Call for Evidence and Learning:

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

Supported by :

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I. Summary

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

1. Guiding questions

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

2. Who is this call for?

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

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

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

3. How to submit

resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations".

The lack of reliable data and evidence is a critical fac

III. Purpose and scope

1. Guiding questions and evidence gap

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

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

2) **How can education actors, including UNESCO, strengthen the use and sharing o o U(ıc)11 ()-1 (ıd)1(**

V. Review and publication

1. Review process and criteria

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

Overview of review and selection criteria

Criteria for selection and review

Relevance

Submissions present evidence and/or learning that helps answer one or more of the following guiding questions:

1) How can crisis and risk-related education data within national education systems be strengthened?
2) How can education actors, including UNESCO, strengthen the use and sharing of (i)-3.2 (n)-0.8 (g.2 (t)-6lw)-8 5