



Global Education Cluster Guidance

**Obtaining useful data from IOM's Displacement Tracking Matrix (DTM)
to inform emergency education planning and response**

Global Education Cluster

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**Global
Education Cluster**

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Introduction

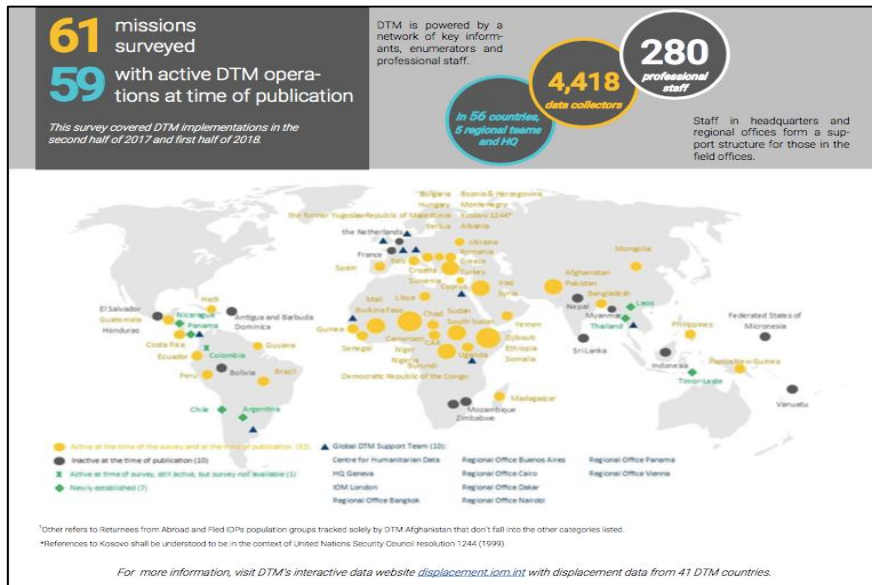
The DTM for Children on the Move project has produced multiple guidelines and tools, including this FAQ document, to facilitate collaboration between the Education Cluster and DTM in obtaining and using data that education partners need. The audience for this document is Education Cluster Coordinators and Information Managers.

1. What is the Displacement Tracking Matrix (DTM)?

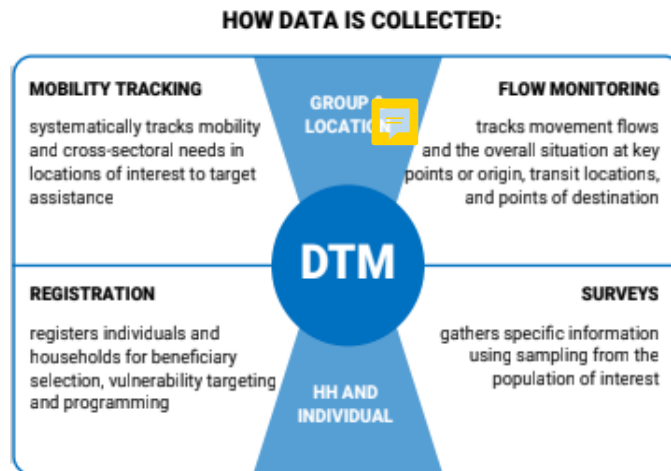
The Displacement Tracking Matrix (DTM) is a system developed by IOM that tracks and monitors the population mobility and displacement of migrants, IDPs and mixed-migrant groups. It is designed to regularly and systematically capture, process and disseminate information to provide a better understanding of the movements and evolving needs of migrant and displaced populations, whether on site or on-route.

2. What are the benefits of collaborating with DTM for the Education Cluster?

DTM employed almost 4,500 enumerators to collect data in 59 countries in 2018, presenting the Education Cluster and partners with a significant opportunity to obtain data needed to calculate the PIN, develop education cluster strategies for HNOs, improve situational analysis for response coordination, and obtain data that partners can use for programme planning. Using DTM data is particularly advantageous because DTM often collects data from a vast geographic area within their countries of operation, facilitating the comparison of the humanitarian situation between locations. Additionally, they often implement regular rounds of data collection, enabling the analysis of how the situation is evolving over time.



3. What types of data collection does DTM do and how do they do it?



As illustrated above, the 4 main components of DTM data collection include mobility tracking, flow monitoring, surveys and registration. The components that are implemented in each country are subject to the context, humanitarian data needs, Government permissions and funding, therefore not all components are always collected in each country.

A summary of each of these components may be found below. Understanding how DTM collects data is an important step to knowing how you can use the data. A table mapping helpful DTM products with cluster processes/systems may be found in [Section 6](#).

A. **MOBILITY TRACKING:**

- **Focus:** displacement sites, host communities, areas of return.
- **Data collection methodology:** Through key informants (usually people working in Government. Rarely someone from the Ministry of Education). Observation is also used at site-level.
- **Timeline:** Cyclical. Cycles of data collection are context specific.
- **Products:**
 - Master lists: Provides a list of # IDPs or migrants per location, and may categorize displacement sites as formal or informal.
 - Location Assessments: Demographic breakdown of displaced/migrant populations, estimated numbers of vulnerable groups, humanitarian needs, humanitarian service provision needs and gaps. (Note: A Location assessment may be done at a site level, neighborhood/village level, or higher administrative area. It is important to understand at what level the data is being collected in order to know to what degree a Key Informant will or will not be able to answer a question.)
 - Event tracking: Timely information on new displacements due to sudden events. It can provide timely updates on new displacement events occurring between regular DTM assessment rounds on population group description and numbers, location the group is displaced from and displaced to. It can also include an initial sense of the settlement arrangements and some of the urgent sectoral needs.

B. **FLOW MONITORING**

- **Focus:** Migrants, IDPs or mixed-flows that are in transit.
- **Data collection methodology:** Either counting people in transit, or obtaining numbers through key informants at selected points of origin, transit points (like border crossings, bus stations, harbors), and destination points (like markets, public squares, areas where migrants look for work).
- **Timeline:** Ongoing for a specific duration. Reporting timeline defined locally.

- Products:
 - Flow monitoring registry, which is a list of transit points that are monitored, and the daily log of migrants/IDPs that were counted transiting through these points.
 - Reports that includes maps showing transit routes from origin to destination, and numbers of persons in transit

C. SURVEYS

- Focus: Migrants, IDPs, mixed-flows or returnees.
- Data collection methodology: Individual or HH level. Usually adult males. The system is designed such that children are rarely interviewed.
- Timeline: Ad hoc, as needed.
- Products: (Depending on needs).
 - Flow Monitoring Surveys:
 - With individuals in transit. Minors above 14 years may be interviewed (rarely, and only if unaccompanied unless in the Europe context). Sampling can either be random at transit points, or may be “snowball sampling”, in which the interviewee introduces the enumerator to another person to interview. This may or may not have an impact on the diversity of the migrant groups interviewed and the information collected.
 - Usually not a representative sample of the population in transit, so the information cannot be generalized to represent the entire population (ie. Do not quote as x % of migrants reported an issue. You CAN quote that x% of respondents reported an issue).
 - Includes information on routes taken, push and pull factors of migration, return intentions, and may include a module on counter trafficking.
 - Return Intention Surveys & Perception Surveys are also conducted on an ad-hoc basis, however were not considered for the project, as global indicators cannot be applied to surveys that are very context specific.

D. REGISTRATION

- Focus: IDPs at individual & HH level.
- Data collection methodology: Individual & HH interviews.
- Timeline: Duration for as long as required, and upon request from the humanitarian community and approval from the Government.
- Products:
 - Personal data: Beneficiary Lists, households with special needs or requiring referral to other services**
 - Non-personal data: demographic breakdown, % vulnerable population, aggregates or % of needs of displaced community, area of origin etc.

** Only available to agencies that have signed an IOM personal-data request form.

4. Are all DTM components rolled out in every country?

No. DTM components are rolled out based on the data-needs of the humanitarian community in-country, context, available funding, and implementation & access agreements with host-Governments.

Contact your local DTM coordinator for more information on which components are being implemented in your country (you may email: DTMSupport@iom.int for his/her contact details).

5. What questions should I add to DTM location assessments?

DTM does not have the capacity to visit every school to obtain detailed information on the infrastructure, enrollment rates, and drop-out rates, however DTM location assessments CAN provide a high-level snapshot of the humanitarian situation, and an overview of education needs and service gaps.

When identifying information needs, it is recommended to first determine how the requested data will be analyzed and used. When selecting questions to be incorporated into DTM location assessments, it is important to speak with the DTM coordinator to understand:

1. What the role of the key informants are, to determine whether they will have enough knowledge of the education system and situation to reliably answer the proposed questions.
2. What administrative level the location assessment is covering (if it is displacement site-level, questions about the humanitarian situation can be more detailed than at a higher administrative level).

A list of questions that have been recommended by the Global Education Cluster for DTM location assessments are available in the DTM toolkit [Field Companion Education.xls](#) file.

Please note: If the Education Cluster intends to use the severity analysis tool using the [UNICEF Guideline Sector Severity and IDP Priority Locations](#), all proposed education questions from the tool must be added to DTM. These questions are also listed in [Annex A](#).

6. How can DTM data be used by the Education Cluster?

6.1. Mapping of the uses of DTM in Education Cluster Processes and Tools

Education questions may not be automatically included in DTM data collection forms. It is therefore important to contact the DTM coordinator to discuss your information needs and review the [Education Field Companion](#) for lists of recommended questions. Reliability of data gathered from Key Informants (KIs) will depend on what function/job the KI has. You can request that DTM add representatives from the Ministry of Education as KIs, however DTM may or may not have the capacity to grant this request.

Education Cluster Processes/ Tools/ Systems	How DTM data can contribute to your cluster processes
<p><i>Population data is useful for all cluster & partner processes/tools/ systems for planning, response, monitoring and advocacy.</i></p>	<p>Can be obtained from location master-lists, flow monitoring registry, event tracking, registration data.</p> <p>Population data from DTM can be used to determine the scale of a humanitarian emergency for situational analysis, to obtain estimated sex and age disaggregated data (SADD) and vulnerable groups* for strategic planning, to prioritize locations for education assessments, and to trigger response or surge capacity in areas with sudden increases in the number displaced/transiting people.</p> <p>The following DTM data can be quoted numerically in reports and should reference DTM as the data-source:</p> <ul style="list-style-type: none"> • # of people in transit (keep in mind that this is an estimate) • # of migrants/IDPs • # of informal and formal sites • SADD <p>*DTM population data from mobility tracking, flow monitoring registry and event tracking are normally obtained from key informants who do not work in the education system. Data from key informants on the number of children out of school are estimates that can be used as a high-level snapshot of the</p>

	humanitarian situation and should be triangulated with other data sources before being quoted numerically in a publication.
<i>MIRA</i> <i>Cluster-led education assessments</i>	<p>DTM data cannot replace education assessments nor government lists/analysis of education facilities. DTM cannot visit each school to map the school locations, availability of teachers, intake and drop-out rates.</p> <p>However, DTM can provide data on the availability and access to education services, which can be used as a high-level snapshot for ongoing context/situational analysis, service provision gaps and needs identification for strategic planning. It can also help to select priority sites for assessments, and serve as an early warning trigger for a change significant enough to merit an education assessment.</p>
<i>4W/HRPs</i>	<ul style="list-style-type: none"> DTM does not collect data to monitor non-IOM programmatic response, and therefore cannot contribute to HRPs. <p>At the beginning of an emergency response when the 4W has not yet been established however, if DTM is operational, they may collect information on service-provision at site-level (through location assessments) to assist the humanitarian community to map service gaps. This is usually phased out once the 4W is being implemented.</p>
<i>HNO</i> <i>Situation Analysis</i> <i>Humanitarian bulletins</i>	<p>DTM data cannot replace education assessments. It can however be used as a high-level snapshot for ongoing context/situational analysis, service provision gaps and needs identification for strategic planning. It can also help to select priority sites for assessments, and serve as an early warning trigger for a change significant enough to merit an updated assessment. DTM can provide:</p> <ul style="list-style-type: none"> DTM population data can be quoted numerically to report on the scale of a crisis: displacement + # in host community can roughly provide the # of persons in need, demographic breakdown, and displacement trends. Note: whether to quote numbers of vulnerable groups must be determined on a case-by-case basis, based on perceived reliability of the information vis-à-vis potential programmatic and reputational impact of quoting incorrect numbers. Other DTM data can be used for descriptive and interpretive analysis to describe the impact of the crisis in narrative form: description of evolving humanitarian situation, education needs, availability and accessibility to education services. DTM flow monitoring and event tracking registries on population movements may provide information to assess freedom of movements of affected populations, and to qualitatively estimate the impact of the crisis on children’s access to education. It may also be used as an early warning to alert service providers of the need for surge-capacity to support a sudden increase in arrivals to an area. DTM Flow Monitoring Surveys, may provide insight into how long children in transit have been out of school, indicating whether there is the need for catchup programming at destination locations. DTM Registration can provide the most accurate information on the numbers of children requiring primary and secondary education in a site/location. DTM Baseline and Location Assessments may be used to assess the availability of education facilities in an area, and an estimated number of facilities requiring reconstruction/repair work. DTM Location Assessments may be used to obtain information on barriers to accessing education services and provide estimated numbers of children in need of primary and secondary education services. DTM Location Assessments may be used to obtain data necessary for protection mainstreaming in the education sector.
<i>Accountability to Affected Populations</i>	<ul style="list-style-type: none"> DTM Location Assessment may provide data on reported priority community information needs, as well as available technology/preferred communication tools for community outreach.

	<ul style="list-style-type: none"> • DTM Location Assessments collect information on available services, which can be triangulated with the 4W to see if key informants are aware of education services that are available in their sites/locations. • DTM Flow Monitoring Surveys may provide information on the ethnic and linguistic profile of the target population to enable planning of appropriate programmes and communication materials. <p>The above is not always collected in location assessments. There are however, useful questions in the Field Companion of the DTM & Partners Toolkit, which may be used for location assessments. Speak with the DTM coordinator if the above is an information priority for the Education Cluster and partners.</p>
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6.2. How to use DTM population data

Demographic breakdown:

When deciding whether to quote DTM population data numerically for planning purposes or situational analysis, first discuss the data collection and estimation methodologies used by DTM to determine reliability of population estimates (eg. Is demographic breakdown calculated based on sampling or registration logs?). Often this is the only data source to estimate the number of children affected, and can usually be quoted numerically to estimate the scale of a crisis.

Vulnerable population #s:

Deciding whether to report on the number of vulnerable children (example: number of unaccompanied minors, or number of child-headed households), must be assessed on a case-by-case basis and will ultimately depend on your confidence in the reliability of the data.

Before quoting numbers of vulnerable children, it is recommended to triangulate the data and speak with the DTM coordinator regarding the reliability of the data based on the collection methodology (sampling estimates vs key informant estimates vs registration data) and whether enumerators have been trained on key concepts. When feasible, cross-reference reported numbers with other sources before reporting numbers that may have a programmatic or funding impact.

6.3. How to compare education needs for severity ranking between locations

Education partners usually do not have the resources to cover all education needs/gaps throughout a country facing a humanitarian crisis. As such, the education cluster is first required to identify the most-affected locations, most-affected population groups, and priority education issues within the Humanitarian Needs Overview (HNO) document. This information is then translated from problem/needs to response strategy in Humanitarian Response Plan (HRP).

The Severity Scale tool allows the Education Cluster to use DTM data to identify the most-affected geographic areas for the HNO, by comparing education needs and gaps between locations. The following guideline describe how to set-up and use the severity scale tool: [The UNICEF Guide Sector Severity and Priority IDP Locations with DTM Data.doc](#).

7. Where can I find DTM data?

DTM reports and non-sensitive raw data may be found on their website at: <http://www.globaldtm.info/>. Click on the country of interested and select “downloads”.

Annex A: Education Questions for Severity Scale

Note: All 16 questions should be added to DTM for optimal results. If this is not possible, adding the first 11 questions will still enable you to use the tool. The question should be modified based on the context (eg. if IDPs are attending school with host community, it may not be necessary to specify “IDP classrooms”).

Q #	Questions	Answer Key					
		Low	Medium	High	Severe	Critical	Other/DNK
1	Is there sufficient learning space/classrooms for IDP pre-school children (3-5 years).	a) Yes, there is enough learning space for IDP children, classrooms are not crowded	b) Yes, there is enough learning space for IDP children, however classrooms are a little/sometimes crowded;	c) No, there is not enough learning space, classrooms are quite/often crowded and/or some classes are held outside	d) No, there is not enough learning space, classrooms are largely/always crowded, and some IDP children are not going to school because of lack of space	e) No, there is not enough learning space or no school. Most or all IDP children are not going to school because of lack of space	f) Do Not Know/No Answer
2	Is there sufficient learning space/classrooms for IDP primary and secondary school children						
3	Are there enough teachers to teach pre-school level (that is IDP children 3-5 years old)?	a) Enough teachers are available, classrooms are not crowded	b) Enough teachers are available, classrooms are a little bit/sometimes crowded	c) Not enough teachers are available, classrooms are quite/often crowded	d) Largely insufficient number of teachers are available, classrooms are largely/always crowded	e) No or not enough teachers are available, classes are not functional	f) Do Not Know/No Answer
4	Are there enough teachers to teach primary & secondary level classes for IDP children?						
5	How many schools have separate toilets /latrines for boys and girls?	a) All (around 100%)	b) Most (around 75%)	c) About half (around 50%)	b) A few (around 25%)	e) None (around 0%)	f) Do not know /No Answer
6	How many displaced children 3-5 years old attend school?	a) Everyone (around 100%)	b) Most (around 75%)	c) About half (around 50%)	d) A few (around 25%)	e) Nobody (around 0%)	f) Do not know /No Answer
7	How many displaced children 6-12 years old attend school?						
8	How many displaced children 13-17 years old attend school?						

9	What is the walking distance to the nearest education facility for displaced children 3-5 years?	a) Less than 20 minutes	b) Less than 20 minutes	c) Less than 20 minutes	d) Over 20 minutes	e) Over 20 minutes	f) Do Not Know/No Answer
10	What is the walking distance to the nearest education facility for displaced children 6-12 years?	a) Less than 20 minutes	b) Less than 20 minutes	c) 20-40 minutes	d) Over 40 minutes	e) Over 40 minutes	f) Do Not Know/No Answer
11	What is the walking distance to the nearest education facility for displaced children 13-17 years?	a) Less than 40 minutes	b) Less than 40 minutes	c) 40-60 minutes	d) Over 60 minutes	e) Over 60 minutes	f) Do Not Know/No Answer
12	To summarize the conditions in term of education for the school aged children in displaced families in this site, how many children would you say face challenges in accessing education services in your area (select only one)?	Nobody (around 0%) A few (around 25%) About half (around 50%) Most (around 75%) All (around 100%)					
13	In your opinion, what are the main causes of education issues for children 3-5 years old? (Keep the question open. Enumerators recode based on response. Rank top three or select only top three):	<ul style="list-style-type: none"> • Access: Bad terrain, distance or transport constraint • Access: Insecurity or fear of physical injuries • Access: Social discrimination due to ethnicity, religion, poverty, gender, health, disability or other. • Access: Lack of documentation (e.g., birth certificate, certificate of completion of primary education etc.) • Access: Lack of money to pay school fees • Access: Families have other priorities for children, such as collecting water or working. • Availability: Lack of infrastructure (school buildings or classrooms) to accommodate all students • Availability: Lack of teachers • Availability: Lack of teaching materials • Availability: Lack of learning materials • Availability: School is used for other purpose 					
14	In your opinion, what are the main causes of education issues for children 6-12 years old? (Keep the question open. Enumerators recode based on response. Rank top three or select only top three):						
15	In your opinion, what are the main causes of education issues for children 13-17 years old? (Keep the question open. Enumerators recode based on response. Rank top three or select only top three):						

16

We discussed earlier issues related to education. You mentioned that X, X, X, X, X and X were issues affecting children education in this site. Would you be able to tell us which ones are the most serious problem and require immediate intervention? (Rank top three or select only top three):

- Lack of learning space (infrastructure, building, maintenance, etc.) at reasonable distance
- One or more school level is not available (pre-primary, primary, secondary, tertiary)
- Lack of safety and security for children in school or on their way to school
- Lack of teachers
- Lack of teaching material
- Lack of learning materials
- Lack of basic amenities (clean water, segregated toilets, heat, electricity)