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# *DTM for Children on the Move*

# Using DTM Data for the Education Cluster

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| **Information/**  **Assessment Category** | **How DTM data can contribute to your cluster processes** |
| *Population Data* | Can be obtained from location master-lists, flow monitoring registry, event tracking, registration data.  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.  The following DTM data can be quoted numerically in reports and should reference DTM as the data-source:   * # of people in transit (keep in mind that this is an estimate) * # of migrants/IDPs * # of informal and formal sites * SADD   \*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 humanitarian situation and should be triangulated with other data sources before being quoted numerically in a publication. |
| *Needs Assessments* | **DTM data cannot replace education assessments nor government lists/analysis of education facilities.** DTM cannot visit each school to map the school locations, facilities details, availability of teachers, intake and drop-out rates.  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. |
| *Response Monitoring* | * DTM does not collect data to monitor non-IOM programmatic response, and therefore cannot contribute to HRPs.   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. |

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| **Information/**  **Assessment Category** | **How DTM data can contribute to your cluster processes** |
| *Situation Analysis*  *HNOs*  *Humanitarian bulletins* | **DTM data cannot replace sectoral education assessments.** It can however be used as a high-level snapshot for ongoing context/situational/trend 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:   * 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, & displacement trends. Note: whether to quote numbers of vulnerable groups must be determined on a case-by-case basis, based on perceived reliability of information vis-à-vis potential programmatic & 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. |
| *Accountability to Affected Populations* | * DTM Location Assessment may provide data on reported priority community information needs, as well as available technology/preferred communication tools for community outreach. * 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.   The above is not always collected in location assessments. There are however, useful questions in the [Field Companion](http://displacement.iom.int/dtm-partners-toolkit/field-companion-excel) 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. |

*For more tools and information on integrating education into the DTM, visit the DTM Partners Toolkit: http://displacement.iom.int/dtm-partners-toolkit/*

*Want help on integrating education into DTM systems, or analyzing DTM data for education? Contact the inter-agency helpdesk:*

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