Call for Evidence and Learning:

Strengthening institutional education information systems for improved crisis and risk-related data in emergencies and protracted crises

Supported by :

Contents

I. Summary

UNESCO's Section for Migration, Displacement, Emergencies and Education is seeking evidence and learning on practices that have attempted, and possibly succeeded, in strengthening institutional education information systems and improved crisis and risk-related data in emergencies and protracted crises. The aim is to collect a broad range of practice-based evidence and learning that can be compiled into an open access, peer-reviewed, and searchable database for use by all involved in EiE data. This database, hosted by the Inter-agency Network for Education in Emergencies (INEE) will provide practitioners, policymakers, and researchers with much-needed actionable knowledge, evidence, and learning. Submissions can be focused on any, or all, parts of the data value chain, from the enabling environment and data production through to data sharing and use.

1. Guiding questions

Submissions should include evidence and learning that contribute to answering the guiding questions outlined in section 3, below.

2. Who is this call for?

We are looking for submissions from any and all actors involved in work on crisis and risk-related data and the strengthening of institutional education information systems, including:

- Ministries of Education and other public sector organisations
- Community Based Organisations
- Civil Society Organisations
- UN Agencies/International NGOs
- Coordination mechanisms (Clusters or Sector Working Groups)
- National NGOs
- Universities/Research Institutes
- Donors
- Private Sector Organisations

UNESCO encourages submissions from locally led organisations and actors working with national education systems at decentralised levels.

3. How to submit

Please complete the form here: bit.ly/3KkWMkN

4. Enquiries

If you have questions regarding the call or would like more information, please do not hesitate to get in touch via: eiedata@unesco.org

II. Background

To achieve SDG 4 and fulfil the principle of leaving no one behind, the educational needs of crisis-affected populations must be addressed in a comprehensive manner. 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".

The lack of reliable data and evidence is a critical factor contributing to the educational needs in crisis-affected settings not being met[1]. In crisis-affected contexts, accurate and timely data on education can be difficult to access. Publicly available data is often fragmented or difficult to navigate posing a challenge for those working to provide education to the affected learners[2].

In an era where humanitarian crises and displacement are increasingly protracted, the need for resilient and nationally owned institutional education information systems that capture humanitarian and development considerations is ever more apparent. Strengthened capacities to collect and use quality crisis and risk-related data will enable national authorities to play a more effective role in leading preparedness planning for EiE and promoting continuity between emergency response and longer-term recovery.

While UNESCO acknowledges the value of different crisis-related data sources for the specific needs of different stakeholders (i.e., Rapid Humanitarian Needs Assessments, REMIS), institutional education information systems can be a valuable entry point for strengthening the humanitarian-development nexus and for promoting alignment, collaboration, and longer-term planning[3]. When operational and adapted to this purpose, institutional education information systems can capture comparable system-wide data over time, therefore reflecting trends that are valuable for emergency preparedness and longer-term crisis response and recovery.

1. Why is UNESCO seeking evidence and learning on this issue?

UNESCO has been developing significant expertise and knowledge in building system capacities in crisis-affected contexts, however access to actionable knowledge, evidence, and learning on practices aimed at strengthening crisis and risk-related within national education systems remains limited. For this reason, in alignment with the aims of the ECW Acceleration Fund, UNESCO is attempting to plug this knowledge gap by gathering practice-based evidence and learning. The aim is to collect a broad range of practices that can be compiled into an open access, peer-reviewed, and searchable database for use by all involved in EiE data.

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[1] NORRAG, 2019. Data collection and evidence building to support education in emergencies. Available at: https://resources.norrag.org/resource/view/525/276
[2] INEE et al, 2019. Education in Emergencies Data: A Long-Term Vision and Action Agenda. Available at: https://inee.org/sites/default/files/resources/EiE%20Data%20Summit%20Agenda_Final%20.pdf
[3] NORRAG, 2019.

III. Purpose and scope

1. Guiding questions and evidence gap

Through this call for evidence and learning UNESCO is attempting to address identified knowledge and evidence gaps in EiE practice. Submissions should include evidence and learning that contribute to answering:

1) **How can crisis and risk-related education data within national education systems be strengthened?**

2) **How can education actors, including UNESCO, strengthen the use and sharing of relevant crisis and risk-related data?**

3) **How can crisis and risk-related data be better coordinated and harmonized to support system strengthening aims within national education systems and across the humanitarian-development nexus?**

Evidence and learning should largely be based on in-context practice, however relevant research is also welcomed.

2. Crisis and risk-related data

Education in emergencies data is usually used to refer to data focused on the response and recovery phases of crises. However, it is evident that a comprehensive data system should respond to all dimensions of a typical risk management framework. Such an approach should reflect data and information needs related to prevention/mitigation, preparedness, response, and recovery, which are referred to in this call as crisis and risk-related data.

3. A focus on learning

Although submissions should be evidence-based, as per the criteria outlined in section 5, the focus of the call is not simply to collect practices that document success and 'what works'. UNESCO is also seeking practices which document learning, even if the processes in the submission were deemed not wholly successful. Practices which demonstrate barriers to change, adaptation to challenges, and clear reflection on lessons learned are encouraged to be submitted as they also provide critical knowledge for those currently working in crisis and risk-related data and system strengthening in education.

IV. Submitting evidence and learning

Submissions can be in English, French, and Spanish.

Submissions should avoid unexplained jargon, acronyms, and be mindful that they may be read by those who may not be EiE or data specialists. The text of your submission will make up the body of the example which gets published. Therefore, you should ensure you are responding to the questions in the submission form and detailing clearly the most important key facts, evidence, and learning. Any evidence submitted as part of your example will also be made available for others to view and will assist in the review process.

If you want to submit in a format other than text, such as video or audio, please contact us.

V. Review and publication

1. Review process and criteria

To ensure quality and relevance, submissions will be reviewed both internally (by UNESCO's EiE data team and relevant Regional and/or National Offices) and externally by a technical reviewer. This process is not intended to pass judgement on the nature of practice submitted. However, it is in place to ensure the examples and their associated evidence are robust, in line with sector standards, and once published can provide insightful learning for others working on EiE. An overview of the criteria for and publication can be found below. The review process is framed around three domains: relevance, quality, and learning.

Overview of review and selection criteria

Criteria for selection and review
Relevance
Submissions present evidence and/or learning that helps answer one or more of the following guiding questions: 1) How can crisis and risk-related education data within national education systems be strengthened? 2) How can education actors, including UNESCO, strengthen the use and sharing of relevant crisis and risk-related data? 3) How can crisis and risk-related data be better coordinated and harmonized to support system strengthening aims within national education systems and across the humanitarian-development nexus?   **Practices submitted will cover part or all of the data value chain:** - Data Production: Enhancing coverage, completeness, reliability, and timeliness of data. - Data Use: Strengthening the use of data to increase preparedness through medium to long-term planning in education, strengthening evidence-based policy and planning in the education sector by education authorities at all levels. - Data Sharing: Building and strengthening data sharing protocols, improving the availability, quality, and user-friendliness of data. - Enabling environment: Improving data governance through work on legal, policy and institutional frameworks, supporting capacity development for EiE data, and improving coordination in crisis and risk-related data.
Quality
Submissions/practices will only be selected for further review if they are deemed to be: - Based on sound and recognized EiE practice and standards, including the INEE Minimum Standards and the Comprehensive School Safety Framework. - Supported by a solid documented evidence base.

> - Relevant and context-specific, clearly demonstrating a response to the contextual needs of communities and education actors in crisis-affected settings and be embedded in the cultural, social, political, and economic context.
>
> - Adequately participatory and collaborative, demonstrating a participatory and collaborative approach involving a broad range of education actors and those from across other sectors and systems.

> **Learning**
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> **Submissions/practices will only be selected for further review if they are deemed to be:**
>
> - Effective at capturing programmatic learning that identifies and reflects the conditions of success and/or failure and any adaptation undertaken to respond to barriers, challenges, and changes in context.

2. Publication

UNESCO is collaborating with INEE to publish and disseminate the evidence and learning to as wide an audience as possible. INEE is widely regarded as a "go-to place" for collecting, curating, and amplifying knowledge for policymakers, practitioners, and academics working on EiE-related issues[4]. Evidence and learning will be published in a harmonized case study template and housed on the INEE website where they will be categorized by the relevant domain of the INEE Minimum Standards and the relevant area(s) of the data value chain. In the future the content will be moved to INEE's new online Evidence Platform in line with their Learning Agenda[5].

VI. Enquiries and more information

These efforts to collect evidence and learning are led by UNESCO's EiE data team, based in the Section for Migration, Displacement, Emergencies and Education in collaboration with INEE.

Should you require more information on the call or the use of the evidence and learning please email: eiedata@unesco.org.

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[4] For more information visit: https://inee.org/how-we-work/evidence
[5] For more information visit: https://inee.org/inee-learning-agenda