

Information and Data Management in a crisis context



UNESCO Institute of Statistics – TCG 7th meeting

Case of public education in Lebanon
October 28, 2020

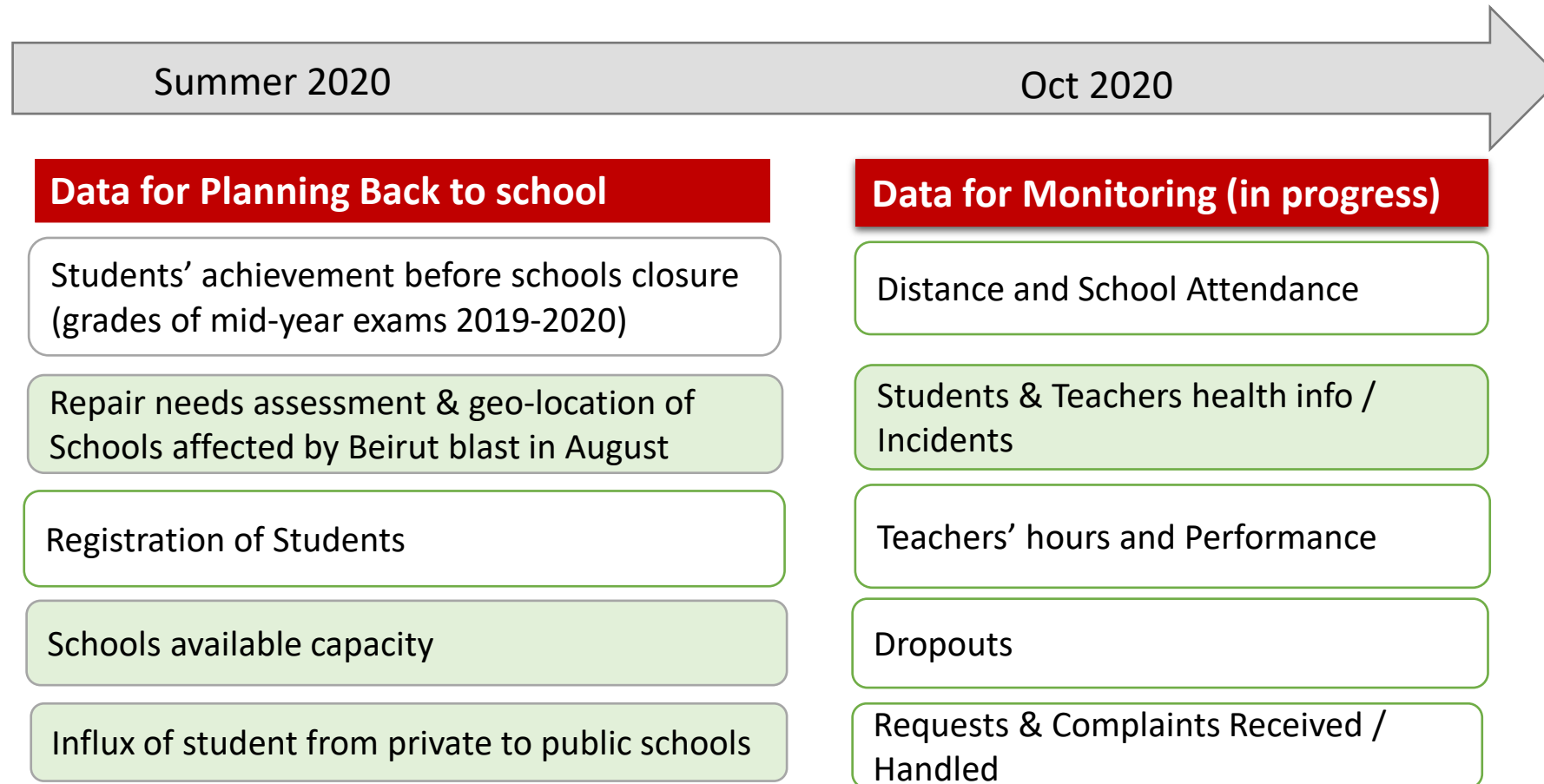
Country Profile & Context



- Population ~ 5 million
- Highest refugee per capita ~1.5 million
- Compulsory education from 6-15 years
- Nearly 1,2 millions of students in general education
- Number of KG-G9 students in public schools doubled as a result of the Syria crisis.
- Large private sector (~70% of students)

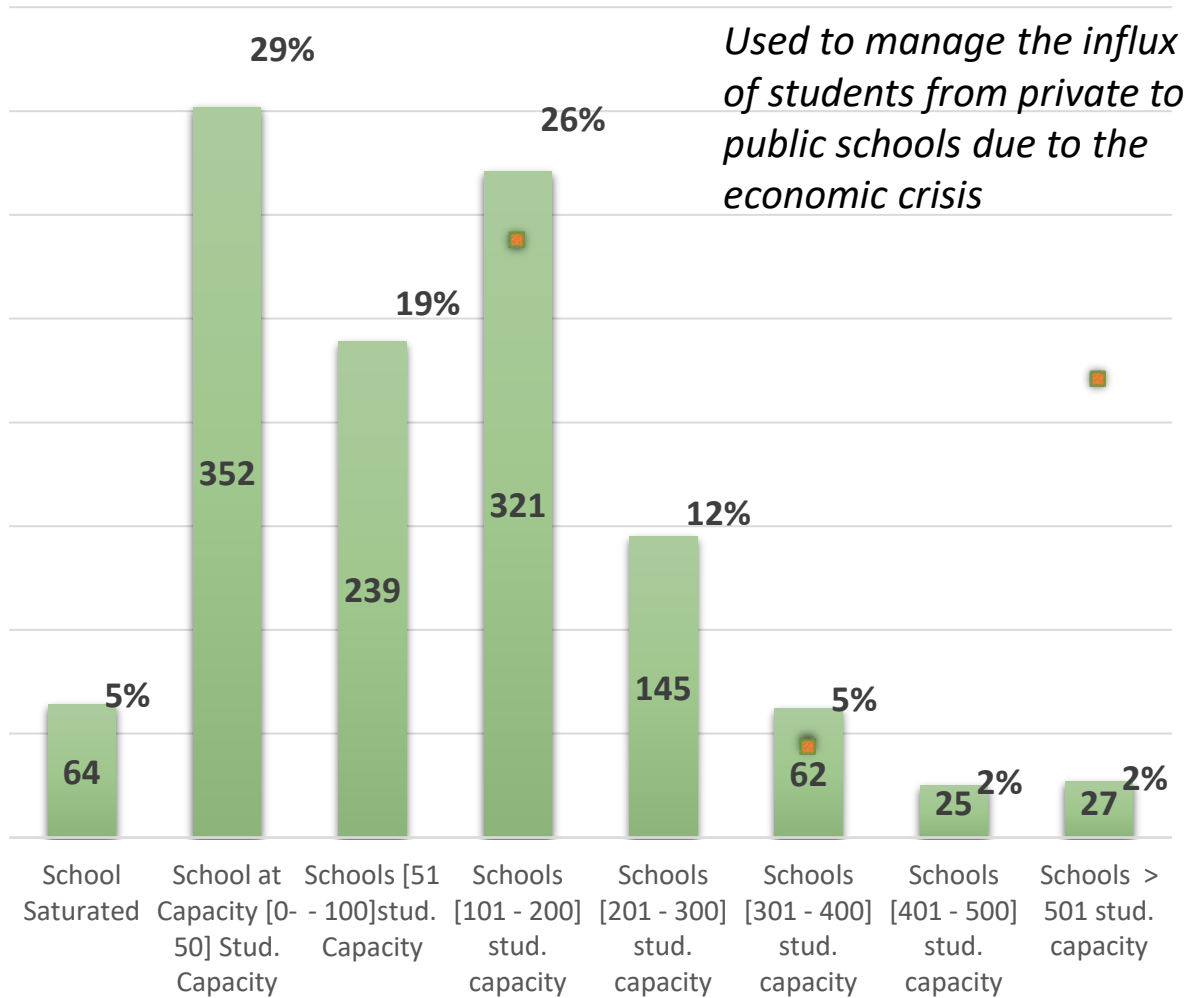
October 2019	February 2020	March 2020	August 2020	Sept / October 2020
<p>Largest refugee population per capita in the world since the Syrian crisis</p> <p>Worsening of the economic and financial situation and start of the street protests</p>	<p>Beginning of Covid -19 pandemic spread in Lebanon and severe financial crisis and economy contraction</p>	<p>Schools' Closure, Distance Teaching and Learning</p>	<p>Massive explosions damaging Beirut city and surrounding infrastructure, affecting 160 public and private schools</p>	<p>Back to school with hybrid learning (distance and onsite via shifts and according to cycles)</p>

Usage of data for planning and monitoring in a crisis context



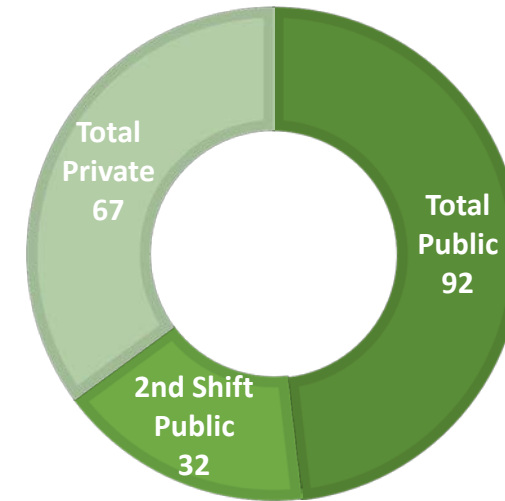
Snapshot of Reporting used in crisis

Number and % of Public Schools per Available Capacity Range



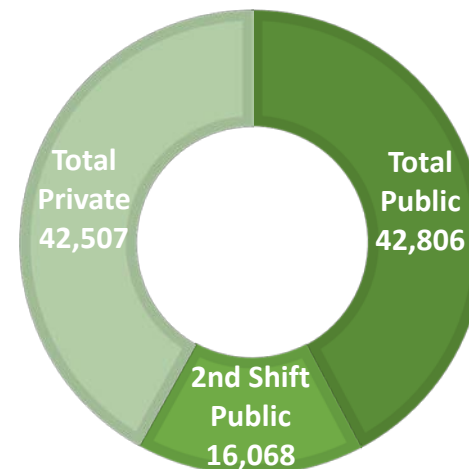
Direct Impact of Beirut Blast on Education

159 AFFECTED SCHOOLS



Used to identify the impact of Beirut Blast per school, assess the damages and start repair works

85,313 STUDENTS IN AFFECTED SCHOOLS



Data collection and data quality assurance in a crisis

School Information Management System (SIMS) at school level for data input, Region and Central for monitoring and reporting

Central MEHE	Regions	Schools
Data Quality Assurance working group	7 Regional Education Offices (REO), 1 or 2 dedicated SIMS focal points per REO	Around 1300 public schools, 1 dedicated "IT officer" per school to input data
Data collection process management, data quality check, Reporting	Data collection process monitoring, Reporting	Data collection and input on SIMS

DURING CRISIS

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| <ul style="list-style-type: none"> • MEHE administration never closed completely; staff attendance was organized in shifts. • Remote access to SIMS was set-up and provided to staff using SIMS reporting, which helped them continuing checking the data completeness and quality. • WhatsApp groups were created with the SIMS focal points in REOs and IT agents in schools, to manage and follow-up on data collection. | <ul style="list-style-type: none"> • Staff attendance was organized in shifts. • Remote access to SIMS was set-up and provided to staff using SIMS reporting. • WhatsApp groups with schools principals and IT officers were created as well to follow-up on data collection process. | <ul style="list-style-type: none"> • During school's closure, schools' administration was still open, on a shift basis: IT officers came at least once per week to input data on SIMS. • In some periods, IT officers didn't have access to their school's premises, they were allowed to borrow the PC and use it from home to input data. • School Principals used WhatsApp channels with teachers to collect the number of distance learning teaching hours. |
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Where MEHE stands, at a glance

From SIMS ownership to valuable information for decision-making, along with continuous improvement of data quality, capacity building and increased accountability.

1- Data Completeness and Quality at the source

2- Available & Quality Reports in SIMS to use

3- Transforming SIMS reports into valuable information for decision-making at both strategic & operational level

- At Oct 2020:
 - **100% students data** (data for 355,000 stud.)
 - **95% Attendance data**
 - **95% Sections & classes data** (data for 17,000 sections and cycles)
- At June 2020:
 - **100% school overall capacity data**
 - **60% of classroom surface data**
 - **85% mid-term exams grades**
 - **70% of Data on Civil Servant, medium quality**
 - **Some Data on contract. teachers, bad quality**
 - **95% of Lebanese students have a unique Id on SIMS** (approx. 1 million students)

- **Improvement of SIMS reports**
- **Addition of SIMS fields & Reporting:**
 - Absence field with reasons for input, with related reports.
 - Contractual teachers detailed category and # of hours input for future payments
 - Classroom size and capacity.
 - Unique ID reports, for students who moved across schools.

- **Analysis reports & high-level Dashboard for decisions making in general areas**
- **Analysis reports & dashboards to plan and respond to specific questions for back to school such as:**
Dashboards to allocate additional students from private (capacity, sections, cycle, Language, gender, premise status)