

Strengthening Education Management Information Systems (EMIS) and Data for Increased Resilience to Crisis

COUNTRY CASE STUDY: CHAD

Background document

The ‘Strengthening Education Management and Information Systems (EMIS) and Data for Increased Resilience to Crises’ initiative responds to the need for accurate and relevant education data and evidence in crisis contexts. UNESCO, in partnership with NORCAP and supported by Education Cannot Wait and SIDA, has conducted country case studies in Chad, Ethiopia, Uganda, Palestine, South Sudan and Syria to analyse recurring data challenges in crisis situations in the framework of the initiative.

This document was commissioned by UNESCO and is part of the collection of six country case studies carried out. The views and opinions expressed in this paper are those of the author and should not be attributed to UNESCO.

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Acronyms

ACRA	Azione Cooperativa Rurale Africa
AFD	Agence Française de Développement
AME	Association des Mères d'Elèves
APE	Association des Parents d'Elèves
APICED	Agency for the Promotion of Community Initiatives for Education
CNARR	Commission Nationale d'Accueil et de Réintégration des Réfugiés et Rapatriés
COOPI	Cooperazione Internazionale
DAPRO	Direction de l'Analyse et de la Prospective
DGM	Directeur Général du Ministère
DGPC	Direction Générale de la Promotion Civique
DNEC	Direction Nationale des Examens et Concours
DRH	Direction de Ressources Humaines
EiE	Education in Emergencies
EMIS	Education Management Information System
GLPE	Groupe Local des Partenaires de l'Education
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IDEN	Inspection Départementale de l'Education Nationale
IDP	Internally Displaced Person
INSEED	Institut National de la Statistique, des Études Économiques et Démographiques
IOM	International Organization for Migration
IPEP	Inspection Pédagogique de l'Enseignement Primaire
JRS	Jesuit Refugee Service
LEG	Local Education Group
MENPC	Ministère de l'Education Nationale et Promotion Civique
NFE	Non-Formal Education
OCHA	Office for the Coordination of Humanitarian Affairs
PIET	Plan Intérimaire de l'Education au Tchad
PREAT	Projet de Renforcement de l'Education et de l'Alphabétisation au Tchad
PREBAT	Projet de Revitalisation de l'Education de Base du Tchad

PTA	Parent-Teacher Association
REMIS	Refugee Education Management Information System
REWG	Refugee Education Working Group
SDC	Swiss Agency for Development Cooperation
TVET	Technical and Vocational Education and Training
TWG	Thematic Working Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
WFP	World Food Programme

Background

Bridging the humanitarian-development divide is now recognized as a key principle for ensuring that an efficient and coordinated education response is delivered to crisis-affected contexts. Building on this momentum and a longstanding partnership, UNESCO and NORCAP are working together to ensure that education systems are resilient to shocks and crises.

As part of this cooperation, UNESCO and NORCAP have developed an initiative aiming at more effective and harmonized data collection, analysis and management in crisis situations. The initiative received funding from ECW and SIDA. In particular, the project focuses on:

- Strengthening national Education Management and Information Systems (EMIS).
- Strengthening capacities of ministries of education, and humanitarian and development actors to harmonize humanitarian and development education data collection with existing EMIS.

In this view, case studies were commissioned in six countries – including Chad – to examine data collection, analysis and management in the context of the education response.

The objective of the present case study is to have a better understanding of the education data collection, analysis, and management processes in Chad. In particular, it is intended to outline gaps, challenges and potential remedial actions in this regard. The case study covers and examines approaches applied by the humanitarian community, development partners and national authorities.

Methodology

The study was undertaken over a period of approximately four months in Chad. It covered a desk review of key documents provided by various actors, interviews with representatives from most UN agencies, NGOs and ministries who operate in the education sector, as well as participation in seminars and workshops discussing education programmes and governance. Moreover, two field visits of a week-long each were undertaken to the north and the south of the country, jointly with Ministry officials, partners and local authorities, to visit refugee camp schools, settlements and villages. During these visits, focus group discussions with communities, parents, teachers, schools and local authorities were carried out to ensure thoroughness of findings and take into consideration both national and subnational views and realities. Meetings with the Local Education Group (LEG), key partners and the Permanent Secretary of the Ministry of National Education were also held to ensure input and ownership at the highest level.

I. Context

A. General country context

Chad is a landlocked country in Central Africa spanning an area of 1,284,000 km², and Africa's fifth largest – with a population estimated at 14.5 million in 2016, of which over 60 per cent are under the age of 20. Chad is a low-income country with significant development challenges that have recently intensified. The economic context has been marked in recent years by major difficulties due to the impact of two shocks: a significant decline in oil prices since mid-2014 and insecurity in the region. Between 2013 and 2015, Chad suffered an 80 per cent reduction in oil revenue resulting in a recession in 2016 (IMF, 2016).

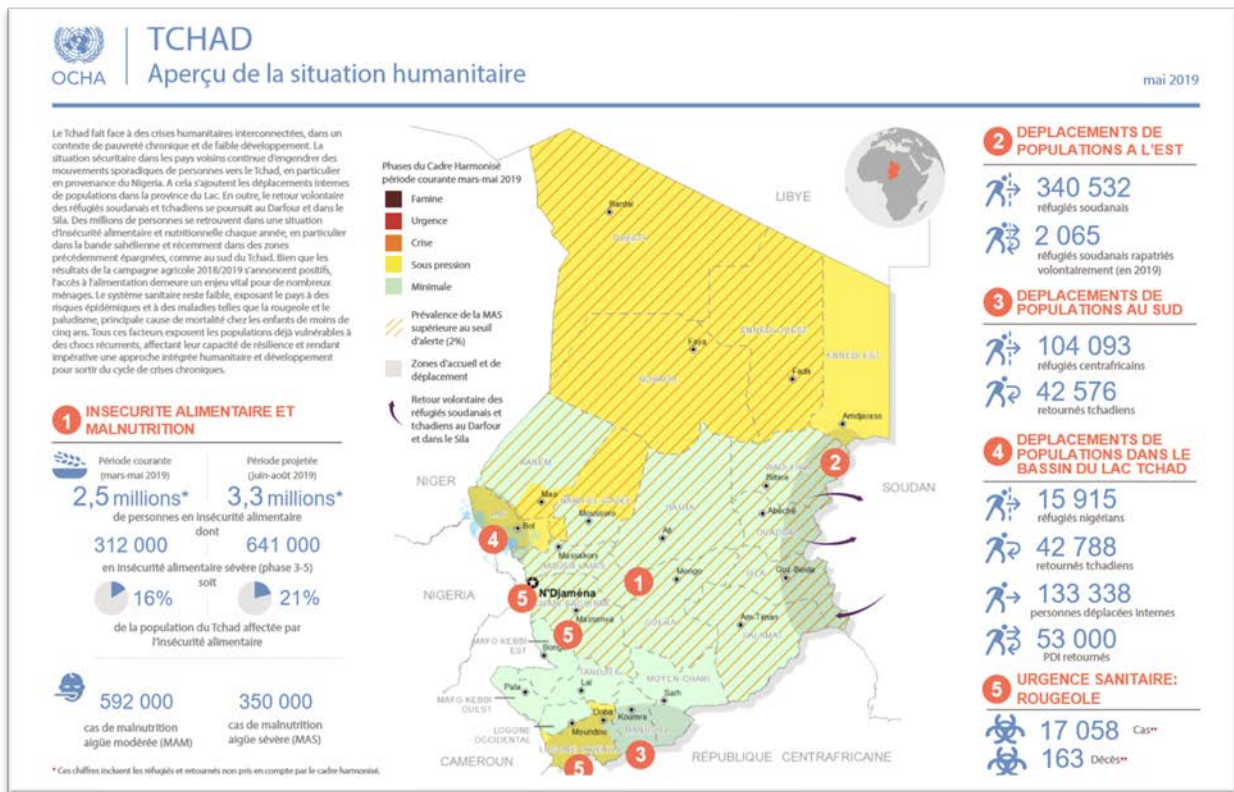
Several vulnerability factors exist in Chad. These include, in particular, the repercussions of the period of conflict, regional instability in terms of insecurity and population movements, and the implications of climate change. The country experiences terrorist threats both within its territory and in neighbouring countries, whose insecurity generates migratory flows towards Chad. The radicalization of terrorist groups and insecurity in the region create crises with cyclical influxes of refugees, returnees and internally displaced persons (IDPs). Bordering Libya in the north, Sudan in the east, Niger and Nigeria in the west, and Cameroon and the Central African Republic in the south, Chad is affected by various crises – whether driven by climate change or conflict – that spill from the region into the country and compound existing vulnerabilities.¹

According to an OCHA report from September 2019, hundreds of thousands of people are at risk of severe food insecurity, leading to increased rates of malnutrition and negative coping strategies. One million people will not have access to adequate healthcare if the situation continues and displaced communities will face increased precarity. Food insecurity and malnutrition, forced displacement and health emergencies have resulted in more than 7 million people in acute or chronic vulnerability, including over 4 million people in need of some form of humanitarian assistance (OCHA, 2019b).

From January to July 2019, the humanitarian situation deteriorated significantly in the country. A resurgence of armed attacks and insecurity in the Lake Chad Basin prompted thousands of civilians to leave their homes to seek refuge elsewhere. The first half of 2019 also saw an increase of more than 37 per cent in admissions of children with severe acute malnutrition compared to the same period in 2018. Chad hosts more than 460,000 refugees, including more than 340,000 Sudanese in the east and 105,000 Central Africans in the south who have fled their countries because of violence. Attacks by non-state armed groups and military operations in the Lake province have forced more than 133,000 Chadians to leave their homes. Added to these populations are the host communities (more than 700,000 people) who share scarce resources with those displaced (OCHA, 2019b).

¹ Chad was ranked 187th of 189 countries on the 2019 Human Development Index Ranking. <http://hdr.undp.org/en/content/2019-human-development-index-ranking>

Figure 1. Snapshot of the humanitarian situation – May 2019



Source: OCHA/ReliefWeb

Chad, therefore, is a country where humanitarian crises take place in a context of already low development indicators, limited access to basic social services such as health, education or drinking water, environmental degradation and effects of climate change. In addition, humanitarian responses are insufficient and are unable to fully address the root causes of persistent difficulties. All of these factors expose already vulnerable populations to recurrent shocks, affecting their resilience and making an integrated humanitarian approach and scaling-up of response imperative.

B. Crisis and Education-in-Emergencies context

The education system in Chad continues to experience significant challenges: access to education and the performance of the sector have been in decline or, at best, stagnant. Lack of adequate school infrastructure affects access, while the shortage of qualified teaching staff is a major challenge – with limited capacity of the system to recruit qualified teachers resulting in communities seeking support from community teachers, and in many areas, carrying the burden of education provision. The lack of teaching and learning materials, classrooms, and basic water, sanitation and hygiene (WASH) services, such as points of water or latrines, are also key challenges. Multi-grade classes are common due to the lack of teachers, making learning difficult; traditional practices lead to drop-out, affecting both girls and boys; regional disparities are vast; and food security issues pose persistent difficulties for learning. Influxes of refugees from various neighbouring countries and the movement of IDPs due to climate change, insecurity, intercommunal conflicts, nomadic movements and changes in transhumance routes, among others, have added to the challenges that the education sector is already facing. In

some areas, displaced and host community learners attend the same schools – whether because Chadian children go to refugee camp schools or refugee children settled in host villages go to community schools; in N’Djamena and other urban areas, refugees have sent their children to public schools.² Consequently, some parent-teacher associations (PTAs) are mixed and involve refugee parents. Public universities are also accepting refugee students on the same terms as Chadians.

The state adopted a decentralized form of governance and is divided into 23 provinces with insufficient resources allocated to the provinces. In the education sector, decentralized/provincial authorities receive only 1 per cent of the total education budget of the Ministry of National Education and Civic Promotion (MENPC), and have limited decision-making power and few qualified human resources (PREAT, 2018).

The education system in Chad is managed by various ministries as per recent developments: pre-primary education rests under the Ministry of Women, Child Protection and Social Affairs; primary, secondary and non-formal education (NFE) are under the MENPC; technical and vocational education and training (TVET) are under the Ministry of Professional Training and Micro Commerce; and tertiary education is under the Ministry of Higher Education. Some of these ministries have experienced changes in leadership and internal restructuring, which are still ongoing, therefore adding to some of the current coordination and implementation challenges. Given these developments, the MENPC supports programmes across different subsectors of the education system. In the field of data collection, for example, it supports the other ministries managing different levels of education, given its already established structure.

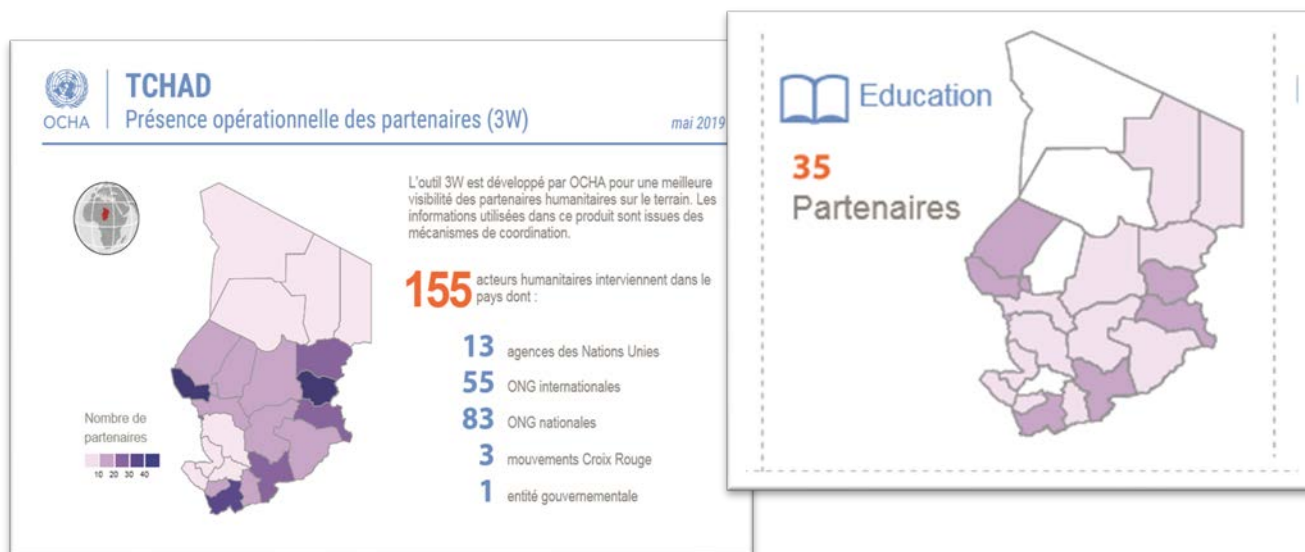
The MENPC does not have a fully dedicated directorate for coordinating, planning and managing Education in Emergencies (EiE), however the General Directorate for Civic Promotion (*Direction Générale de la Promotion Civique*, the DGPC) – within the MENPC – has been assigned a leading role, despite no specific training, capacity building or system yet formally in place. It is only with the newly approved *Contingency Plan 2020-2024*³ that an institutional structure for EiE has been envisioned, and will need to be implemented in the months to come.

The Humanitarian Response Plan (HRP) for 2019 highlights that 1.3 million people were in need of humanitarian assistance in the education sector, of which nearly 1.2 million were children (aged 3 to 17). In light of the humanitarian and development challenges faced, numerous actors are supporting the Ministry of Education in sustaining the sector while also responding to emergency needs. According to OCHA in May 2019, there were 35 partners operating in the education sector, which shows not only the needs of the country but also the complexity of coordination and implementation at the national as well as subnational level, in liaison with the government authorities. Interventions include cash transfers, payment of incentives for community teachers, building of classrooms (whether temporary or more durable), training of teachers and distribution of teaching and learning material.

² For example, from an internal report of UNHCR July 2019, 2,965 Chadian children attend schools in the camps and 4,703 refugee children attend schools outside camps.

³ Initiative funded by ECW.

Figure 2. Partners' operational presence in Chad



Source: OCHA/ReliefWeb

Because of the protracted crisis, and some of the recent emergencies, the focus of donors and partners has been on particular geographical areas and aspects of education or target populations, with the risk of creating an imbalance in other parts of the country. As the above map shows, some regions in Chad are getting more attention due to influxes of refugees and returnees, food insecurity and other types of emergencies. However, other areas receive more limited support, despite having significant need due to lack of resources. This issue is critical and needs attention if imbalances in the country and in the targeting of interventions are to be avoided.

Education needs for refugees, IDPs, returnees and affected communities must be understood within the wider education context of Chad, which ranks 187th out of 189 countries and territories on the 2019 Human Development Index and where the government is already unable to respond fully to the education needs of its population. Chad is one of the top ten countries in the world receiving refugees (UNHCR, 2017), therefore facing a double challenge: the influx of populations from neighbouring countries, but also the state of the education sector, which especially after the 2016 economic crisis, continues to suffer from a lack of teachers, schools and classrooms, and teaching and learning materials, as well as low learning outcomes.

It was estimated in 2017 that 45 per cent of schools were supported by parents' fees and that the cost of education is largely shouldered by parents, who build classrooms, pay community teachers, and try to support schools (MENPC et al., 2017). In 2015/2016, PTAs contributed five times more resources than the government and twelve times more than NGOs to help primary schools to function (MENPC, 2016). Due to financial difficulties, from 2015 onwards, the government stopped paying community teachers and many schools closed as a result. For example, in 2018, 109 community schools closed in the Lake Region for the same reason (OCHA, 2018).

Despite these challenges, the government has taken positive steps towards the inclusion of refugees and returnees into the national education system by officially recognizing, in 2018, all schools in the refugee camps managed by UNHCR as government schools; these schools follow the Chadian national curriculum and are officially under the responsibility of the MENPC. This has been an important step,

in line with the UNHCR plan of ‘villagisation’,⁴ where progressive and total integration is envisaged, and where the government takes full charge. Moreover, the inclusion of EiE into the current sectoral education strategy, the Plan Intérimaire de l’Education au Tchad (PIET), also highlights the readiness of the Chadian Government to further integrate education for displaced populations into the national system.

As this decision was made in 2018, it will take time to progressively enable the MENPC to support the schools in those areas through their offices at subnational level, in collaboration with partners on the ground. However, such a decree shows Chad’s effort to make education inclusive for all, despite its own internal challenges, and provides a key opportunity for all actors in education to strengthen the system.

The principal coordination mechanism for education is the Groupe Local des Partenaires de l’Education (GLPE), as its role is to support the government in the implementation of the national education strategy (the PIET), which includes EiE. This group is led by the Permanent Secretary (DGM) of the MENPC, and currently co-led by the Swiss Agency for Development and Cooperation (SDC); but it does not have systematic representation from the other ministries, despite the fact that the PIET covers all levels of education. Humanitarian response is coordinated by the Education Cluster, co-led by UNICEF and the MENPC since its activation in 2007, while refugee education is coordinated through the Refugee Education Working Group, led by UNHCR (Dewulf et al., 2020).

This study, in line with other research carried out in 2019, recommends that the GLPE should have a clear mandate for coordinating across the national education system, including provision of education for displaced populations (Dewulf et al., 2020). However, the inclusion of EiE in the GLPE is still weak, with most of the attention being project- or donor-driven rather than strategic in its focus.

Although not particular to Chad, one of the gaps in terms of coordination across the humanitarian-development nexus is the absence of a common mapping of all existing projects in the education sector, across the Education Cluster, the Refugee Education Working Group and the GLPE partners, whose interaction is limited – hence also affecting data collection methods. A study carried out in 2019 found it hard to get a thorough picture of who is doing what where (Dewulf et al., 2020).

II. Data environment, production, and use

Data collection is challenging in the context of Chad. Getting accurate information can be extremely difficult due to the high mobility of the population in some regions, geographical or security access barriers, and administrative or capacity constraints.

Despite such challenges, Chad gathers a large amount of data, which are collected on a regular basis and across various areas. Due to the presence of many actors in the education sector, a wealth of data

⁴ See UNHCR, *Tchad: Plan de réponse pays pour les réfugiés 2019 – 2020*
<https://reporting.unhcr.org/sites/default/files/Chad%20Country%20RRP%202019-2020%20-%20March%202019.pdf>

and information are gathered, in addition to the Ministry's own system, making the main challenge for Chad not the lack of data but the coverage, coordination and use of the data collected.

Various tools and systems of data collection exist – some focusing on EiE data, some sector-wide, some regionally or thematically focused. The majority of interventions address specific geographical areas or target populations, hence creating an information pool that is richer for particular areas or groups than for others. The data environment is largely donor- and project-driven, with data collection being done through partners' presence on the ground for project planning, implementation and accountability. Due to the focused objectives of some programmes, many of the data collected pertain only to specific indicators, age groups, geographical areas, or displacement; on one hand, this is useful for developing targeted interventions – but at the same time, it limits a nation-wide approach to address needs and gaps.

The MENPC has a Department for Data Collection, Statistics and Analysis (DAPRO), which is in charge of the EMIS and the school census. In 2014, the MENPC drafted an EMIS Strategy that is comprehensive in terms of the steps involved – including related to the preparation of tools and questionnaires, the process of data collection using the national and subnational institutional structure, as well as the final steps once the data are gathered. The process is highly centralized and hierarchical, whereby all the questionnaires from school level are collected and sent upward to the national level; there, a team inputs all the data into a central system, after which they are cleaned, verified and compiled into an annual report. However, there are also various other systems and tools for data collection used by different directorates of the MENPC (i.e. in the form of regular, institutionalized reports received from the schools), or UN agencies and partners on the ground in specific areas.

A. Actor mapping

The following is a mapping, and a brief list and description of some the main actors and existing systems of data collection in the education sector in Chad, inclusive of EiE:

MINISTRY OF NATIONAL EDUCATION AND CIVIC PROMOTION

As mentioned in the introductory part of this study, the education system in Chad is managed by various ministries, each with responsibility for different levels of education. However, data collection currently is carried out mostly by the MENPC, and more specifically its DAPRO.

There are various existing means and channels for providing data and sharing information within the MENPC, the main ones being:

- EMIS
- Beginning of the Year School Reports (Rapport de la rentrée scolaire)
- End of the Year School Reports (Rapport de la fin de l'année).

Ad hoc and circumstantial information sharing through other reports exists, but the above three channels are the most institutionalized and provide a large amount of information to the MENPC at various levels of the institutional structure. For the sake of this study, therefore, these three systems will be highlighted, and key aspects will be presented.

EMIS

Framework/background

The EMIS in Chad covers pre-primary through secondary education, NFE, literacy centres and technical schools. The EMIS Unit of the DAPRO is in charge of the process and is supported technically by UNESCO.

An EMIS Strategy was drafted in 2014, describing the processes entailed, as well as the steps to be taken at national and subnational levels. The strategy analyses the context, the process of reviewing tools, the challenges and strengths of the system, the strategies and policies needed, the financial needs for its sustainability and the conditions necessary to strengthen and update it to make the system sustainable. Moreover, this document builds upon an official MENPC Manual of Procedures for Education Data Collection in Chad from 2010, which is a Ministerial Decree presenting the official steps to be taken in education data collection and use.

These documents provide the official framework for education data. However, they have not been reviewed in light of developments in the country in recent years, and the changes and impact on the education sector of the economic crisis and refugee influx.

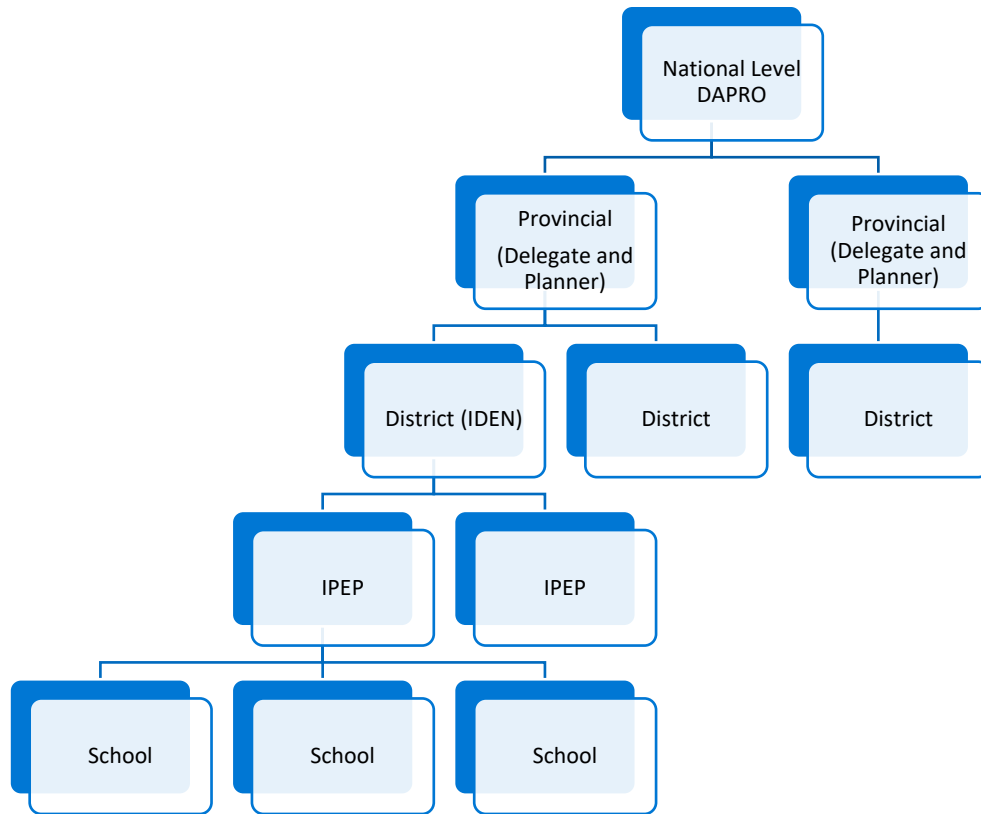
Process of data collection

The process outlined in the above-mentioned framework documents includes mainly:

- Review of questionnaires and tools used
- The process of data collection
- Data entry at the national level
- Cleaning and verification
- Production of a report and dissemination.

The questionnaires and tools are printed in five copies to enable each level of the administrative structure to retain one copy. The process of sending such questionnaires and the data collection then follows the hierarchical institutional structure of the Ministry, from national level (DAPRO) to provincial level (Délégation Régionale de l'Éducation Nationale (DREN) and Provincial Planners), to district level (Inspection Départementale de l'Éducation Nationale (IDEN)), to zone inspectors (Inspection Pédagogique de l'Enseignement Primaire (IPEP), whose task, however, covers only primary schools), to school directors.

Figure 3. Institutional hierarchical flow for EMIS questionnaires



Source: Author

All the filled paper questionnaires are processed and verified at the central level, therefore making the work labour-intensive and time-consuming, given the large numbers of questionnaires and data to be handled.

Given the multi-layered structure of the education system and lengthy process of data collection and analysis – both in terms of human and financial resources as well as time and logistics – the last annual school survey was conducted in 2016. As a result, Ministry data were not available for over two years.

However, in 2019, the MENPC made a concerted effort to ensure data collection was undertaken with urgency, especially in preparation for the new Education Sector Plan to be drafted in 2020, once the PIET ends. To address the gap in data collection, a decision was made to collect data for 2017-2018 and 2018-2019 at the same time, disseminating the questionnaires for both school years. To speed up the process, teams were sent from the national level directly to district level to ensure the tools arrived in schools more quickly, given the vastness of the country and the often difficult means of communication and transportation on the ground.

This was a costly exercise which took not only financial but also human resources to be able to complete. Staff from other departments of the Ministry were engaged in the data collection, as well as in data entry, and this meant that work in other areas of the Ministry was affected. Interns and students were also hired to assist with data entry given the large numbers of questionnaires. Equipment was borrowed from other departments of the Ministry to ensure speedier processing. Officials from the Ministry verified and cleaned data inputs daily. DAPRO, with the support of the Education Minister, took strong leadership in ensuring a speedy and effective system in a short but

intense period of time by following up on progress, and succeeded in finalizing the EMIS Annual Report, validated in December 2019 in the presence of all provincial representatives and the MENPC. This represents a positive success for the education sector, which can now rely on up-to-date data, inclusive of 2019.

Despite these efforts and successes, the whole process of reviewing the tools, printing and disseminating them to all schools was expensive and logistically complex, and needs to be made more efficient. Distances to schools, the vastness of the country, the lack of means of transport or communication, and the challenges of following all the levels of the institutional hierarchy at subnational level (whether to distribute the tools to the schools or to collect and send them back to the national level) all present delays and difficulties. Given the cost and effort required in 2019 – which included the time of human resources from other Ministry departments and equipment, and additional costs of several teams from the national level travelling throughout the country specifically for this – the sustainability of such a process needs to be discussed to ensure its continuity in a more efficient and durable way for the years to come.

Moreover, the coverage of schools, given the time-frame and logistics, also needs to be improved to ensure that the data collected are representative of all schools. The data and information requested at school level through the EMIS questionnaires also need to be clear and readily understood to increase the reliability of responses.

As mentioned, management of the education system is shared among various ministries in Chad (although due to the current context and challenges, DAPRO was collecting data for all levels of education as of the time of writing). Therefore, it would be important to strengthen collaborative efforts with other line ministries concerned to ensure coverage and joint cooperation in such endeavours.

Tools

Each level of education has a questionnaire ranging from four to ten pages, depending on the level, and an accompanying guide explaining how to fill it ('Guide de Remplissage'). The questionnaires include a range of questions which cover main areas such as:

- School identity
- Enrolment of children by class, gender, age and status
- Distance to schools
- WASH and classroom infrastructure
- Teachers
- Teaching and learning materials and equipment
- School finances.

Enrolment of refugees, IDPs, returnees, and orphans and vulnerable children (OVCs) was captured for the first time in the 2018-2019 EMIS questionnaires – and therefore, in the EMIS Annual Report for 2018-2019 as well. This is a key development vis-à-vis the inclusion of aspects related to EiE – helping to ensure data on these populations are incorporated in official Ministry documents, particularly in view of the process of developing the new education sector plan.

However, it is important to note that the understanding of what each category means and/or how the director or teachers should gather such information may still vary at the school level. School directors have never been trained in how to complete the questionnaires, which means that aspects of the forms may still be unclear to some; this affects the quality of the data provided. Establishing the age of children per class, questions related to the contribution of PTAs to the school, or the distinction of IDPs and returnees are examples of unclear areas for school-level personnel.

HR and equipment

The MENPC at the central level uses StatEduc2 as the system and software to collect and input the data. DAPRO has numerous staff members, and the EMIS unit specifically is comprised of about ten staff (depending on turnover), inclusive of managers, ICT specialists and two statisticians.

The unit has equipment available at the national level, and in 2015, all 23 provinces' planners and selected national staff were trained and given equipment (114 computers, printers and 84 generators) through UNESCO's Project for Revitalizing Basic Education in Chad (PREBAT) funding. In terms of equipment, given the intensity of the exercise of processing all data in a centralized system at the national level, the unit had to borrow and access new equipment to enable more people to work on data entry in 2019.

Generally, Ministry capacity at subnational level is weak. There are planners, but they are not trained as statisticians. Their role in data is mostly to collect the questionnaires and coordinate sending them to schools or upward, rather than using or analysing them for a specific purpose or response. They do not conduct visits to schools or hold meetings or trainings to clarify issues or questions related to data collection, and therefore quality assurance is an aspect that needs attention. The difficult access and vastness of the country, issues of capacity building and accountability, and limited materials, transport to schools and other means make it more challenging to have an effective system at subnational level.

Given the new elements on refugees, IDPs and returnees in the EMIS 2019 Questionnaires, the Ministry has expressed the need for stronger collaboration with UNHCR – particularly on issues of how to define refugees, IDPs and returnees and the sensitivities around such data collection, including ways of asking questions regarding displacement status in order to avoid feelings of discrimination or misunderstanding.

One of the technical issues emerging is the issue of codification. There is no harmonized or unique codification at the level of the MENPC, making it difficult for the various platforms of information gathering to communicate and link. Various departments of the Ministry deal with different areas: EMIS as described above, Direction de Ressources Humaines (DRH), the Direction Nationale des Examens et Concours (DNEC) for the exams evaluation, and the Agency for the Promotion of Community Initiatives for Education (APICED), which is the government counterpart with which the PTAs interact and which is in charge of creating a teacher database⁵ with World Bank funding. If each school had a unique code identified for all data and information collected by the various entities, there could be a way of linking these different platforms for analysis and use.

⁵ In November 2018, there was a community teacher census, under review at the time of researching the present case study given numerous issues that emerged.

Data usage/analysis

From 2017 to 2019, the Ministry was unable to carry out the EMIS data collection exercise. However, through its efforts in 2019 to collect data retroactively, DAPRO managed to finalize and validate EMIS Annual Reports for both the 2017-2018 and 2018-2019 school years – which include large amounts of data, and are each approximately 250 pages. The detail of the reports and the amount of information available are valuable; but a synthetic and more analytical document (which currently does not exist) would help essential data to be more accessible and user-friendly for strategic decision-making. Such briefs could include comparative analysis with previous years to be able to show trends for key indicators.

The recent success of having more updated data will allow the MENPC to use such information for the forthcoming Sector Analysis, and will serve as a step towards the drafting of the new national education strategic plan in 2020. Moreover, such data provide donors and partners with key information, if shared.

The Ministry's financial resources to be able to print and disseminate such reports are limited. However, there are plans to be able to upload them to the Ministry website for public access, once the website itself is working. The distribution of such reports to key stakeholders is essential to improve cohesive and integrated planning.

Given the lack of data between 2017 and 2019, the use of EMIS was limited; more up-to-date information was required for purposes of planning, monitoring or responding to donors' requests. Even so, the use and analysis of EMIS data are mostly prompted by ad hoc requests from donors or partners. Data do not necessarily seem to be used at a strategic level, including for sector-wide analysis, comparisons and monitoring of progress, or to set strategic directions and prioritization for the sector. Such use of data needs to be strengthened, especially now that more up-to-date information has been produced, to be able to guide decision-making at the Ministry level.

In this view, the DAPRO technical team expressed the need for a more analytical publication or brief which shows trends and a more focused analysis of key aspects, in addition to the more comprehensive EMIS Annual Report. To support this, the Ministry is involved in the preliminary phases of the 'Data Must Speak' initiative.⁶

One of the observations of the current system is that EMIS mainly addresses aspects related to access, while qualitative data and information on learning outcomes are partial – making, for example, the number of children repeating or passing to the next class a useful proxy, but only a limited indication of issues related to learning. The results of exams at the end of middle school and secondary school (BEF and BAC) are collected by another Ministry department, DNEC, but are not included in the EMIS Annual Report.

It is important to note that the Ministry has not had a department for monitoring and evaluation of learning, specifically tasked with looking into this dimension. It is now part of the 'Projet de

⁶ 'The Data Must Speak (DMS) programme is a UNICEF initiative, co-funded by the Global Partnership for Education, the William and Flora Hewlett Foundation and the UNICEF Global Thematic Funding for Education, now in its fifth year of implementation. The DMS programme provides country-specific technical support and capacity strengthening to ministries of education and school communities for more effective and transparent data use, to ultimately achieve better equity and learning in education' (UNICEF, 2019).

renforcement de l'éducation et de l'alphabetisation au Tchad (PREAT)' programme supported by GPE to establish such a department within the Ministry that will be able to carry out this important function.

As for aspects related to analysis, the difficulties in gathering data and establishing children's ages in schools result in the absence of key indicators in the EMIS Annual Report, such as net enrolment rates (NER). Only gross enrolment rates (GER) are presented, making it more difficult to diagnose or analyse specific issues with greater precision.

Beginning of the Year Report (Rapport de la rentrée scolaire)

As part of the established system, schools make a report at the beginning of the year called the 'Rapport de la rentrée scolaire', which provides a large amount of information. There is no specific format given by the MENPC; each district has its own format, and the information included in such reports is extensive, including enrolments by gender, status and class, infrastructure, needs, teachers, drop-outs, etc. (which is most of the information that would also be provided in the EMIS questionnaire). Moreover, additional information in terms of needs and emergency cases, such as a collapsed roof or other issues, or information about refugees is also shared in such reports in the areas that are affected.

The habit of completing and collecting this Beginning of the Year Report is a strength of the education sector, and it is an institutionalized duty for all school directors – no matter how remote – to compile and share it with the inspector and district education officials. They are then combined at district level into a report and shared with the MENPC at national level (with the departments in charge of the primary or secondary level, respectively).

This again shows the large amount of information that is available. Enrolment data is collected by gender and level of education, thus showing the evolution of enrolments from primary to middle school and then to secondary school, and their distribution by gender. Data collected in school in refugee camps are processed separately. However, such reports – once they arrive at the national level – are received by the respective departments, but not always by DAPRO. It is not clear how such reports are then used at the national level, given that responses or feedback concerning all the information reported are not received at school or district level.

End of the Year Report (Rapport de la fin d'année)

As for the beginning of the year report, there is also an End of the Year Report (Rapport de la fin d'année), which is once again done by each school and shared at the district level. The responses are then compiled and summarized into one report from the district and shared with the national level, as per the procedure described above.

The strength of these two reports is that the process has been part of the education system for a long time, and therefore school directors and teachers understand it as part of the institutional framework and part of their tasks. While this provides an opportunity for the education sector, the limited use of such reports at the district or national level remains a challenge. Moreover, the efficiency of having multiple sources of information is also a question, given that much of the information shared in these reports is also asked for by the EMIS questionnaires.

Because they are institutionalized, such reports have the potential to serve as a means of triangulation with data collected via the EMIS. They are also as a way for the subnational and national levels to

receive more qualitative information, given that such reports also include suggestions, recommendations and more descriptive sections. A standardized format from the national level is needed, however, to facilitate compilation, analysis and use.

One of the remaining issues, whether with the EMIS questionnaire or the two school reports, is the lack of feedback or response, which causes respondent fatigue and affects motivation at the ground level. Directors of schools mentioned in the discussions held for this case study that while they continue reporting, they rarely receive any feedback or answers to such reports, hence either making the exercise frustrating or its purpose not easily understood.

Recommendations

- Create a standardized format for the two reports that provinces need to send to the MENPC (Rentrée scolaire and Fin d'année), so that they can be better compiled at the national level and used for comparison, triangulation and analysis across the country and over time. At the moment there is no common template.
- Create a system where the information from such reports is used and feedback is given all the way down to the school level to avoid fatigue and frustration.
- Review provincial planners' role in data collection at the subnational level, given the current lack of capacity and direct interaction with schools, compared to IDEN and IPEPs.
- Translate the EMIS questionnaire into Arabic for all the Arabic-speaking schools to facilitate its correct use, given that at the moment it is only available in French – making it difficult for many schools to enter data.
- Train the directors and IPEPs on how to fill the questionnaires and on the meaning of some of their contents. This can be done in a cost-effective way by adding on to regularly held meetings such as the Journée Pédagogique, where directors gather to discuss and have a refresher on different pedagogical topics, with the guidance of the IDEN or IPEP.
- Include training on data entry and EMIS questionnaires into pre-service training for directors and teachers to ensure a more cost-effective way for the future and increase sustainability.
- Ensure that indicators related to quality and learning outcomes are part of EMIS Annual Report.
- Review and update the EMIS Strategy, and produce an implementation plan, which is costed and realistic, to ensure EMIS is sustainable for the years to come.
- Include as part of the EMIS Annual Report the production of brief and strategic analytical documents, focusing on key indicators and inclusive of trends, to facilitate their use at higher levels and for strategic decision-making; and discuss them in the GLPE meetings with all stakeholders, as well as during the Education Sector Review.
- Ensure dissemination of the EMIS Annual Report to all relevant Ministry departments and to all partners in education to ensure use for strategic decisions.
- Discuss the possibility of harmonizing codification across Ministry departments – even if for different use – and information collected.

Quality of data

As part of the process of data collection, and analysis of the data environment, it is important to mention the importance of the quality of data. As already discussed, Chad has a rich amount of data, and the challenges revolve around the coordination, analysis and use of such data for more sector-wide strategic planning. However, it is also critical to analyse the quality of data being gathered to ensure that decisions and use are evidence-based. The EMIS Unit has a system of cleaning and verifying data after they are entered at the central level, but this needs improvement.

Observations from the field show that some of the information requested in the questionnaires is not clear, and therefore may impact the quality and exactness of the data entered at the school level. The difficulty of identifying the age of children per class results in the lack of indicators such as NER. Moreover, the information gathered from the beginning- and end-of-year reports is not often used to triangulate the data coming from the EMIS questionnaire. However, the existence of such reports provides a useful tool for verification, given that many of the aspects covered are the same.

At the moment, having data from other organizations, such as UNHCR and the EduTrac questionnaire, also provides an opportunity to spot-check and verify data in some areas to ensure validity. The partners who are involved in data collection on the ground have the means of verification through school visits and by comparing with data from previous years to be able to identify discrepancies. It would be helpful if such methods could be applied by the Ministry as well, and for the partners to support the Ministry to build its capacity for doing so.

One of the main challenges in this regard is the fact that, at the level of the district, the IDEN receives the reports from the schools and compiles them into a district report. However, often the verification of this information at the school level is not done, and the reports are simply received and compiled. Some reports may not reflect the exact reality. Moreover, some numbers do fluctuate during the year given people's mobility, but also due to issues of ongoing enrolments and dropouts. The time difference between the compilation of the Beginning of the Year Report and the EMIS questionnaire may also cause differences, depending on when the schools receive the questionnaires. A more thorough monitoring would be needed at the school level, in a sample of schools, to ensure that the information provided reflects the reality. As the inspectors have the duty to visit schools, this could be done during such visits.

The Ministry should capitalize on the existence of such reports to verify the quality and validity of data and be able to triangulate with EMIS questionnaires. This, however, requires coordinated effort between the Ministry departments that receive these reports and DAPRO – which, at the moment, still needs strengthening. The quality of education data is crucial for validity and credibility, but also for more effective planning. Such an exercise could be part of the tasks of the mechanism proposed in the 'Key recommendations' section of this case study.

Ministry of Education data: Links and gaps with EiE

At the moment, the Ministry has the Department of Civic Promotion, which acts as the liaison and focal point for EiE. However, capacity and training in EiE are limited, as is the capacity to respond to arising needs. No system for emergency reporting exists within the current Ministry structure.

The recently finalized *Contingency Plan 2020-2024* includes the set-up of a mechanism for management and coordination of EiE as part of its implementation, which will need strong leadership from the MENPC. However, rather than involving an already stretched MENPC in various data collection processes for EiE and creating too many new structures, a common approach is needed that will include disaggregated EiE data collection within a strong nationally owned EMIS, covering the whole country.

For example, given that the inclusion of all schools in camps and settlements under the MENPC is recent, UNHCR could share the list of all schools with the DAPRO technical team to verify coverage of such schools in the 2019 EMIS Report, as well as ensure their codification for the following year. This study conducted similar triangulation and found that 52 of the 107 schools in refugee camps across the country covered in the 2019 EMIS Report; those not covered are located mostly in the Ouaddai and Wadi Fira regions.

One key action to make the system more efficient and cost-effective needs to be the review of the EMIS questionnaire, in consultation with all key stakeholders and relevant Ministry departments, to ensure harmonization where possible and to avoid other parallel systems asking the same questions. It is essential to ensure that various departments of the Ministry are involved, such as the EiE focal department, the primary and secondary education departments, and the department for nomadic populations and the islands of the Lake region (who have specific needs, especially vis-à-vis the emergency crisis).

Discussions about the content of the questionnaire should include identification of gaps and consider the inclusion of aspects, among others, related to:

- Protection
- Resilience and risk preparedness
- Health and nutrition
- Teacher capacity in relation to resilience and EiE.

Decisions around which questions to include should consider the need for and use of such information versus the potential impact and sensitivities involved in gathering the data (e.g. distinctions of refugees, IDPs and returnees, and how such information is gathered at the school level, or other protection-related issues, can have negative implications if not approached sensibly).

The EMIS Strategy of 2014 mentions the need to explore gathering data related to emergency situations such as:

- Damage of schools due to rain, winds or conflicts
- Delays in opening schools or school closures due to floods or other crises
- Issues of violence in schools, including violence between students and reported cases of sexual violence, as well as the existence of committees for the prevention of violence in schools, clubs for peace and/or codes of conduct prohibiting violence in schools.

Not all of these have been included in the EMIS questionnaire as of yet, and need to be discussed with key stakeholders during a review of existing tools – and building on the already drafted EMIS strategy.

It will be important to train directors in the filling of the EMIS questionnaire, including providing clarification around new questions (e.g. relating to learners' status as refugees, IDPs and OVCs) given the sensitivities, and to ensure involvement of IPEPs and IDENs in such exercises. Given the inclusion of data on refugees, IDPs and returnees in the 2019 EMIS process, and the plans to review the tools to include key aspects of crisis sensitivity, it may be advisable for the Ministry and UNHCR to revisit the need for REMIS, which may no longer be necessary when EMIS fully includes refugees.

Summary of key issues/challenges

- Expensive and long process: Necessity to make the process of data collection more efficient and cost-effective
- Review of EMIS tools to include more crisis-sensitive information
- Capacity of those involved in data collection and analysis to be strengthened
- Coordination and communication among key actors in education data collection to be improved
- More strategic analysis and use of data for decision-making
- Fatigue at the grassroots level of providing information but not receiving responses
- Lack of understanding at school level around some questions and information requested

UNITED NATIONS HIGH COMMISSION FOR REFUGEES (UNHCR)

Background/framework

There are 107 schools in the refugee camps and settlements across the country, mostly focused in the north-east, bordering Sudan; in the south, bordering CAR; and the west, along Lake Chad. As mentioned, such schools, by official decree in 2018, have been included as part of the national education system. Until this year, however, UNHCR collected data for these areas given the accountability they have to donors and to ensure timely production of reports and monitoring of their programmes. There is a Refugee Education Working Group (REWG), led by UNHCR, where key partners and a focal point from the MENPC (from the EiE focal department) meet quarterly to discuss issues concerning education of refugees, and involving the subnational level in the camps areas.

Process of data collection and tools

UNHCR has a data collection system that is used to track programmes and covers all schools in the camps and settlements. The system, which carries the same name as the Ministry one (i.e. EMIS) but focuses only on refugees, has different tools and specific questionnaires for three different phases:

1. Beginning of the year questionnaire – covering infrastructure, teachers, enrolment and protection issue – including data on Chadian children if enrolled in camp or settlement schools
2. End of the year questionnaire
3. Monthly questionnaire, focused on tracking attendance.⁷

⁷ All these data are collected on paper and then entered into an Excel file.

Once these data are collected on paper, they are entered into an Excel file. This file gathers the data collected on all school levels (ranging from pre-school to tertiary), and the various data collections carried out during the year. Each educational institution completing the UNHCR form must enter information that allows to identify it (i.e. its region, department, district, the status of the school, the language of instruction, the year of creation or whether it is nomadic). It includes data on enrolment, repeaters, teachers, infrastructure, programs, literacy level, or need for protection. Data are collected according to the age of students and a distinction is made between indigenous and non-indigenous students.

This information is gathered through partners on the ground who collect such data at camp level and at school level. It is verified by staff on the ground and then compiled at the national level by UNHCR, synthesized in the form of a dashboard and shared with the focal person at the MENPC, who is a member of the department tasked with EIE – the General Directorate for Civic Promotion (*Direction Générale de la Promotion Civique*, the DGPC) – and not DAPRO.

In addition to this data collection system, UNHCR has another specific questionnaire for urban areas where schools receive a mix of Chadian children and refugees. It also has a tablet-based questionnaire used only for enrolment at the beginning of the year to track every single refugee child through the Kobo system and ProGress.

Such systems have incomplete coverage given the mandate of UNHCR, which is limited to areas where refugees are present in camps and settlements adjacent to the camps, as well as in N'Djamena. As a result, disaggregated data for refugees who had moved from those areas were not captured in any data collection system, until their inclusion in EMIS in 2019.

HR and equipment

The system benefits from the presence of partners on the ground, who collect data regularly; this enables more efficient and timely data collection, analysis and use. However, the manual compilation at national level of all the reports from every school of every camp is very time-consuming. Information on the ground is still filled manually at the school level through paper forms, then compiled and entered into an electronic form, then sent upwards to be compiled manually once again by the national office of UNHCR. Tablets and the Kobo system are used only for the enrolment exercise at the beginning of the year to track each child through ProGress.

At the local and national level, partners and UNHCR have specific officers in charge of carrying out such exercises given the labour-intensive nature of the activity.

Data usage/analysis

Such data, once compiled, are processed and analysed, and reports are produced with synthesized information and a dashboard to visualize the status of progress.

At the local level, UNHCR, the NGOs collecting the data on behalf of UNHCR, and the IPEP and IDEN meet to look at the data and discuss them for planning or understanding progress and issues. Often, however, the engagement of the local education authorities is a challenge given financial and/or other capacity constraints – hence, leaving the NGOs or UN agencies to lead the activities.

UNHCR globally, and in Chad, has begun discussions around the introduction of the Refugee Education Management Information System (REMIS), a custom-built online tool that enables efficient field-level

collection, analysis and reporting of refugee education data and aims at integrating data related to displacement into the national EMIS system, currently being piloted. Consultations were held at the end of 2018 with various stakeholders and plans to continue such discussions with the Ministry in Chad were made, but had not materialized at the time of writing.

One of the purposes of the REMIS is to serve as an interim system to help the integration of refugee data into national systems, eventually to be phased out as a functioning, Ministry-led EMIS becomes inclusive of such populations. It would seem that, for Chad, this may no longer be appropriate or necessary when EMIS fully includes refugees. Given the MENPC's addition of questions on refugees, IDPs and returnees in the latest EMIS questionnaire, the use of StatEduc and the most recent EMIS Annual Report (which also reports on such populations), it may be more appropriate for UNHCR and other UN agencies and NGOs to strengthen these efforts within the existing EMIS through technical support – including review of the Guides to ensure a correct understanding of the definitions of target populations, issues of protection, and sensitivities around how to collect the data – rather than introducing REMIS.

Summary of key issues/challenges

- System is labour-intensive and time-consuming, both at the national and subnational level, requiring full-time people to collect data
- Coordination with Ministry to be strengthened for data collection to avoid working in silos and collecting the same information

Recommendations

- Instead of introducing REMIS in Chad, strengthen existing efforts to include aspects related to refugees, IDPs and returnees within the national EMIS.
- Systematically share UNHCR data and reports with DAPRO. UNHCR has a focal point within the Ministry of Education, but this liaison does not sit with the DAPRO, and the flow of information between the EIE department in the MENPC (where the focal point sits) and DAPRO is challenging.
- Given that UNHCR calls for and coordinates regular education meetings, include a larger MENPC representation in such meetings to ensure EIE information is shared across various departments of the Ministry, including DAPRO.
- Partners should hold discussions with donors to raise awareness of the need to build and support existing Ministry structures and reporting rather than creating parallel systems for the sake of reporting about projects. Donor funding, whether contributing to development or emergency response, should be feeding into indicators of an education sector plan that is crisis-sensitive.
- Given that all schools in the camps are now under the MENPC, and that UNHCR has a strategy of all camps becoming integrated into villages ('villagisation'), it is recommended that the data collection tools used by UNHCR and the EMIS questionnaire are harmonized into one tool to ensure the data are collected in partnership, with the involvement of the local education officials, and used at the central level by DAPRO and UNHCR. Analysis of the current tools shows that similar information is being gathered by both, resulting in duplication of processes and additional work for school directors to provide such information several times to different entities.

UNITED NATIONS CHILDREN'S FUND (UNICEF)

Framework/background

UNICEF operates through partnership with NGOs who implement its programmes on the ground. As a way of measuring the progress of such programmes, UNICEF has a reporting system whereby each implementing partner reports against agreed indicators and activities. However, in addition to such information – and to supporting EMIS initiatives – UNICEF is involved in piloting another data collection initiative called EduTrac with a limited number of schools in two provinces.

Process of data collection and tools

EduTrac is a mobile phone-based data collection system that allows rapid communication and real-time information sharing through SMS and calls from schools and local authorities up to national level. At the moment, the pilot is targeting specific areas and schools, and responses are compiled at the national level in an online system, accessible by both UNICEF and the MENPC. The plan is to scale up the initiative in the years to come to include more regions and ensure that such data are used for decision-making in a timelier manner. The vision is to have EduTrac feed into the EMIS in the future.

The questionnaire used for the system has been developed in consultation between UNICEF and DAPRO and is administered with different frequency, depending on the needs and the target recipients. The questionnaire (at the time of writing) covers various aspects, including EiE-related information such as attendance of teachers (whether trained or community-based), specific trainings on psychosocial support received, infrastructure and equipment, enrolments of refugees and IDPs, and school feeding; it comprises 265 questions – some to be asked monthly, some every school term, some on a more regular basis, and some annually.

HR and equipment

UNICEF has a dedicated focal person for data, and the EduTrac system is housed online, whereby it is accessible by both the Ministry and UNICEF. However, the costs, the issue of networks, coverage and response rates, and other technical aspects are yet to be resolved before a scale-up is pursued.

Data usage/analysis

Another initiative of UNICEF in Chad is the introduction of 'Data Must Speak', which is an initiative aimed at facilitating data analysis and producing user-friendly, contextually adapted, synthesized information that enables visualization of key indicators and progress for decision-making from national level all the way to school level. This initiative is still under discussion with the MENPC and plans are to implement it using EMIS data gathered by DAPRO.

Summary of key issues/challenges

- EduTrac Tool content discussion needs to include all key partners
- Network, coverage and responses still to be addressed given it is in a pilot stage
- Capacity for use and analysis of data

Recommendations

- Build on existing efforts and systems to ensure that data gathered through EduTrac are regularly accessed by the MENPC in a central system, and integrated and used as part of the wider data collection platform of EMIS and other systems to facilitate decision-making.
- Ensure that all key stakeholders in education input into the EduTrac questionnaire and system, so as to avoid duplication and enable all actors to be aware and benefit from data collected in order to be able to keep supporting the Ministry in such efforts, rather than contributing to fragmentation.

INTERNATIONAL ORGANIZATION FOR MIGRATION (IOM)

Framework/background

IOM Chad works with the Chadian authorities and local partners to ensure humane and orderly migration. Its mandate is to improve protection; provide direct assistance to and enable assisted voluntary return of stranded migrants; and ensure reintegration support for Chadian migrants returning home. Its work also includes reinforcing the capacity of local actors to assist and protect migrants and sensitizing communities.

To support its efforts, IOM regularly collects data. The data collection tool used includes questions and information on education, and therefore can be considered one of the systems in Chad that collects relevant data for EiE.

Process of data collection and tools

IOM covers three main geographical areas in terms of data collection: Lake region, Logon Oriental, and Moyen Chari, while in the northern regions it only follows the flow of population movements and no other indicators.

In the three regions where it collects data, IOM uses two different surveys/questionnaires with different frequency:

1. Every two months, a survey/questionnaire is used in all the villages in a given region to enquire and make a count of displaced people's and host communities' needs. The survey targets community leaders, representatives of IDPs and local government, and the questionnaire used includes a few questions on education.
2. Every six months, a tool is used for a sample of homes to evaluate integration within the community. Education questions are also included at the household level in this survey. This is done with the host communities as well. The questions include aspects related to EiE.

The forms are in the format of multiple-choice questions. The questions relevant to education include the age of the children and the number of children in the household who attend school. In addition the questionnaire includes specific questions related to EiE, specifically in relation to out of school children due to "no school or too far away", "school closed", "security problems in reaching the school such as armed groups, risk of kidnapping, risk of attacks on the school", "lack of teachers", "discrimination" or "lack of financial resources".

HR and equipment

There is a focal person in IOM for data collection and management of such information (i.e. an information management (IM) officer). The information is entered into a system housed at IOM, then analysed and used within the office utilizing available equipment.

Data usage/analysis

IOM produces regular reports and shares them primarily with the Commission Nationale d'Accueil et de Réintégration des Réfugiés et Rapatriés (CNARR) and the Protection Cluster, given the particular focus of the data on protection issues. The surveys are done with CNARR, and the Institut National de la Statistique, des Études Économiques et Démographiques (INSEED), who join IOM in teams to collect the data on the ground.

These reports provide raw data on enrolment trends of children from different groups (host communities, IDPs and returnees), as well as analyses of these figures (e.g. in addition to enrolment rates of different groups, an analysis of existing barriers to schooling for children in connection with EiE).

IOM is open to receiving additional input from the Education Cluster or other stakeholders on education-related questions and indicators to be included in their surveys and questionnaires and has expressed their availability to support and strengthen the Education Cluster's data collection efforts.

Recommendations

- It would not be possible to harmonize the questionnaire used by IOM with any of the other tools used by the Ministry or partners given the nature of its tools being surveys at household and community level (rather than at school level) and touching on only a few education aspects. However, there is a possibility of integrating some questions into the existing tool if data need to be collected at that level, capitalizing on the existing exercise of data collection. Therefore, the Ministry should discuss such possibilities with IOM.
- MENPC should request that IOM shares its regular reports and dashboards on education indicators with DAPRO and other key stakeholders to enable access and storage of such information in one central point for the Ministry, together with all other data collected by different actors.

OFFICE OF COORDINATION OF HUMANITARIAN AFFAIRS (OCHA)

Framework, data usage and analysis

OCHA in Chad focuses on 11 provinces where humanitarian need is most urgent. It does not collect data itself, being a coordination agency, but instead relies on information received from the clusters (and does not have the mandate or means to verify it). OCHA has an IM officer whose role is to compile all the data received and analyse and use them for coordination of and input into the preparation of the Humanitarian Needs Overview and Humanitarian Response Plan processes. As needed, it also uses information from the MENPC's most recent census – which presented a challenge over the past couple of years given that the last EMIS Annual Report was for 2016.

OCHA's work is limited to humanitarian response, so they take into consideration three or four key indicators the partners give them in the various sectors and use those. In this case, it is the task of the

Education Cluster to share the ones for education; OCHA does not get involved in the process of selecting such indicators, or how the Cluster gets the data and decides.

At the time of writing, there was little humanitarian focus on education within OCHA, as the response was mostly focused on food security and nutrition and the flow of displacement. If there is a particular urgent need, the OCHA sub-office contacts the provincial Ministry of Education to enquire about education-specific information.

In terms of OCHA's work, access to limited information in education does not affect their activities on the whole. However, improved access to relevant education information would enable its use for comparative purposes vis-à-vis the rest of the country to better understand the impact of crisis on education.

The main issue expressed by OCHA is the lack of a centralized point for information for education, making it challenging to know who to ask for certain data, depending on the needs. Given their technical expertise in data management, OCHA has expressed willingness to support the MENPC and the EMIS in, for example, map creations based on GPS coordinates, as well as the importance of using more timely data for the HRP processes if shared in time.

Recommendations

- Given that OCHA relies on data shared by the Education Cluster, it is important to strengthen the Cluster's data collection system in liaison with the MENPC system.
- Good practices and lessons learnt from other sectors, such as food security and nutrition, could be used by the Ministry and its partners to develop a more integrated education data collection system. One of the means used in such sectors is data collection campaigns, where government together with partners collect data jointly for specific periods of time.
- Draw support from OCHA's technical expertise and willingness to support the MENPC to make a mapping and more visual interpretation of the data if the most recent EMIS data are shared with them.

EDUCATION CLUSTER

Framework/background

The Education Cluster was established in 2007 to respond to the various emerging crises, including the situation of refugees, IDPs, returnees and host communities, as well as food insecurity. Until this year, the EMIS did not collect or show any data or evidence of the existence of crisis. The Education Cluster has therefore tried to gather data about such situations.

There are many actors and members in the Cluster, both national and international, comprising 6 UN agencies, 12 national NGOs, 10 international NGOs, 2 ministries and 2 donors. While the MENPC primarily had a focal point for EiE who was a member of the Cluster, it has since decided to enlarge its membership from the Ministry to ensure participation and flow of information. However, such participation needs to be strengthened in practice, as it is still very low; this impacts the collaboration between the Ministry and the Cluster, whether in data collection and sharing, planning or programming.

At the national level, one significant weakness is the absence of representation in the national Education Cluster from the other three ministries involved in delivering education. There is no systematized interaction among the four ministries and they reportedly work in silos.

Process of data collection and tools

For purposes of planning (as of the time of writing), the Cluster uses OCHA data about numbers of displaced populations and, based on these, generates estimates of the number of children affected in education. Hence, the data are not based on actual evidence from the ground specifically on children and education – impacting, therefore, the planning of activities and the monitoring and measurement of progress.

The Cluster has a template for data collection that it shares with its members to complete, with the purpose of informing planning, implementation and monitoring. However, ensuring such forms are returned in a timely manner remains a challenge. The Cluster decides on specific indicators, compiles the data received into a quarterly dashboard, and uses them for coordination of response.

The template used for data collection covers aspects of access, quality and governance, including infrastructure, NFE, girls' education, WASH, availability of teaching and learning materials, training of teachers in psychosocial support, and Ministry capacity to coordinate response to crisis, among others. In this template, data is disaggregated by sex/gender as well as by region and department

However, receiving consistent feedback from Cluster members seems to be a challenge nor do members share their templates or reports. Limited evidence-based data received from members complicates analysis of the indicators and progress at Cluster level. Moreover, financial reporting may not always be made available, making it difficult for the Cluster to collect and report on overall financial contributions received for the education response.

Cluster data collection faces various challenges, and needs clarification and strengthening, including through improved coordination and consultations among relevant partners and with other coordination mechanisms. For example, UNHCR collects data in camps, settlements and some host communities, but the Cluster also collects data in the host communities; therefore, there needs to be a dialogue to ensure there is no overlap or double-counting in the reporting.

HR and equipment

The Education Cluster has one dedicated person for IM who is responsible for data collection and compilation and the creation of regular reports and dashboards. However, due to the aforementioned challenges, the capacity and process of the Cluster still need to be strengthened. The Education Cluster has started to establish presence at the subnational level, but such efforts are still at an early stage and logistics and resources, as well as capacity building, need to be addressed.

Data usage/analysis

The data collected and the estimations made are used to plan for the year. In 2019, after undertaking a capacity building exercise, the Education Cluster drafted an annual strategy and plan – with main indicators and a related set of activities. However, more discussions need to take place to foster ownership among all Cluster members, and to ensure stronger linkages with the Ministry and alignment of indicators with national education sector priorities and activities.

On a technical level, some indicators selected still need to be discussed to ensure that reporting from partners is aligned – especially given that some partners’ target age groups and the scope of their mandates may differ from the indicators’ target descriptions.

Summary of key issues/challenges

- Capacity for Cluster data collection
- MoE leadership and participation in the Cluster
- Links between Cluster and LEG
- Communication and reporting among partners

Recommendations

- Establish a platform to discuss data collection among relevant ministries, UN agencies, NGOs and the Cluster (e.g. as a thematic working group (TWG) under the GLPE, therefore building on an existing structure).
- The Cluster needs to be strengthened in its role and capacity vis-à-vis data collection to enable better collaboration with key stakeholders and more effective results, and to take a stronger lead in coordination – as well as for contributing more effectively to processes like the HNO and HRP by providing stronger evidence-based data.
- The Cluster needs to ensure they attend the GLPE meetings as a way of building the collaboration and communication between humanitarian and development partners.
- The Cluster data collection tool and selection of key indicators should be discussed more widely and in greater depth with stakeholders (including the Ministry) to ensure ownership and timely reporting.
- The Ministry should ensure its active participation in and co-chairing of Cluster meetings and planning. Capacity building of the Ministry in this area is key to enable ownership of work and response. Under the Contingency Plan 2020-2024, the institutional framework proposed should be able to strengthen the capacity of the Ministry to do so.

JESUIT REFUGEE SERVICE (JRS)

Framework/background

JRS operates mainly in the urban area of N’Djamena, as well as in all 12 of the camps and one settlement in the north-east of the country, bordering Sudan. It covers education programmes and supports the implementation of UNHCR activities, including data collection. UNHCR trained JRS staff in this domain and supports them to collect information and monitor activities in the schools.

Process of data collection and tools

For this purpose, therefore, the data collection tool that JRS uses is the one provided by UNHCR, described above. However, given some gaps in the tool and JRS having its own specific projects, it has created additional data collection forms for monitoring other aspects of education and developing new projects. For example, the UNHCR questionnaire at the moment does not include comprehensive information on post-secondary education so there are limited data on those children who proceed to

higher education; it also does not include NFE. Therefore, JRS has created additional questions on these two missing elements to inform some of their specific projects. The data collected by JRS is disaggregated by gender.

The UNHCR system and tools used by JRS cover pre-primary to secondary education. During the data collection, local representatives from the Ministry of Education, such as the IPEP or IDEN, are invited to join JRS. However, capacity often proves to be a challenge.

JRS's data collection cycle starts in November and takes two months given that enrolment is ongoing in the majority of the country. The first phase focuses on data collection from the directors of the schools, while the second phase covers the data entry into Excel and verification of such information against the previous year to see if there are any noticeable discrepancies requiring confirmation at school level. Once the data are verified, they are shared with the local Ministry of Education, and sent to the national offices of JRS and UNHCR for compilation and analysis.

In N'Djamena, as mentioned under the UNHCR section, there is a different tool that is used because of the mixed nature of schools. UNHCR gives the lists of all refugee children, tracked through ProGress, to JRS, who goes to the schools to verify enrolment and attendance and then gives feedback to UNHCR for potential follow-up, depending on the needs that emerge.

HR and equipment

In all the camps, JRS has established a system of appointing two people from the schools who they contract to become the focal persons for data collection for all schools, helping in contacting directors and teachers to gather information – whether for the annual data collection, the beginning of the year enrolment, or the weekly attendance lists which feed into the monthly attendance report requested by UNHCR. This model facilitates collection of information, which is centralized for every camp; but at the same time, such positions are not part of the Ministry system, therefore raising questions about sustainability.

Even though tablets are provided by UNHCR, information is often gathered manually first, as the one tablet is not always available, and it can be quite time-consuming to input each child's details electronically in schools with high enrolment.

Data usage/analysis

The whole system of data collection is very time-consuming, whether from the schools' point of view as providers of the information (some of which is requested on a weekly basis, and often with a lack of understanding of the reasons for, or use of, such data), or the compilation of data into regular reports, which is a heavy process employing people full-time.

Close monitoring of the activities and schools is helpful, especially for accountability purposes. However, the question of sustainability and ability to scale such systems up beyond the camps with the existing limited capacity of human and logistical resources within the Ministry needs to be addressed. In the meanwhile, as the information is currently being collected by partners, the Ministry should take advantage of its availability and use it at the district level for comparative analysis.

Recommendations

- The tools for the beginning and end of year cover almost the same information asked in the EMIS questionnaire. Now that the new EMIS questionnaire includes refugees, IDPs and returnees as specific categories and in light of the 2018 decree, there is an opportunity to review and harmonize the two so as to utilize only one tool for all schools in Chad, including all of those in the camps.
- Given all schools in the camps are part of the Chadian system, the MENPC needs to ensure the presence and visits of the IPEP and IDEN for such schools.
- The MENPC should organize a joint data collection campaign with partners at the subnational level to ensure more comprehensive and harmonized efforts, covering not only camps and settlements, but also host communities and schools outside the camps to ensure full coverage. This would also enable more efficient use of financial resources on the ground, given that data are being collected already; by joining efforts, resources can be maximized.
- The MENPC should monitor, follow up with and support IPEPs and IDENs to ensure full participation in data collection efforts and capacity building at the school level.
- During the EMIS tools review, include key partners in education to ensure technical input that is drawn from experience on the ground – such as important aspects that may not be covered currently in the questionnaire (e.g. reasons for drop-out) but are key to strategic planning and the design of interventions.

AZIONE COOPERATIVA RURALE AFRICA - ACRA⁸

Framework/background

ACRA is an NGO that operates in all the camps and sites in the south of Chad, with the influx of refugees or returnees from the Central African Republic. They have an important role in data collection, and similar to JRS, they collect data for UNHCR using the same tools. However, like JRS, they also have their own forms and ways of collecting data, so as to be able to operate their own projects as well as to input into the UNHCR system.

Process of data collection, tools, HR and equipment, and data usage

As mentioned in previous sections, the work that is done in such areas is fairly time-consuming given the amount of information to be collected, as well as the frequency; this makes it burdensome for schools and staff. ACRA, like JRS, has staff and assistants who carry out the data collection at school level, and then share it with the Data Management focal person within the organization. The focal person then compiles all the information, fills the UNHCR forms and systems, and shares data upward for discussion and verification.

In such consultations, IPEPs and IDENs are invited and participate, but do not take a leading role. Visits to schools have often shown the difficulty related to understanding why reporting separately on the refugees, IDPs and returnees is important, or how to establish a child's age when there is no birth certificate. These questions make the process harder for teachers and school directors, and more discussions and trainings are needed to find approaches that are sensitive and do not create issues by

⁸ JRS and ACRA have been specifically mentioned in this study as the key NGOs who work on data collection in liaison with UNHCR

pointing out children’s status – particularly given that, at the school level, the teaching approach is the same for all children regardless of their status.

Recommendations

- For NGOs supporting data collection for UNHCR, the recommendations are the same as those listed above for JRS.
- At the subnational level, create working groups on data that collect and discuss information together, under the leadership of IPEPs and IDEN, with organizations playing a supporting role.

OTHER UN AGENCIES AND NGOS

Other UN agencies and NGOs present in the field who work on education have tools to collect data, which primarily concern their own projects. Therefore, most of these data concern school attendance and the monitoring of activities envisaged in their projects to ensure progress. For example, the World Food Programme (WFP) has a simple form to gather information concerning school feeding; however, it relies on Ministry data in terms of attendance and enrolment to plan and deliver its programmes, and collaborates with the subnational Ministry Offices for such information.

Recommendations

- Given the presence of partners on the ground, the MENPC can capitalize on such projects and logistics to undertake data collection using Ministry tools. This would enable tighter collaboration, partnership and consultation on the ground, and it would ensure that the data collected are harmonized and consistent, rather than fragmented and with discrepancies. Collecting data jointly and carrying out visits together would also strengthen the capacity to use such data for planning at the subnational level by identifying gaps and challenges and finding locally available solutions.

Summary of key issues/challenges

- Labour-intensive with full-time NGO staff members for IM, raising questions about sustainability
- Schools providing the same information more than once
- Discussions on sensitivities of providing data that are disaggregated by status and questions of protection; need to reflect on how such data are collected at the school level to avoid potential issues

B. Voices from the field

Throughout the field visits, focus group discussions and meetings with schools, communities and authorities, the challenges shared were many – reflecting the reality and the difficulties on the ground in villages and rural areas.

The issue of reports being sent regularly but never receiving feedback – causing fatigue at the school level – was often cited by school directors. The disconnect between the work done on needs and the actual response was highlighted as creating frustration. Actors are being mobilized, resources are

being directed to conduct needs assessments, collect data, and write reports and recommendations, but there are no answers, no follow-up and no funding available to cover the identified gaps.

Moreover, some teachers and school directors expressed their lack of understanding of the need to distinguish between refugees, IDPs, returnees and local children within the class given that, for the teacher, the approach is the same; they also expressed concern that enquiring about this can create discomfort when collecting such information. This shows that more training and discussion on how to understand questions in the questionnaires, as well as around methodologies used, are needed.

Moreover, wide discussions around the use and utility of such data need to be held to ensure that the advantages of collecting this information outweigh its potential consequences on the ground – and that this process is not only driven by partners, but is owned, necessary and helpful for the MENPC in view of planning and interventions.

Several schools and teachers related the difficulty of establishing the age of children and ensuring validity when often there is no birth certificate and they must rely on parents or guardians verbally sharing the information. Other observations also emerged, including the challenges of EMIS questionnaires being only in French, and not Arabic; the time-consuming nature of collecting the information manually; the long distances for reports to reach district level and then upwards – slowing the flow of information; the lack of means at school level, including material and teachers (most teachers being community-based); and the need for greater motivation for local education authorities to be more proactive and lead the process. The content of the data collection tools was also discussed, and ideas mentioned throughout this study reflect some of the suggestions received during the field visits from school directors, teachers, communities or local authorities.

III. Key gaps and challenges

The wide spectrum of available tools and systems in Chad provides a rich pool of information on education, including EiE, and constitutes an evidence base for planning and responding to needs; however, several gaps and potential areas for improvement remain. A number of challenges have been identified throughout the report, covering policy and system gaps, or technical and more practical ones. From this analysis, it is important to draw out the key overall areas to be taken into consideration when discussing the way forward, in order to be able to better address and respond to the needs of the current system:

1. **Coordination:** The study has shown that even if various sources of data exist, coordination and sharing of such information stand to be improved. Data are available – whether Ministry data collected annually or EiE information gathered ad hoc. However, there is no centralized platform or mechanism which allows efficient access to, or visualization of, such information.

The issue of coordination in data collection is symptomatic of wider challenges of coordination in programming and interventions across the sector. A study was carried out in Chad in 2019 specifically on this topic, and highlighted the need to harmonize the development and humanitarian systems and strengthen the nexus (Dewulf et al., 2020). Such coordination involves

the need for the MENPC to strengthen its capacity to bring together the various actors in the sector and ensure that all planning and programming feed into the Education Sector Plan.

As the PIET is coming to an end in 2020, there is an opportunity for the MENPC to consult and collaborate with all UN agencies, the Education Cluster and other partners working in education, including in EiE, in drafting the new Education Sector Plan. This opportunity can be used to ensure a harmonized system of data collection as well as planning of interventions in line with the new sector plan, inclusive of humanitarian actors. The issue of coordination is a key aspect to be focusing on, as it enables a more efficient and effective utilization of financial resources and maximizes existing capacities.

The coordination challenges, however, are not only limited to the interaction between partners and MENPC, but also among the ministries in charge of different levels of education. This is also true of the MENPC's departments, which often work in silos – resulting in fragmented communication or implementation of activities. Furthermore, it is crucial that coordination takes into consideration the geographical distribution of interventions to ensure that the dynamics of humanitarian response do not create imbalances with other parts of the country that may also be facing considerable development challenges.

2. **Use of data:** The majority of data collected in Chad are currently used for donor requests or programming, depending on who is collecting the data. EMIS data had not been particularly helpful over the past several years, as they were outdated; however, given the important achievement of having 2019 data, it will be used for the new sector planning process.

One of the main challenges of the use of data in Chad concerns the analysis of such data. When looking at the EMIS reports, it is clear that information is available, but it is not yet analysed in brief, succinct documents that synthesize data for key indicators and present trends that show particular gaps or achievements. This would facilitate more strategic use of such information when needed, including for high-level decision-making.

The other data that are collected by partners are analysed and often visualized into dashboards that are shared; however, these data are mostly used by specific UN agencies to track particular projects, or geographical areas. They are not incorporated into a wider system with the concerned Ministries. A more integrated approach needs to be established once all of the data are centralized and available to guide discussions and enable a more holistic sector-wide approach to planning.

A more focused analysis of trends, key indicators and inclusion of aspects relating to access, but also quality and governance, is important. Such use of data then becomes helpful, as it allows the Ministry and partners to take decisions and prioritize limited resources to address key issues, while having a nation-wide vision.

While these are challenges found at the national level, the context at the subnational level is similar. When data are gathered at the district level, even if some meetings are held between partners, IDENs and IPEPs, often they are to validate and send data upward and not for particular use to address the findings. This underscores the need to improve understanding and use of the data at subnational level for planning purposes, and the importance of enabling district officials to take charge of leading such processes.

3. **Capacity** (HR, financial, logistics) at national and subnational level: The study has identified the challenges that exist in terms of capacity at the national as well as subnational level, whether in terms of technical and human resource gaps, financial constraints or logistical difficulties. Ensuring that the formal mandate and responsibilities of the MENPC/DGPC for refugees are given sufficient priority and more dedicated resources is key to ensure sustainability. With adequate investment in capacity building, this will eventually strengthen the resilience of the education system by enabling both contingency and longer-term planning capacities inside the MENPC.

When looking specifically at data collection, the Ministry's logistical capacity is a challenge. In terms of analysis and use, there is a need to strengthen technical capacity – both at national and subnational levels – to ensure that data are not only entered and shared in a report, but as already mentioned, digested into a form that can be used for strategic decision-making. Both statistical and technical capacity and planning, if reinforced, would help to improve the performance of the sector. However, among others, one of the key challenges is the high turnover of Ministry officials, whether at national or subnational level, which results in a loss of knowledge and capacity.

In relation to EiE, improved understanding of the various dimensions of preparedness, prevention and mitigation is needed. At the moment, most interventions are donor- and partner-driven, and capacity needs to be strengthened within the Ministry to also be able to plan, coordinate and respond, in liaison with partners, despite limited financial resources. Part of capacity building is also the understanding of how to integrate crisis sensitivity into sector planning as well as budgeting, and to be able to advocate for higher government allocations to the education sector through evidence-based budget briefs. Capacity needs also emerge vis-à-vis the Education Cluster – which, if strengthened, would be able to address some of the current challenges, given its coordination role.

Due to the vastness and conditions of the country, logistics, communications and transport add to the difficulties. However, it is important to note that while the use of ICTs may help in some of the challenges, they are only tools and not the solution. Understanding of the importance of data collection and strengthening of the institutional system for its coordination and use are essential pre-conditions.

4. **Data collection tools:** The study has demonstrated the range of existing tools. It also shows that not all tools can be harmonized, given that some data collection needs to be responsive to arising situations and undertaken with different frequency, while other processes, like the EMIS questionnaire, occur on an annual basis. However, there is room to harmonize some of the existing ones to avoid duplication and fatigue among the providers of information,⁹ and to optimize costs and joint efforts.

Moreover, even for the tools that need to be distinctive given the nature of the information they gather and the frequency of their use, it is essential to have a coordination mechanism that ensures all stakeholders in education, under the lead of the Ministry, agree on the key elements and contribute to the contents and questions included. Such an integrated approach will allow a more harmonized and effective system of data collection.

⁹ For example, the questionnaire used by UNHCR and the EMIS questionnaire.

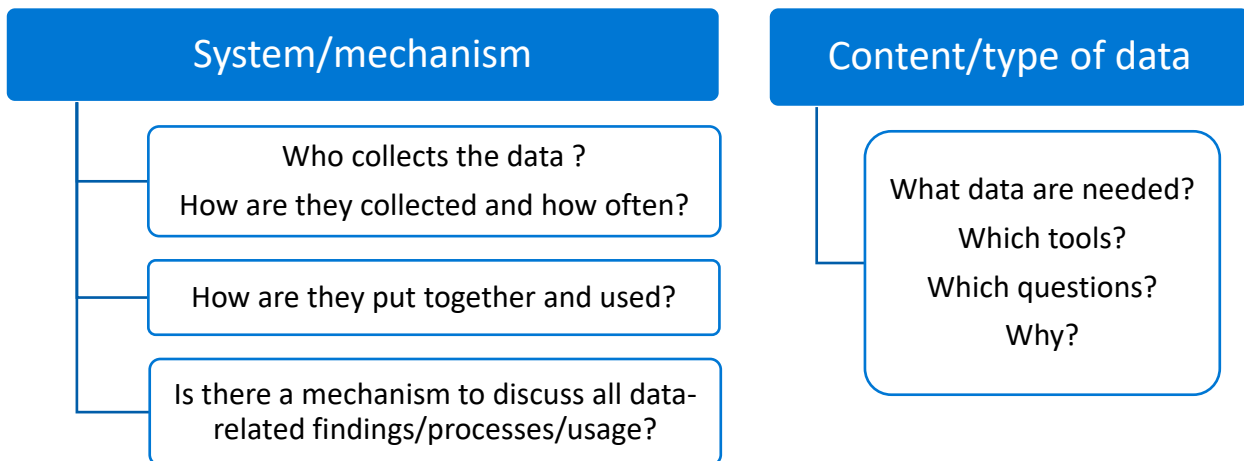
The tools need to be user-friendly in terms of language, but also the clarity of the information sought, to ensure that the respondent is aware of the meaning and purpose of such data. Discussions around key thematic areas for which data need to be collected would create an opportunity for the Ministry and key partners to agree on strategic indicators for the sector.

5. **Crisis-sensitive data for emergency planning:** As discussed throughout this study, the humanitarian and development collection of data needs to be reinforced if a more efficient and sustainable system is to be established. Some of the EiE-related information gaps that Chad experienced have been addressed by the 2019 EMIS data collection process (i.e. disaggregation of data by displacement status); however, it is crucial that the Ministry and partners integrate crisis-related indicators in the upcoming sector planning process.

The pre-condition for crisis-sensitive sector planning is a government-led process, and that there are strong institutional and organizational capacities within the Ministry, as well as in the Education Cluster and the technical and financial partners, to avoid silo approaches. Some of the risks and data related to resilience, preparedness and mitigation need more discussion and integration into the current system of data collection for the EMIS. Throughout this study, some areas have been suggested that emerged in consultations;¹⁰ however, it is only through an established coordination mechanism, led by the Ministry and inclusive of all key partners, that such discussions can take place to ensure an integrated approach. Key indicators covering EiE have to be discussed and agreed upon in view of strategic planning.

IV. Key recommendations

When discussing crisis-sensitive data collection in education, it is important to look not only at the content of tools used, but also, the overall needs, context and resources, as well as the analysis and use of such data for strategic planning and preparedness.



Source: Author

¹⁰ See section titled ‘Ministry of Education data: gaps with EiE’.

Based on the overall country context and gaps – and through consultations at the national level with UN agencies, Ministry departments, donors and key partners in education, as well as through field visits undertaken in schools, refugee camps and settlements and in villages – the following are some key systems level recommendations. They build on technical recommendations already proposed throughout the report in the various sections above. The recommendations cover two main overarching areas, namely system-related aspects and data content, including crisis sensitivity.

It is essential that the MENPC, in liaison with the other line ministries, as the lead authority in Chad for Education discusses the following recommendations with key partners to decide on the way forward to strengthen the current EMIS, including EiE. This will enable a more integrated and crisis-sensitive collection and use of data for strategic planning and response to the overall sector-wide educational needs of the country:

- Set up a mechanism/TWG specifically focused on data, which brings together various departments from the MENPC and key partners, to avoid silos and overlap and to ensure complementarity. Such a mechanism should combine humanitarian and development data, and should be led by the Ministry, reporting and presenting regularly at the GLPE meeting. A specific set of tasks should be given to this TWG with precise terms of reference and membership, under the leadership of MENPC. It would enable a more harmonized approach to data collection, sharing of information, optimization of resources, and capacity building for analysis, as well as ensure that all information gathered is accessible, discussed together and synthesized for use on a regular basis. It should provide a platform for both Ministry and partners to communicate and openly discuss available data and tools used. This TWG is an intermediary step towards the MENPC's taking full charge of all data collection in the long term.
- Centralize the information into one database or system/platform which gathers all data. Not all information or tools can be harmonized, but such a platform would make information readily accessible to the Ministry and partners; and would ensure a unified version of available information, rather than fragmented datasets or ones that are housed in different places.
- Review processes of data collection to make them more efficient, through an updated and costed EMIS strategy and implementation plan.
- Use data for strategic decisions at GLPE meetings by including them as a topic of discussion. The GLPE should be a collaborative forum for policy dialogue and for alignment and harmonization of technical and financial support to education sector plans. Therefore, if such a forum is to be discussing strategic directions, reliable and up-to-date data are needed – especially for EiE, given the crises that occur throughout the year. This will strengthen the humanitarian-development nexus, and help to ensure that a crisis-sensitive sector approach is regularly part of the GPLE agenda. For such purposes, membership of the GLPE needs to include more Ministry officials, given that the number of partners surpasses the limited number of Ministry participants at the time of writing.
- Review all existing tools to identify gaps and elements to be added or removed; and consider which ones should be harmonized to avoid duplication, and which ones should be kept separate due to the nature, purpose and frequency of the data being collected. Ensure information gathered is available, analysed and centralized for use.

- Hold a discussion to identify the key indicators and data the country needs and for what purpose and ensure wherever possible that data collection feeds into these key indicators to support strategic planning.
- Joint data collection campaigns should be undertaken by the Ministry and its partners (national and subnational level) to maximize resources, ensure a unified approach and facilitate data sharing.
- Clarify roles and responsibilities of the Ministry's various departments dealing with data but also with EiE, and their system of liaison with partners, to avoid working in silos and enable better collaboration.

Overall, it is essential to remember that in order to respond to the current challenges, the Ministry should take the lead in coordinating such initiatives to avoid fragmentation and be able to maximize the resources available. Donors and stakeholders should progressively support them by building on existing systems rather than creating parallel or new ones, thereby strengthening governance.

Moreover, in the context of Chad, while it is important to integrate crisis-related aspects and pay particular attention to some geographical areas due to emergencies, it is crucial to avoid creating imbalances and potential challenges. This includes ensuring a nation-wide approach to education given the precarious conditions throughout the whole country.

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