

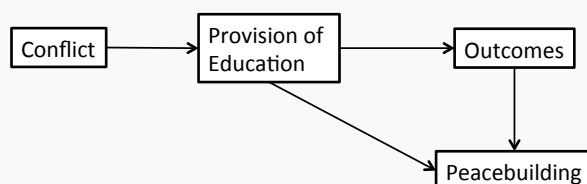
Education- Data and measurement issues in conflict and fragility

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Aim of this presentation

- What are the limits of the data and the weaknesses of current monitoring and reporting systems with respect to conflict situations, education and the lives of children?
- Based on review of current literature and existing databases



Data that matters!

- Data collection is hardly the highest priority in conflict and post conflict situations
- It might be considered as a technocratic approach to managing such settings
- UNESCO 2011 “Education continues to be considered the poor neighbour of humanitarian aid during emergencies”
- Increased recognition for more and better data by international and national actors
- Some reasons
 - Monitoring development goals and conduct policy assessments
 - Help understand the impact of conflict on education systems
 - Education as part of peacebuilding



Conflict

- Conflicts vary in nature and hence their impacts on people
- Policies and programs need to take into account how people are affected by war and violence through
 - Death
 - Displacement
 - Disability
 - Loss of assets and resources
- Understanding how people are affected due to conflict is key in designing policies and programs



What do we know?

- Relatively minor shocks to educational access can lead to significant and long-lasting detrimental effects on individual human capital formation in terms of educational attainment
- Destruction of infrastructure, absence of teachers and reductions in schooling capacity affect secondary schooling disproportionately
- Exposure of households to violence results in significant gender differentials in individual educational outcomes
- Increased realization on the importance of overcoming the constraints caused by violent conflict



Various mechanisms

- Child soldiering
- Household labor allocation decisions
- Fear
- Changes in returns to education
- Targeting of schools, teachers and students
- Weird distortions in the education system
- Displacement
- Education itself becoming a disputed issue



What do we not know?

- Discussion about education in conflict has focused on the function of education in society mainly for its knowledge instilling, enabling capacity
- But education fulfills several other functions: socialization; transmission of cultural heritage and ideology; and selection
- The role of education as a contested resource for the belligerents
- Beyond anecdotes: what interventions actually matter
 - In terms of improving educational outcomes
 - In terms of peace building
 - In terms of legitimacy and trust in government/development actors



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Data needed for monitoring

- Disaggregated and good quality data on the equity of access and enrollment across ethnic, geographic, or regional cleavages characterizing the conflict
- Measures of educational quality and educational relevance
- Vulnerable groups such as refugees, internally displaced persons, child soldiers, war affected youth, orphans, child headed households and disabled person
- Baseline data



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Methodological challenges

- Definition of conflict that captures the impact of conflict on the lives of individuals, households and communities
- Choice of appropriate unit of analysis
 - Individual, household or community level?
- Time: Educational outcomes are only realized over time
- Biases: Selection
- Ethical and security challenges



Issues in data collection

- Available data rarely provide sufficient information to adequately monitor education systems and design appropriate humanitarian responses and recovery policies
- Data quality is a multidimensional concept
 - Integrity
 - Methodological soundness
 - Accuracy and reliability
 - Serviceability
 - Accessibility

Montjourides P. (2013)



Issues in data collection

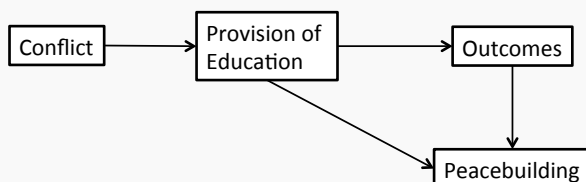
- Basic demographic data are lacking.
- Education data in many countries suffer from numerous quality problems
- This is even more true in conflict-affected countries: reliability remains at the core
- Completeness of data is critically absent from all areas of education data in conflict affected countries
- **Example:** Somalia, Liberia, and DRC have only five or fewer data points for simple indicators such as gross enrollment ratio in primary education between 1992 and 2001



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Summary

- Prevailing data gap in conflict affected countries and the lack of quality in existing data is preventing abilities to assess progress
- Extent to which education is delivered in conflict and post-conflict areas needs to be assessed early in order to assess humanitarian interventions and development policies
- Disaggregated data are essential tools and monitoring should be based on improved periodicity of data collection in order to implement sound policies



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