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

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<tr>
<td>Largest refugee population per capita in the world since the Syrian crisis</td>
<td>Beginning of Covid-19 pandemic spread in Lebanon and severe financial crisis and economy contraction</td>
<td>Schools’ Closure, Distance Teaching and Learning</td>
<td>Massive explosions damaging Beirut city and surrounding infrastructure, affecting 160 public and private schools</td>
<td>Back to school with hybrid learning (distance and onsite via shifts and according to cycles)</td>
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<td>Worsening of the economic and financial situation and start of the street protests</td>
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- 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)
Usage of data for planning and monitoring in a crisis context

**Data for Planning Back to school**
- Students’ achievement before schools closure (grades of mid-year exams 2019-2020)
- Repair needs assessment & geo-location of Schools affected by Beirut blast in August
- Registration of Students
- Schools available capacity
- Influx of student from private to public schools

**Data for Monitoring (in progress)**
- Distance and School Attendance
- Students & Teachers health info / Incidents
- Teachers’ hours and Performance
- Dropouts
- Requests & Complaints Received / Handled

**Summer 2020**

**Oct 2020**
### Number and % of Public Schools per Available Capacity Range

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<tbody>
<tr>
<td>64</td>
<td>352</td>
<td>239</td>
<td>321</td>
<td>145</td>
<td>62</td>
<td>25</td>
<td>27</td>
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*Used to manage the influx of students from private to public schools due to the economic crisis*

### Direct Impact of Beirut Blast on Education

**159 AFFECTED SCHOOLS**

- **Total Private**: 67
- **Total Public**: 92
- **2nd Shift Public**: 32

**85,313 STUDENTS IN AFFECTED SCHOOLS**

- **Total Private**: 42,507
- **Total Public**: 42,806
- **2nd Shift Public**: 16,068

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

<table>
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<th>Central MEHE</th>
<th>Regions</th>
<th>Schools</th>
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<tbody>
<tr>
<td>Data Quality Assurance working group</td>
<td>7 Regional Education Offices (REO), 1 or 2 dedicated SIMS focal points per REO</td>
<td>Around 1300 public schools, 1 dedicated “IT officer” per school to input data</td>
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<tr>
<td>Data collection process management, data quality check, Reporting</td>
<td>Data collection process monitoring, Reporting</td>
<td>Data collection and input on SIMS</td>
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### DURING CRISIS

- 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.

- 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.

- 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.
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

- At Oct 2020:
  - 100% students data (data for 355,000 students)
  - 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)

2- Available & Quality Reports in SIMS to use

- 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.

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

- 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)