

24/09/2019 Thursday			
NATIONALS	BOYS	GIRLS	TOTAL
19	8	5	13
12	5	16	21
11	9	3	12
5	3	7	10
4	4	3	7
6	4	1	5
7	1	4	5
56	50	106	183

24/09/2019			
NATIONALS	BOYS	GIRLS	TOTAL
13	07	08	15
17	06	05	11
03	03	04	07
75	108	193	428
108	193	428	408
836	1,029		

24/09/2019			
CLASS	BOYS	GIRLS	TOTAL
P.1.	30	21	51
P.2.	12	16	28
P.3.	23	32	55
P.4.	10	13	23
P.5.	9	9	18
P.6.	06	05	11
P.7.	03	05	08
93	101	194	420

24/09/2019			
CLASS	BOYS	GIRLS	TOTAL
P.1	31	22	53
P.2	10	17	27
P.3	21	34	55
09	08	17	19

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.



Location

UNESCO Headquarters, Room IV
7 Place de Fontenoy
75007 Paris, France

Background

In order to ensure inclusive and equitable quality education for all, in line with Sustainable Development Goal 4 (SDG 4), and fulfil the principles of *leaving no one behind* and *reaching the furthest first*, it is vital to address the education needs of communities affected by and prone to crises. SDG Target 4.5 specifically calls for equal access to education at all levels for vulnerable groups, including those living in crisis-affected contexts. This call is reiterated in the Education 2030 Framework for Action and Incheon Declaration, which highlights the serious concern that a “large proportion of world’s out-of-school population lives in conflict-affected areas”, and commits the international community to “developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts”.

Moreover, the international community has recognized the importance of the continuity of education, particularly for those who are forcibly displaced, as reflected by the New York Declaration and the Global Compact on Refugees, which states time spent out of education should “ideally [be] a maximum of three months after arrival”. A critical component of ensuring the continuity of education in crisis affected and prone contexts is strengthening the capacities of national education authorities, at all levels, to plan education to prevent, prepare for, respond to and recover from crises. When education systems are disrupted due to crises and unable to maintain equitable access to quality education the effects can be prolonged and extensive, leading to the permanent dropout of learners, weakened learning outcomes and a neglect of critical psychosocial support¹.

In this light, the Education 2030 Framework for Action stresses the need to, “develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations”. On a rapidly changing planet where climate change is and will continue to accelerate and intensify environmental degradation, natural hazards and conflict, the need to address these challenges is ever more salient.

Investing in and strengthening the resilience of education systems is key to mitigating the adverse impacts of crises, thus reducing the need for sustained humanitarian action when crises do emerge. Furthermore, well-coordinated national responses and systems are needed to ‘build back better’, creating safer and more equitable education systems.

EMIS and education data in crises

An EMIS is a sub-system of an education system aimed at collecting, storing, processing, analysing and disseminating information. UNESCO promotes an understanding of EMIS that goes beyond the infrastructure utilised for the collection, management and analysis of data. EMIS is understood to be education sector-wide including all levels and relevant education, including but not limited to administrative data from school censuses, financial data, learning assessment data and education

¹ Shah, R. S., 2019. White Paper – Transforming Systems in Times of Adversity: Education and Resilience, Washington DC: USAID.

items related household surveys. In essence, EMIS encompasses the entire ‘data eco-system’ at all levels of a national education system.

One of the most critical challenges for Ministries of Education and organizations planning and managing education in crisis settings is the lack of disaggregated, reliable and up-to-date data that can serve as a baseline to build relevant preparedness, response and recovery strategies upon, whilst monitoring the impact of the implemented actions².

Increasing the quality and range of relevant data can help those who plan education in crisis affected and prone settings accurately determine the nature of educational challenges and enhance preparedness, response and recovery strategies³. Without such data and coordinated approaches to collecting, managing and using it, the education in emergencies (EiE) landscape risks an inability to effectively respond to needs and an absence of robust accountability.

In crisis-affected contexts, national data systems often lack the ability to adapt to the rapidly changing and complex nature of such situations and rarely consider the risk of crises. Moreover, EMIS data can be sometimes difficult to access by external stakeholders. In response to these challenges, humanitarian education data systems are often established in parallel to national systems in order to improve access to much-needed evidence. However, these systems can sometimes differ in scale and scope from the data collected and needed by the national system. The existence of multiple, parallel and often unharmonized data collection systems adds to the fragmentation in the EiE data landscape and further exacerbates the gap between humanitarian and development actors.

The conference will provide a platform to discuss and seek solutions for how national systems can be strengthened to accurately inform crisis preparedness, response and recovery policies, strategies and programs. This includes addressing the integration of humanitarian data and data pertaining to risks in EMIS.

Furthermore, the conference will explore the establishment of comprehensive guidance for data and information management in crisis settings, in which EMIS will have an enhanced role. Such guidance would have the potential to allow better interoperability of EMIS with humanitarian data systems. However, this process is not without challenges and due consideration needs to be given to issues of protection and privacy, particularly when considering that data pertaining to those affected by crises can be highly sensitive.

The conference aims to build on the emergence of a broader education in emergencies and crises data agenda, reflected by the INEE EiE Data Summit and the associated NORRAG Special Issue on ‘Data collection and evidence building to support education in emergencies’.

Strengthening EMIS and Data for Increased Resilience to Crises – UNESCO Initiative

UNESCO supports its Member States to realize commitments embodied in SDG4, including strengthening the resilience of education systems in crisis-affected settings through improved data and information management and use. In this context, UNESCO is currently undertaking the **“Strengthening EMIS and Data for Increased Resilience to Crises”** initiative in partnership with Education Cannot Wait and NORCAP and supported by SIDA. The initiative builds on the organization’s longstanding work on EMIS and capitalizes on the strength of its sector-wide mandate and specialized institutes, its privileged relationship with Ministries of Education and its global convening power as

² Data collection and evidence building to support education in emergencies, NORRAG, April 2019

³ Montjourides, P., 2013. Education data in conflict-affected countries. *Prospects*, 43(1), pp. 85-105.

custodian of the SDG4-Education 2030 agenda.

The conference draws on the findings of six country case studies, which analyze the current EMIS and recurring EiE data challenges, conducted in Chad, Ethiopia, Palestine, Uganda, South Sudan, and Syria. The studies highlight the gaps between EMIS and education humanitarian data.

The three-day event will build momentum towards collective ways forward in addressing EiE data and evidence gaps, including through comprehensive guidance and the strengthening of national EMIS.

This second international conference on EMIS responds to the conclusions of the first conference held at UNESCO in 2018. The first international conference drew attention to the need to address EMIS-related challenges in crisis settings.

Objectives

The overall objective of the conference is to contribute to better data and evidence for EiE, through strengthening EMIS that can support crisis preparedness and response in coordination with humanitarian data collection.

The specific objectives of the conference are:

- To examine **gaps, challenges and good practices** related to strengthening EMIS, data, information management and use for crisis preparedness and response, drawing on the findings of six countries case studies.
- To foster a **dialog on the coordination** of education humanitarian data with and educational development data, including the role of EMIS in crisis settings.
- As a way forward, draw **recommendations** for Member States, humanitarian and development actor, partners and donors to strengthen EMIS within the EiE data landscape. This set of recommendations will serve for collective advocacy efforts, designing and implementing specific country interventions, targeted financing as well as the elaboration of common guidance for EMIS and data in crisis settings.

Participants

Recognizing the multiplicity of data and information systems in the EiE landscape and crisis affected and prone settings, the conference will bring together representatives of Ministries of Education, humanitarian and development actors, academics and researchers to collaborate in addressing the challenges outlined above.

Approach

A detailed programme will follow. Particular focus will be given to strengthening EMIS to support effective crisis preparedness and response. Sessions will be devoted to presenting six country case studies and addressing key emerging issues in data and EMIS. To allow the identification of joint strategies and recommendations, participants will be invited to actively interact with the speakers.