

**The challenge of comparable data  
for out-of-school rates and populations  
in crisis-affected contexts**

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# Challenge of data on education in emergencies

- ▶ Too many angles – different organizations have:
  - ▷ different needs and capacities
  - ▷ different understandings of data
  - ▷ different purposes of using data
- ▶ **Comparable data** is desirable but not a priority and not feasible without shortcuts

UNESCO Conference on Education Data and Statistics (7-9 February)

## 1. Bottom-up approach

*Requests the TCG/EDS Commission to focus efforts on: (c) developing protocols and standards to capture the impact of emergencies and crises on affected populations*

## 2. Top-down approach

*Invites the UIS and the GEM Report to: (b) propose a joint model of out-of-school and completion rates, also taking into account ... crisis-affected populations*

# Out-of-school estimation model

The need for a methodology that combines data sources to estimate out-of-school rates was recognized 20 years ago, when it was acknowledged that *'some sort of composite approach may be needed for estimating time series and producing estimates for the most recent year'*

Using administrative data is challenging in countries with high out-of-school rates

- ▶ enrolment records often incomplete, inaccurate or missing
- ▶ combine enrolment counts with a population measure; often negative rates
- ▶ low school capacity to record student age accurately

Cohort model developed

Following TCG decision, model estimates used for regional and global aggregates for the SDG database: 250 million in 2022



# Out-of-school estimation model

## Out-of-school rate: Ethiopia, by age group and sex



VIEW

[www.education-estimates.org](http://www.education-estimates.org)



# Adjuting the estimate to take into account emergencies

Five top crises according to the IRC 2024 Watchlist

- ▶ **Sudan:** Model estimated 5.4 million (41%) for 2022 – validated by a new survey; post-April 2023, focusing on Darfur, Kordofan and Khartoum, **4.2 million** should be added
- ▶ **Palestine:** None of **0.55 million** in Gaza has been to school since October
- ▶ **South Sudan:** Model estimated 2.1 million (60%) for 2022; cluster estimate is **+0.7 million**
- ▶ **Burkina Faso:** About 900,000 enrolled in schools that were closed in May 2023 in 5 of the 13 most affected regions; existing model estimate is about 1.5 million
- ▶ **Myanmar:** No data since 2018 so difficult to estimate; 3.7 million lack ‘access to learning’ which is not a comparable concept

# Way forward

Evidence from 5 major crises (or at least 3 with reasonably comparable information) suggests that the OOS population may be underestimated by 5.5 million

Each crisis is different, in terms of characteristics such as intensity, spread and duration, but also in terms of data availability

Estimating the number of People in Need (PiN) of education is valuable but remains different to the OOS definition: is hard to integrate findings in official statistical reports. (clusters, after all, are assessing education needs for purposes other than global reporting)

But more can be done to at least cross-check the information they provide and take into account when it can be triangulated with reference to other sources