance of institutionalizing and standardizing methods, tools, and indicators for data collection and use in order to facilitated data use
  
  – The ability to share and use data is determined by *institutional capacity*, such as an information manager (IM) within each education cluster or a dedicated statistician (in a donor context) -- currently only 31% of clusters have an IM.
  
  – When discussing capacity building, key capacities mentioned include how to find and use existing EiE data, how to collect better and more standardized data, and how to link various data and analyze it jointly.
Where do we go from here?
What steps can the global community take?
1. **No single technical solution:** must focus on people who are end users of data and institutions in which they work.

2. Convene stakeholders around **a new way of working in EiE data**, across humanitarian and development sectors, by articulating the different types of data that are needed for different uses and contexts, regardless of agency or mandate, towards **collective outcomes**.

3. **Start from our shared uses** and move towards a modular but more standardized and shared data eco-system that enables smarter links between operational and longer-term data.
Some Next Steps for the EiE Community

- Building capacity through EiE Data Webinars hosted by INEE’s Data and Evidence Collaborative
- The formation of INEE’s EiE Data Reference Group to produce global guidance
- INEE’s new quarterly Data and Evidence newsletter to share resources
- USAID MEERS’ EiE Data TIP Sheets to find, interpret and use EiE data
THANK YOU!

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Internal displacement’s impacts on education: new findings for Africa

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A record **45.7 million people** were living in internal displacement as a result of conflict and violence in **61 countries** and territories as of 31 December 2019. This figure is the highest ever recorded.
FIGURE 1: Global estimate of the number of people of different age groups living in internal displacement associated with conflict, violence and disasters at the end of 2019

- 0-4: 6.6 million
- 5-14: 11.7 million
- 15-24: 9.7 million
- 25-59: 19.2 million
- 60+: 3.7 million
Children and youth living in internal displacement worldwide because of conflict, violence and disasters at the end of 2019, by broad age group

- **0-4 years old**
  - 6.5 million IDPs
  - 645,000 from disasters

- **5-14 years old**
  - 11.7 million IDPs
  - 1.2 million from disasters

- **15-24 years old**
  - 9.7 million IDPs
  - 1 million from disasters
Countries with 500,000 to 1 million children of primary and lower secondary school age:

- DRC
- Somalia
- Nigeria
- Ethiopia
- Sudan
- South Sudan
Internal displacement’s impacts on education
Figure 8: proportion of internally displaced children of school age (5 to 14) receiving educational support (in green) and at risk of being out of school (in grey) in sub-Saharan Africa.

**LEGEND:**

- Children in need but not included in humanitarian response plans (38%)
- Children in need included in humanitarian response plans but for whom funding was not secured (41%)
- Children in need included in humanitarian response plans for whom funding was secured (21%)
Knowledge gaps

- Many IDPs are not recorded
- Disaster displacement less covered
- Age-disaggregation: 15% (leads to under-estimates)
- Qualitative and quantitative information on education
Thank you for your attention!

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https://www.internal-displacement.org
USING DATA TO PLAN FOR CRISES

Building global practice to support ministries of education

Claude Ndabananiye
IIEP - UNESCO
Outline

Building national education data systems for current and emerging crises

1. Why?
2. **How?** IIEP-UNESCO approach to adapting national EMIS for increased EiE data demands
3. **Application to Burkina Faso**
IIIEP-UNESCO comprehensive approach to integrating DRRM into educational planning

1. Education sector diagnosis
2. Policy formulation, setting priority programs
3. Cost and financing for Plan implementation
4. M&E framework

Identify risks of natural disasters and conflicts
Define DRR measures (preparedness, prevention & mitigation, response)
Design risk-informed M&E framework
I. Building national education data systems for current and emerging crises: WHY?

- Increased demands for relevant and quality (reliability, timeliness and granularity) data by MoEs and partner organizations to support preparedness, response and recovery

But...

- MoEs data systems not originally designed for EiE data collection
  - Heavy administrative processes
  - Educational institution as the only basis of data collection (issues of mandate re: mgt of IDPs refugees schools)
  - Weak capacities (human & technical) and limited financial resources
  - Lack of data culture, even data collected is not (fully) used
  - No established data sharing protocols; mostly based on individual relations
  - Lack of rules and regulations

- Data systems are themselves affected when education systems are disrupted due to crises
Building national education data systems for current and emerging crises: WHY?

As a result:

- Infrequent (mostly annual) data collection and diffusion
- No (or very limited) coverage of key emerging issues such as IDPs, refugees, safe learning environment, and many other aspects related to emergency preparedness or
- A plethora of EiE data collected by myriad of actors, not necessarily talking to each other
2. Building national education data systems for current and emerging crises: HOW?
IIEP-UNESCO approach to adapting national EMIS for increased EiE data demands

**Step 1: Diagnosis of national EMIS with a focus on EiE data**
- Technical/architecture: equipment, staff, etc.,
- Documentation base: methodological guidelines, training materials, questionnaires and tools, etc. and
- Institutional: statistics law, EMIS policy, decentralization, funding adequacy, etc.

**Step 2: Identification of information needs, development of harmonized data collection tools and processes**
- Elaboration of a contextualized typology of specific risks affecting the country
- Identification of EiE information needs
- Review of existing EiE data collection tools and actors
- Development and piloting of harmonized data collection tools, incl. consultations with stakeholders (other gov. bodies, NGO, ext. partners)

**Step 3: Roll-out and Institutionalization**
3. Application to Burkina Faso

In recent years Burkina Faso (and the entire Sahel region) has been subject to repeated terrorist attacks that have forced hundreds of thousands people out of their homes.

As of March 2020:

- 839k IDPs, 60+% are children aged 0-17 years
- 2512 closed schools affecting 330+k students and 10k+ teachers
But in addition to insecurity, BF regularly faces many other risks, including epidemics (dengue fever, yellow fever, etc.), floods, drought, strong winds, inter community conflicts...

with major implications for schools, students and teaching staff and the entire system
- 5 dis-connected data collection tools by MoE
- 2 (at least) data collection tools by CONASUR
- Several data collection by NGO, UN & hum org.
Establishing collabo & data sharing protocols with other EiE data producers and users outside MoE.

EiE data and information gaps that are needed less frequently (annual basis).

EiE data and information that cannot be incorporated into the annual census (higher frequency /few affected regions, target population).

Regular annual census.

2 new tools specific to EiE data collection developed for bi-monthly and quarterly data collection.
Remaining challenges

**IT, technical and HR capacities**
- Human and equipment
- Database interoperability (unique ids for schools, teachers, students)

**Building/strengthening MoE leadership and capacity in data production**
- Strengthening/creating an enabling institutional environment (Rules and regulations: clearing roles and responsibilities, defining/updating data and information policy: management and sharing protocols)
- Adequate funding
- Building data culture, use of data beyond annual statistical abstracts
- Capacity building, find the best incentives to retain qualified staff
THANK YOU

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Discussion