The 4Ws of Education in Emergencies

Data: Who has What Data? Where Can I Find it? And Why is this so Complicated?
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](http://www.inee.org).
Navigating Humanitarian Operations Education Data for EiE

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Agenda

• What is MEERS?
• How Does the Humanitarian Response System Work and What are the Implications for Data?
• What is Humanitarian Operations Education Data in an EiE context?
• Who has Humanitarian Operations Education Data and Where can I find it?
• What can Humanitarian Operations Education Data be used for?
• Additional Sources of Humanitarian Education Data and Information
• Discussion / Q&A
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

- **EiE Data Mapping**: What EiE data is publicly available for the Iraq, Syria and Yemen crises?
- **Stakeholder Consultations**: What data do EiE stakeholders collect, need and use? What are the gaps?
- **Strategic Meetings**: Who is doing what to address EiE data issues and challenges?
- **New Directions?**: What can be done to support improved accessibility, quality and navigability of EiE data?
How Does the Humanitarian Response System Work and What are the Implications for Data?
Humanitarian Programme Cycle (HPC)

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

Key output: HNO

Key output: HRP

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

Key output: Periodic Monitoring Report/Dashboards
Humanitarian Education Data - Key Concepts

- ActivityInfo
- 3/4/5Ws
- Education Cluster Response Dashboards
- Needs Assessments
ActivityInfo

- A reporting mechanism used by Education Cluster partners to report on progress toward HRP targets
- Indicators can be adapted from the Global Education Cluster Indicator Registry
**3/4/5Ws**

- **WHO** does WHAT, WHERE, WHEN, and for WHOM
- Mapping tools that show partner and operational presence in emergency situations
- Used to avoid duplication of efforts and to identify response gaps
- National level 3/4/5Ws are collected through ActivityInfo
- Sub-national 3/4/5Ws are collected using Excel spreadsheets
- Typically aggregated in Excel spreadsheets and data is visualized in dashboards (PDF format or live versions using PowerBI)
Education Cluster Response Dashboards

- Data visualizations created by Education Clusters to consolidate data reported by partners through ActivityInfo
- Show progress toward reaching target indicators and sometimes contain contextual indicators
- Can be in PDF format or live (PowerBI)
Needs Assessments

• Reports used to identify needs of beneficiaries and gaps in coverage by education authorities and partners during humanitarian response

• Helps determine types and locations of interventions, target populations (i.e. IDPs, refugees, returnees, and/or host communities), and potential partners

• Examples:
  o Education Cluster assessments
  o Education partner assessments
  o REACH assessments
  o Security assessments
  o Other sector assessments (i.e. child protection, WASG, cash, etc.)
Humanitarian Education Data - Key Actors

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 Education Data - Key Actors

- **United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA)**
  - UN agency responsible for bringing humanitarian actors together to ensure a coordinated response to emergencies

- **Education Cluster (co-leads: UNICEF/Save the Children)**
  - An open formal forum for coordination and collaboration in education response in emergencies; liaise with MoE
  - National cluster and regional sub-clusters

- **UNHCR**
  - Leads coordination of a refugee response and helps produce refugee response plans

- **Other coordinating groups**
  - Development partner groups, local coordination groups
Data Collection Challenges and Quality Issues in Humanitarian Contexts

- Collapsed systems
- Beneficiary movement
- Access
- Limited capacity and oversight
- Underreporting or double counting
- Project indicators differ from HRP/Activity Info indicators
- Lack of standardized/validated tools
What is Humanitarian Operations Education Data in an EiE Context?
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
Humanitarian Education Data Overview

• **What is it?**
  – Context-specific education data collected as part of a humanitarian response to an emergency
  – Key education indicators:
    • *Demand*: # of children in need of education assistance, # of OOSC
    • *Supply*: # of school supplies provided, # of teachers trained, # of classrooms reconstructed, # of children enrolled in non-formal education
    • *Sector-wide coordination*: # of education partners, funding received

• **Why is humanitarian education data relevant to EiE?**
  – Represents a large amount of education information that exists during an emergency
  – Helps identify needs and gaps in a conflict-affected education system
  – Helps identify what educational needs have been met (response)
  – Informs coordination of the education response
  – We can use it to advocate for more resources
Who has Humanitarian Education Data and Where can I find it?
Humanitarian Education Data - Who has What Data?

**General Humanitarian Response**
- Key Actors:
  - UN OCHA
  - Education Clusters
- Key Website: [https://www.humanitarianresponse.info/](https://www.humanitarianresponse.info/)
- Affected populations:
  - host communities

**Refugee Situation Response**
- Key Actors:
  - UNHCR
  - Education Sector Working Groups
- Key Website: [https://data2.unhcr.org/en/situations](https://data2.unhcr.org/en/situations)

**Refugee Response Plans**
# Humanitarian Education Data - Who has it and Where can I find it?

<table>
<thead>
<tr>
<th>Source &amp; Link</th>
<th>Source Description</th>
<th>Scale &amp; Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UN OCHA/National and Sub-national Education Clusters/Partners</strong>&lt;br&gt;<a href="https://www.humanitarianresponse.info/">https://www.humanitarianresponse.info/</a></td>
<td><strong>HNOs and HRPs</strong> contain information on populations in need by sector and contextual information</td>
<td>• National/subnational levels&lt;br&gt;• Context-specific (annual)</td>
</tr>
<tr>
<td></td>
<td><strong>3/4/5W dashboards</strong> show partner/operational presence by sector and location (i.e. who is doing what, where?)</td>
<td>• National/subnational levels&lt;br&gt;• Context-specific (~monthly)</td>
</tr>
<tr>
<td></td>
<td><strong>Education response dashboards</strong> that show progress toward education response targets</td>
<td>• National/subnational levels&lt;br&gt;• Context-specific (~monthly)</td>
</tr>
<tr>
<td></td>
<td><strong>Needs assessments</strong> identify priority needs and populations in need to inform the education response</td>
<td>• National/subnational levels&lt;br&gt;• Context-specific (~annually)</td>
</tr>
<tr>
<td><strong>UNHCR (Operational Data Portal)</strong>&lt;br&gt;<a href="https://data2.unhcr.org/en/situations">https://data2.unhcr.org/en/situations</a></td>
<td>UNHCR has an <strong>online data portal</strong> that contains information (data dashboards, reports, maps) on <em>refugee</em> response situations&lt;br&gt;<em>sometimes UNHCR operates in and has information on non-refugee situations (i.e. IDPs in Iraq)</em></td>
<td>• National/subnational levels&lt;br&gt;• Context-specific (~monthly)</td>
</tr>
<tr>
<td><strong>UN OCHA Financial Tracking Service (FTS)</strong>&lt;br&gt;<a href="https://fts.unocha.org/">https://fts.unocha.org/</a></td>
<td>Managed by UN OCHA, FTS is an <strong>online platform</strong> that hosts information on humanitarian funding flows</td>
<td>• Global/National-level&lt;br&gt;• Context-specific (~monthly)</td>
</tr>
</tbody>
</table>
Data Source Overview: UNOCHA/Education Clusters/Partners

- **Source: HNOs/HRPs**
  - Key documents that identify populations in need and inform responses
  - **Pros:** Provide contextual information; identify numbers of people in need, define monitoring framework for each sector
  - **Cons:** Estimates can be inaccurate; process can be rushed and not consultative

- **Source: 3/4/5Ws**
  - Mapping tool to show operational/partner presence during a response
  - **Pros:** Helps coordinate the response and avoid duplication of efforts
  - **Cons:** Can be incomplete; inaccurate; timeliness; lack of detail

- **Source: Education Cluster Dashboards**
  - Monitoring tools that show progress toward HRP indicators
  - **Pros:** Show gaps in the response; identify numbers of people in need
  - **Cons:** Can be inaccurate; timeliness; indicator definitions are not standardized

- **Source: Needs Assessments**
  - Reports that identify needs of populations in emergency situations
  - **Pros:** Timeliness; provides evidence base for strategic planning; identify priority needs
  - **Cons:** Methodology; not always representative of population

Illustrative Indicators + Data Types
- **Populations in need and contextual information:** # of children in need of educational assistance; # of IDPs
- **Operational & partner presence:** # and location of education partners; types of activities/programs
- **Education response indicators:** # of children enrolled in NFE; # of teachers trained; # of school supplies provided

[https://www.humanitarianresponse.info/](https://www.humanitarianresponse.info/)
- A website for the humanitarian response community to find and share operational information on humanitarian responses
Navigating Humanitarian Education Data

**Activity 1:** Use humanitarianresponse.info to identify how many Education Cluster partners are operating in Yemen according to the most recent data.
Navigating Humanitarian Education Data

**Activity 1:** After navigating to the Yemen page, click the Maps/Infographics tab.
Navigating Humanitarian Education Data

**Activity 1:** On the Yemen Maps/Infographics page, filter by map/infographic type and select 3W.
Navigating Humanitarian Education Data

**Activity 1:** Identify the most recent 3W document.
Navigating Humanitarian Education Data

Yemen Education Cluster 3W, February 2019
Navigating Humanitarian Education Data

**Activity 2:** Use [humanitarianresponse.info](http://humanitarianresponse.info) to identify how many children were accessing non-formal education as part of the Whole of Syria response in September 2018.
Navigating Humanitarian Education Data

*Activity 2:* After navigating to the Whole of Syria front page, select the Education tab under WOS Sectors.
Navigating Humanitarian Education Data

**Activity 2:** Upon arriving at the WoS Education Sector page, hover over the Resources section and select Maps and Factsheets.
Navigating Humanitarian Education Data

**Activity 2:** Select the September 2018 WoS Education Fact Sheet.

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Maps and Factsheets

- WoS FACT SHEETS AND BULLETINS
  - WoS Education Fact Sheet (September 2018)
  - WoS Education Fact Sheet (August 2018)
  - WoS Education Fact Sheet (July 2018)
  - WoS Education Fact Sheet (June 2018)
  - WoS Education Fact Sheet (May 2018)
  - WoS Education Fact Sheet (April 2018)
  - WoS Education Fact Sheet (March 2018)
  - WoS Education Fact Sheet (February 2018)
  - WoS Education Fact Sheet (January 2018)
  - Damascus Education Sector Bulletin, Edition 3 (Syria Education Sector Working Group, November 2016)
  - Damascus Education Sector Bulletin, Edition 2 (Syria Education Sector Working Group, August 2016)

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WoS Meetings

**JULY 2017**

*Syria Crisis Education Information Management Workshop Report*
Navigating Humanitarian Education Data

Whole of Syria Education Fact Sheet, September 2018, p.1

WHOLE OF SYRIA: EDUCATION FACT SHEET (Update as of September 2018)

The education sector is comprised of approximately 190 partners including UN, INGOs, NGOs, Red Cross (Syrian Arab Red Crescent and Palestine Red Crescent Society) and government agencies operating in 14 governorates. The education sector ensures access to safe, equitable and quality education for children and youth affected by the crisis in Syria and works to strengthen the capacity of the education system and communities to deliver a timely, coordinated and evidence-based education response.

KEY FIGURES

6.07 million
School-age children (5-17 years) in need of education assistance (updated from the Q2/2018 estimated population data as of June 2018)
People in Need (PIN) categories are generally defined according to the Inter-Agency Standing Committee (IASC) guidelines in order to outline the humanitarian profile. PIN are a subset of the population affected and include those who require some form of humanitarian assistance.

2.08 million
School-age children (5-17 years) are out of school
(updated from the Whole of Syria education sector analysis for 2017/18 school year)
Out of school (OOS) refers to the status of children in the basic education age who are not enrolled in formal education.

1.87 million
School-age children (5-17 years) are internally displaced
(updated from the Syria OFP Task Force as of September 2018)
Internally displaced people (IDPs) are persons who have not crossed a border and stay within their home country.

0.46 million
School-age children (5-17 years) live in hard-to-reach areas
(updated as of July 2018)
Hard-to-reach area: An area that is not regularly accessible to humanitarian actors for the purposes of sustained humanitarian programming as a result of dense of access, including the need to negotiate access on an ad hoc basis, or due to restrictions such as active conflict, multiple security checkpoints, or failure of the authorities to provide timely approval.

TOTAL REACHED AS OF SEPTEMBER 2018

2.64 million (50% females)
children and youth, teachers and education personnel benefiting from quality education programmes, including
323,281 reached in hard-to-reach and besieged locations
(cumulative from January to September 2018)
66% coverage of the
4.00 million targeted

Disclaimer: The designations employed and the presentation of material on this map do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

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THE SCIENCE OF IMPROVING LIVES

USAID
FROM THE AMERICAN PEOPLE

SOCIAL IMPACT

Inter-agency
Network for Education
in Emergencies
Navigating Humanitarian Education Data

Whole of Syria Education Fact Sheet, September 2018, p. 2

Whole of Syria: Education Fact Sheet (Update as of September 2018)

Progress Against Targets

<table>
<thead>
<tr>
<th>Humanitarian Response Plan (HRP) Indicator</th>
<th>Result</th>
<th>Gap</th>
<th>Target* Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td># of children (5-17 years, girls/boys) enrolled in formal general education*</td>
<td>1,996,346</td>
<td>2,548,367</td>
<td>77%</td>
</tr>
<tr>
<td># of children (3-5 years, girls/boys) enrolled in ECCE or pre-primary education</td>
<td>43,376</td>
<td>40,488</td>
<td>52%</td>
</tr>
<tr>
<td># of children (6-19 years, girls/boys) enrolled in the Self-Learning Programme</td>
<td>393,585</td>
<td>149,434</td>
<td>72%</td>
</tr>
<tr>
<td># of classrooms constructed, established or rehabilitated</td>
<td>142,430</td>
<td>2,644</td>
<td>87%</td>
</tr>
<tr>
<td># of teachers and education personnel trained (female/male)</td>
<td>281,933</td>
<td>28,433</td>
<td>59%</td>
</tr>
<tr>
<td>Number of organizations* by hub</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amman</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damascus</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaziantep</td>
<td>94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Funding status as of 30 October 2018

- 240.3 million required
- 109.6 million funded received
- 45.6% funded
- 130.7 million unmet requirements

Beneficiaries reached by severity and by sub-district*

For more information, please contact Magnat Kavuna (mkkavuna@unicef.org), Information Management Specialist.
Navigating Humanitarian Education Data

**Data Source Overview: UNHCR Operational Data Portal**

- **Source: Refugee Response Plans**
  - Key documents that identify populations in need and inform refugee responses
  - *Pros*: Provide contextual information; identify numbers of refugees in need, define monitoring framework for each sector
  - *Cons*: Estimates; process can be rushed

- **Source: Situation Overviews**
  - Snapshots of key information on the home page of each refugee situation
  - *Pros*: Display snapshots of key information; provide high-level overviews of each situation
  - *Cons*: Typically do not include sub-national data

- **Source: Education Sector/Working Group Dashboards**
  - Monitoring tools that show progress toward refugee response plan indicators
  - *Pros*: Show gaps in the response
  - *Cons*: Reliability; accuracy; timeliness; indicator definitions

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**Illustrative Indicators + Data Types**

- **Populations in need and contextual information**: # of refugees in need; # of impacted community members in need

- **Populations in need**: # of refugees by location; # of IDPs; # of asylum seekers; # of returnees; # of arrivals; *trends*

- **Education response indicators**: # of refugee children enrolled in formal education; # of education personnel trained
Navigating Humanitarian Education Data

**Activity 3:** Use the [UNHCR Operational Data Portal](https://data2.unhcr.org/en/situations) to find how many teachers and educational personnel were trained as part of the 2018 Syria Regional Refugee Response.
Navigating Humanitarian Education Data

**Activity 3:** After selecting the Syria Regional Refugee Response, you will see high-level snapshots of the refugee situation.
Navigating Humanitarian Education Data

**Activity 3:** Upon arriving to the Syria Regional Refugee Response page, scroll down to the document library and select Dashboards & Factsheets.
Navigating Humanitarian Education Data

**Activity 3:** Select the December 2018 3RP Regional Monthly Dashboard.
Navigating Humanitarian Education Data

3RP Regional Monthly Dashboard December 2018, p. 1

KEY FIGURES
- 5.7 million currently registered Syrian refugees
- 3.9 million host community members targeted
- USD 5.61 billion required in 2018
- 3.49 billion (62%) received

3RP Financial Summary Q4 2018

<table>
<thead>
<tr>
<th></th>
<th>Egypt</th>
<th>Iraq</th>
<th>Jordan</th>
<th>Lebanon</th>
<th>Turkey</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>$138.7m</td>
<td>$226.8m</td>
<td>$1.04 bn</td>
<td>$2.29 bn</td>
<td>$1.74 bn</td>
<td>$5.6 bn</td>
</tr>
<tr>
<td>Received</td>
<td>$ 75.2m</td>
<td>$90.6m</td>
<td>$742.4m</td>
<td>$1.09 bn</td>
<td>$1.46 bn</td>
<td>$3.49 bn</td>
</tr>
<tr>
<td>% Funded</td>
<td>54%</td>
<td>40%</td>
<td>71%</td>
<td>48%</td>
<td>84%</td>
<td>62%</td>
</tr>
</tbody>
</table>

* The financial information for Lebanon does not include carryover funding.
** Total Requirements include some $165 million for regional-level activities.

ACHIEVEMENTS*

**PROTECTION**
- 127,156 girls and boys who are receiving specialized child protection services
  - 90% funded
  - 145,178

**FOOD SECURITY**
- 2,024,395 individuals who receive food assistance (cash, voucher or in-kind)
  - 94% funded
  - 2,100,877

**EDUCATION**
- 1,352,125 children (5-17 years, girls and boys) enrolled in formal general education
  - 94% funded
  - 1,348,800

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Navigating Humanitarian Education Data

- **3RP Regional Monthly Dashboard December 2018**, p. 4

**Key Figures**
- 5.3 million Syrian Refugees expected by end-2018
- 5.7 million currently registered
- $873 million sectoral funding required in 2018
- 482 million (55%) received

**Population Reached**
- 2,285,351 Refugees & Local Community Members Sectoral
- 90 partners supporting the initiative

**Achievements**

- **Sectoral Indicators Progress**
  - 51,669 children (3-5 years, girls and boys) enrolled in Early Childhood Care and Education and pre-primary education: 35% reached, 147,687 target
  - 1,352,125 children (5-17 years, girls and boys) enrolled in formal general education: 94% reached, 1,343,100 target
  - 161,987 children (5-17 years, girls and boys) enrolled in non-formal education: 65% reached, 249,990 target
  - 49,815 youth (15-17 years, girls and boys) enrolled in Technical and Vocational Education and Training: 59% reached, 168,651 target
  - 207,013 teachers and education personnel trained (female/male): 89% reached, 225,966 target
  - 888,534 children (3-17 years, girls and boys) receiving school supplies: 35% reached, 203,319 target
  - 1,693 classrooms constructed, established or rehabilitated: 23% reached, 7,471 target
  - 15,382 teachers and education personnel receiving incentives (female/male): 99% reached, 15,474 target
  - 878,396 children (3-17 years, girls and boys) benefiting from education-related social protection programmes: 164% reached, 536,100 target
Example of a country-specific Refugee Response Education Dashboard: Iraq 3RP Education Monthly Update Dashboard, September 2018
Data Source Overview: UN OCHA Financial Tracking Service (FTS)

- **Source:** UN OCHA FTS
  - A website that contains global humanitarian funding information and shows funding flows by humanitarian situations.
  - **Pros:** Provides information on funding attained through response plan appeals and outside of plans; shows funding gaps; shows funding trends
  - **Cons:** Sometimes does not include all sources of funding

Illustrative Indicators + Data Types

- **Funding:** total funding requirements; total funding provided; funding provided by cluster; funding provided by donor

[https://fts.unocha.org/](https://fts.unocha.org/) - A service provided by UN OCHA that shows information on international humanitarian funding flows.
What can Humanitarian Operations Education Data be used for in EiE?
How can Humanitarian Education Data be used in EiE?

- To coordinate the education response (i.e. identify who is doing what where?)
- To find contextual information and identify educational needs to inform the response
- To monitor progress toward HRP targets and identify gaps in the response

Key Indicators

- Partner/operational presence (# of education partners by type and location)
- Contextual indicators (# of children in need, # of school-age refugees/IDPs)
- Response indicators (progress/targets)

Humanitarian Education Data Sources

- 3/4/5Ws
- Needs Assessments
- Education Response Dashboards
- UNHCR Operational Data Portal
Additional Sources of Humanitarian Education Data and Information
Additional Sources of Humanitarian Education Data and Information

- **UN OCHA Humanitarian Data Exchange (HDX)**
  - Provides datasets and visualizations across humanitarian responses and sectors

- **Global Education Cluster Tools and Resources**
  - Information and Knowledge Management

- **Other Sectors/Clusters (i.e. Protection/CCCM)**

- **UNICEF Humanitarian Action for Children (HAC)**
  - Find previous appeals [here](#)

- **Contextual Data**
  - Population Movement & Forced Displacement Data
  - Conflict/Security Data
HDX Data Visualizations of Education Cluster Data from Iraq and Syria

Using this Dashboard
Each key need is taken from the humanitarian needs overview (HNO) and form key objectives. From these, sector indicators are developed to measure progress against these goals. Use the filters below to highlight the Year, and the Sector Indicator. The results for the year will adjust and be displayed on the line graph as well as the key fact figures for

children benefitting from school feeding programmes (5-17 years, girls/boys)

Key Facts (adjust to year selected above)

Beneficiary demographic breakdown
- Children and adolescents (3-17 years, boys/girls) successfully completed and transited to the next level of education

Reached Governorates
- Children and adolescents (3-17 years, boys/girls) successfully completed and transited to the next level of education
Q&A

For more information, contact:

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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, ccapacci-carneal@usaid.gov