

Multi-sector needs assessment (MSNA) Lebanese Households

KEY FINDINGS

EDUCATION

March 2022

CONTEXT

Lebanon is currently facing a multi-layered crisis¹ characterised by an acute economic contraction, a political crisis, the onset of the COVID-19 pandemic² and the continuation of the Syria crisis³.

These factors contributed to civil unrest, high poverty rates, limited functionality of public services, and drive household vulnerability more generally.

Even though some assessments have been conducted to understand the outliers of the current crisis on affected populations, information gaps remain regarding the needs of Lebanese host communities, migrants, and refugees from the occupied Palestinian territories (Palestine refugees in Lebanon, or PRL).

To support an evidence-based humanitarian response, the United Nations (UN) Officer for the Coordination of Humanitarian Affairs (OCHA), with support from REACH Initiative (REACH) and the Emergency Operation Cell (EOC), conducted a country-wide Multi-Sector Needs Assessment (MSNA), which was funded by the European Civil Protection and Humanitarian Aid Operations unit (DG-ECHO) and the Lebanese Humanitarian Fund (LHF)⁴.

METHODOLOGY

Primary data collection took place between October 19th and December 4th 2021. This assessment comprised a household-level survey, and covered almost the entirety of Lebanon, inclusive of 24/26 districts⁵, which are the official administrative level 2 boundary for Lebanon. Cadasters (administrative level 3) served as the primary sampling unit (PSU). Geo-points were randomly generated within the settled areas of each PSU, corresponding to the prescribed number of households for each cluster.

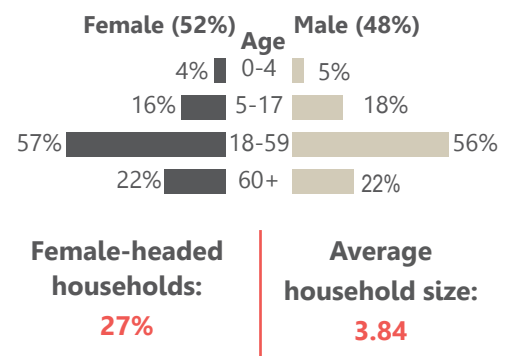
In total, 5,613 face-to-face interviews were conducted among the three population groups previously mentioned: Lebanese, Migrants and PRL (see breakdown in the Assessment sample section). For more details on the methodology, please refer to the [Terms of Reference](#).

This factsheet presents education-specific findings for Lebanese households (HHs). The sample of Lebanese HHs is representative of the Lebanese population in the assessed locations at district level with a 95% level of confidence and a 10% margin of error.

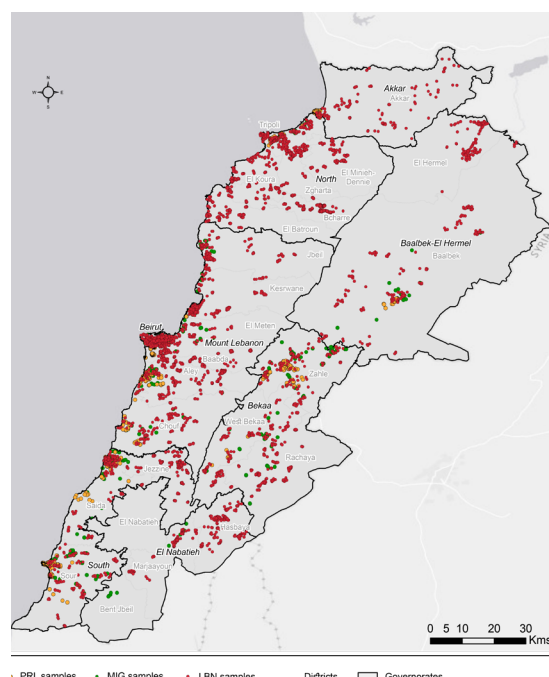
Assessment sample

| | |
|---------------------------|----------------|
| Households: | 5,613 |
| - Lebanese ⁶ : | 4,232 |
| - Migrants: | 713 |
| - PRL: | 668 |
| Districts: | 24 (out of 26) |

Lebanese sample demographics



GEOGRAPHIC COVERAGE



LIMITATIONS

- The following results concern Lebanese HHs in covered areas only. EL-Nabatiyeh and Bint Jbeil and the Southern Suburbs of Beirut were not covered in the MSNA, hence perspectives and experiences from HHs in these regions are not included in the findings.
- During data collection, high income areas had a disproportionately high non-response rate. This might have an impact on the MSNA results, through a potential over-representation of low and medium-income HHs in certain areas.
- Data on the individual level was reported by proxy by one respondent per HH, rather than by the particular individual HH members themselves, and therefore might not accurately reflect lived experiences of individual HH members, who also might be more vulnerable.
- Education indicators refer to 2020-2021 school-year. Considering the effects of COVID-19 preventative measures and teachers' strike which started in Lebanon in January 2022, needs could increase for the 2021-2022 school year.

Access to education

3556

Number of Lebanese school-aged children (4-19 years) reported on and considered in this section

88%

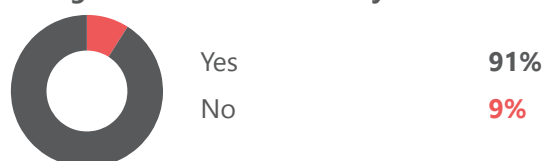
of Lebanese school-aged children (4-19 years) were reportedly **enrolled in a formal school** during the 2020-2021 school year

The **lowest enrollment rate** among Lebanese school-aged children was found in the following districts: **Tripoli** (74%), **Zahle** (80%) and **Sour** (82%).

% of Lebanese school-aged children reportedly enrolled in formal schools in the 2020-2021 school year (n=3,147) by type of formal schools

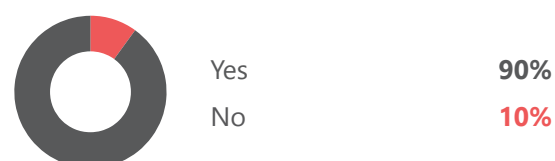
| | | |
|---------------------|-----|--|
| Public school | 51% | |
| Private school | 40% | |
| Semi-private school | 4% | |

% of Lebanese school-aged children enrolled in formal schools (n=3,147) who reportedly attended regularly (at least 4 days a week) when schools were opened during the 2020-2021 school year



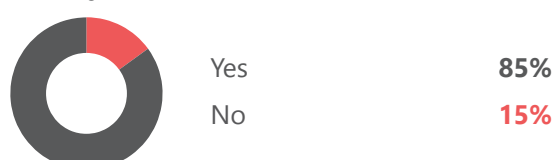
The **highest non-attendance rate** among Lebanese school-aged children enrolled in formal school was reported in the following districts: **Hasbaya** (28%), **Zgharta** (21%) and **Tripoli** (18%).

% of Lebanese school-aged children enrolled in formal schools (n=3,147) who reportedly had access to distance learning when schools were closed during the 2020-2021 school year



The **lowest access to distance learning** among Lebanese school-aged children enrolled in formal school was found in the following districts: **Tripoli** (77%), **El Minieh-Dennie** (78%) and **Chouf** (82%).

% of Lebanese school-aged children enrolled in formal schools (n=3,147) reportedly attending school regularly, whether in-person when schools were opened or at distance when they were closed, during the 2020-2021 school year



% of Lebanese HHs consenting to answer expenditure questions (n=1,702) by reported barriers to cover essential education needs (e.g. books, tuition fees)

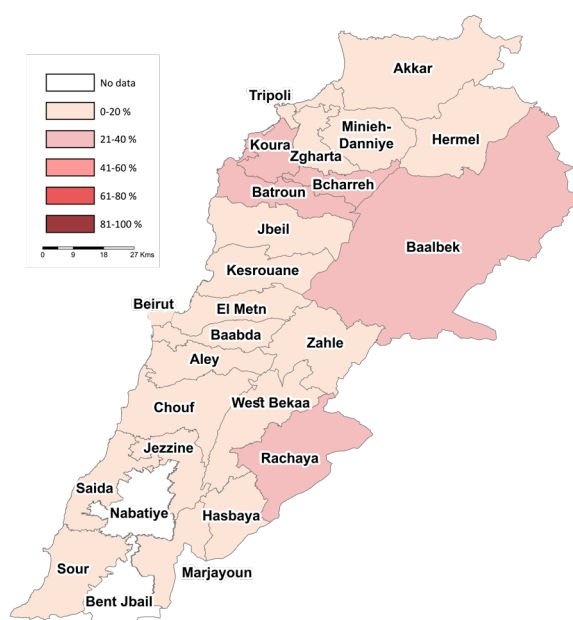
| | |
|--|-----|
| Financial issues | 59% |
| Neither financial, nor availability/access | 25% |
| Both financial and availability/access | 12% |

The **highest rate of financial issues** being reported as a barrier to essential education needs among HHs with school-aged children was found in the following districts: **Baalbek** (79%), **Saida** (76%) and **El Hermel** (74%).

% of Lebanese HHs with at least one school-aged child (n=1,592) by reported main adaptation strategies to new or increased barriers to accessing education in the 2020-2021 school year

| | |
|--|-----|
| No adaptations made | 72% |
| Changed school on account of affordability (e.g. shifted from private to public) | 16% |
| Changed transportation arrangements to school (e.g. shifted from private car to car pool, school bus, walking) | 9% |

% of Lebanese HHs reporting changing schools on account of affordability as their main adaptation to new or increased barriers to accessing education (during the 2020-2021 school year), by district



The highest proportions of HHs with school-aged children enrolled in formal education in the 2020-2021 school year that reported having changed school due to affordability challenges (e.g. shift from private to public) were found in **Baalbek** (38%), **El Batroun** (35%), and **El Koura** (30%) districts.

Child labor

7%

of Lebanese school-aged children not regularly attending school (n=492)⁷ were reportedly engaging in **labor outside or at home** that consistently disrupted their attendance at school for the 2020-2021 school year

Drop out

14%

of Lebanese school-aged children not regularly attending school (n=492)⁷ were reportedly **dropping out of school** during the 2020-2021 school year

% of Lebanese school-aged children that were reportedly dropping out during the 2020-2021 school year (n=58), by most commonly reported reasons for dropping out of school⁸

| | | |
|--|------------|-------------|
| HHs did not have regular electricity / power for remote learning | 58% | <div></div> |
| Lack of connectivity/Internet-related barriers for remote learning | 57% | <div></div> |
| HHs did not have necessary equipment (e.g. tablets) | 37% | <div></div> |

Reasons for dropping out appeared to vary per region; in **Nabieth and South**, an **inability to register or enroll children in school** was a particularly commonly reported reason. In **Baabek-Hermel and Bekaa**, on the other hand, **no access to regular electricity/power for remote learning**, and a **lack of connectivity** were the most commonly reported reasons.

Spending on education

69% of Lebanese HHs reported **knowing their total expenditure** spent on **education** during the 2020-2021 school year.

25%

Among those HHs (n=1167), average proportion of total HH expenditure reportedly spent on education

Access to education for children with disabilities

% of Lebanese HHs with children with disabilities (n=78) by main reported barriers, if any, to accessing education for children with disabilities⁸

| | | |
|--|------------|-------------|
| None | 31% | <div></div> |
| Classrooms are not adapted | 20% | <div></div> |
| Teachers do not have the capacity to tailor to special needs | 15% | <div></div> |

In addition, several challenges linked to distance learning were emphasized by HHs with at least one child with disabilities, especially as **access to distance learning** was problematic for children with disabilities (13%), and **parents at home did not have the capacity to support the children with disabilities' home learning** (12%).

NOTES

1. ACT Alliance, [Alert: Lebanon Crisis](#), March 2021

2. OCHA, [Lebanese Emergency Response Plan](#), August 2021

3. UNHCR, WFP, UNICEF, [Vulnerability Assessment of Syrian Refugees in Lebanon](#), September 2021

4. The data has been collected with the support of the International Organisation for Migration (IOM), Akkar Development Network (ADN), Mercy Corps, Terre des Hommes Foundation (TdH), the Danish Refugee Council (DRC), International Rescue Committee (IRC), Intersos, Save the Children, the Norwegian Refugee Council (NRC), Humanity and Inclusion (HI), Solidarités international (SI) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).

5. 2/26 districts (Nabatiyeh and Bint Jbeil) were inaccessible during the data collection.

6. Lebanese HHs per district: Akkar 152, Aley 178, Baabda 276, Baalbek 140, Bcharre 208, Beirut 320, Chouf 151, El Batroun 149, El Hermel 111, El Koura 157, El Meten 153, El Minieh-Dennieh 193, Hasbaya 186, Jbeil 164, Jezzine 158, Kesrwane 158, Marjaayoun 103, Rashaya 151, Saida 243, Sour 159, Tripoli 221, West Bekaa 161, Zahle 143 and Zgharta 191.

7. Subgroup is composed of school-aged children being reportedly either non-attending in-person or without access to distance learning during the 2020-2021 school year.

8. HH respondent could select multiple options, thus the total of percentages can exceed 100%.

About REACH

REACH facilitates the development of information tools and products that enhance the capacity of aid actors to make evidence-based decisions in emergency, recovery and development contexts. The methodologies used by REACH include primary data collection and in-depth analysis, and all activities are conducted through inter-agency aid coordination mechanisms. REACH is a joint initiative of IMPACT Initiatives, ACTED and the United Nations Institute for Training and Research - Operational Satellite Applications Programme (UNITAR-UNOSAT). For more information please visit our website: www.reach-initiative.org. You can contact us directly at: geneva@reach-initiative.org.

Multi-sectoral needs assessment (MSNA) Migrant Households

KEY FINDINGS

EDUCATION

March 2022

CONTEXT

Lebanon is currently facing a multi-layered crisis¹ characterised by an acute economic contraction, a political crisis, the onset of the COVID-19 pandemic² and the continuation of the Syria crisis³.

These factors contributed to civil unrest, high poverty rates, limited functionality of public services, and drive household vulnerability more generally.

Even though some assessments have been conducted to understand the outliers of the current crisis on affected populations, information gaps remain regarding the needs of Lebanese host communities, migrants, and refugees from the occupied Palestinian territories (Palestine refugees in Lebanon, or PRL).

To support an evidence-based humanitarian response, the United Nations (UN) Officer for the Coordination of Humanitarian Affairs (OCHA), with support from REACH Initiative (REACH) and the Emergency Operation Cell (EOC), conducted a country-wide Multi-Sector Needs Assessment (MSNA), which was funded by the European Civil Protection and Humanitarian Aid Operations unit (DG-ECHO) and the Lebanese Humanitarian Fund (LHF)⁴.

METHODOLOGY

Primary data collection took place between October 19th and December 4th 2021. This assessment comprised a household-level survey, and covered almost the entirety of Lebanon, inclusive of 24/26 districts⁵, which are the official administrative level 2 boundary for Lebanon. Cadasters (administrative level 3) served as the primary sampling unit (PSU). Geo-points were randomly generated within the settled areas of each PSU, corresponding to the prescribed number of households for each cluster.

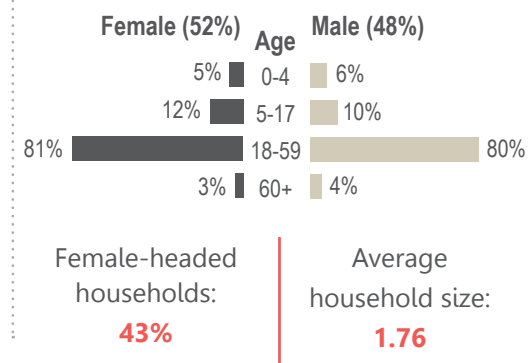
In total, 5,613 face-to-face interviews were conducted among the three population groups previously mentioned: Lebanese, Migrants and PRL (see breakdown in the Assessment sample section). For more details on the methodology, please refer to the [Terms of Reference](#).

The results presented in this factsheet are indicative of the situation of assessed migrant households (HHs) and cannot be generalised for the whole population group.

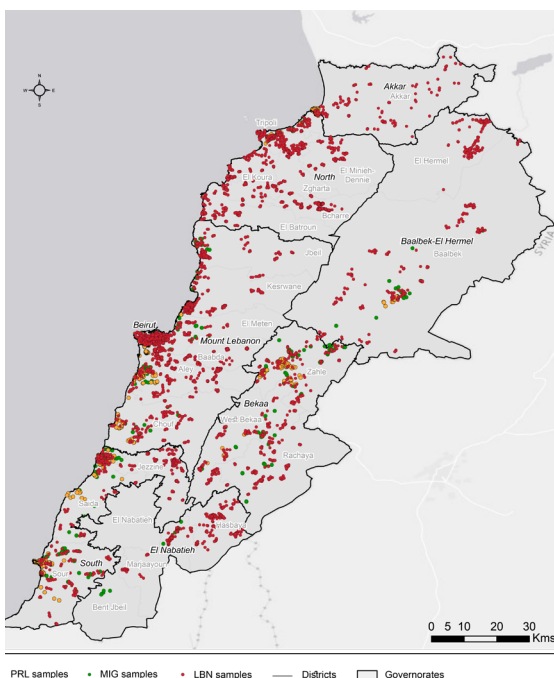
Assessment sample

| | |
|---------------------------|----------------|
| Households: | 5,613 |
| - Lebanese: | 4,232 |
| - Migrants ⁶ : | 713 |
| - PRL: | 668 |
| Districts: | 24 (out of 26) |

Migrant sample demographics



GEOGRAPHIC COVERAGE



LIMITATIONS

- The following results concern assessed migrant HHs in covered areas only; El-Nabatiyeh and Bint Jbeil and the Southern Suburbs of Beirut were not covered in the MSNA, hence perspectives and experiences from HHs in these regions are not included in the findings.
- During data collection, high income areas had a disproportionately high non-response rate. This might have an impact on the MSNA results, through a potential over-representation of low and medium-income HHs in certain areas.
- Data on the individual level was reported by proxy by one respondent per HH, rather than by the particular individual HH members themselves, and therefore might not accurately reflect lived experiences of individual HH members, who also might be more vulnerable.
- Education indicators refer to 2020-2021 school-year. Considering the effects of COVID-19 preventative measures and teachers' strike which started in Lebanon in January 2022, education needs could increase for the 2021-2022 school year.

Access to education

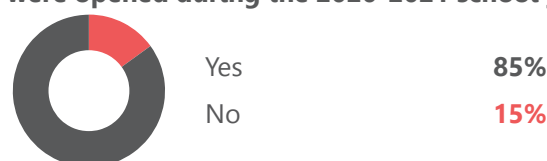
170 Number of school-aged children (4-19 years) in migrant HHs reported on and considered in this section

57% of those school-aged children (4-19 years) were reportedly **enrolled in a formal school** during the 2020-2021 school year

% of school-aged children in assessed migrant HHs reportedly enrolled in formal schools in the 2020-2021 school year (n=99) by type of formal school

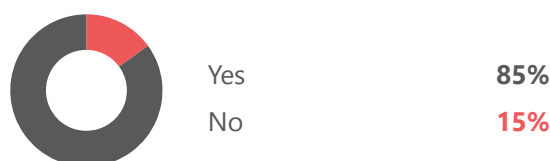


% of school-aged children in assessed migrant HHs enrolled in formal schools (n=99) who reportedly attended regularly (at least 4 days a week) when schools were opened during the 2020-2021 school year



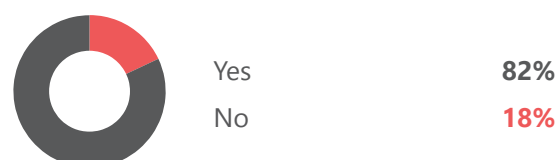
The **highest non-attendance rate** among school-aged children in assessed migrant HHs enrolled in formal schools was found in **Nabatieh and South** region (21%).

% of school-aged children in assessed migrant HHs enrolled in formal schools (n=99) who reportedly had access to distance learning when schools were closed during the 2020-2021 school year

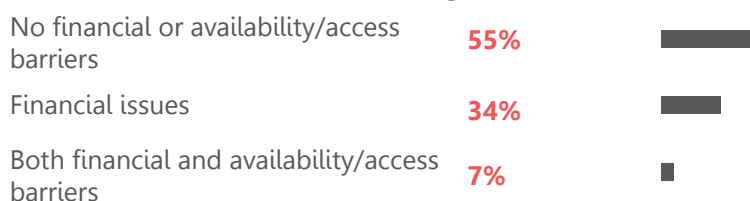


The **lowest access to distance learning** among school-aged children in migrant HHs enrolled in formal school was found in **Nabatieh and South** region (79%).

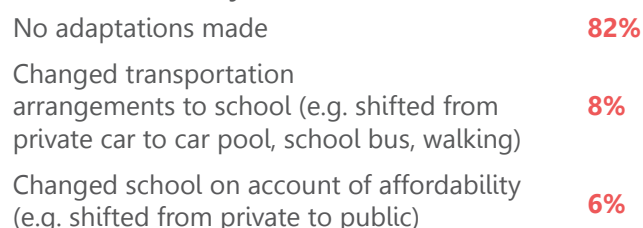
% of school-aged children in assessed migrant HHs enrolled in formal schools (n=99) reportedly attending school regularly, whether in-person when schools were opened or at distance when they were closed, during the 2020-2021 school year



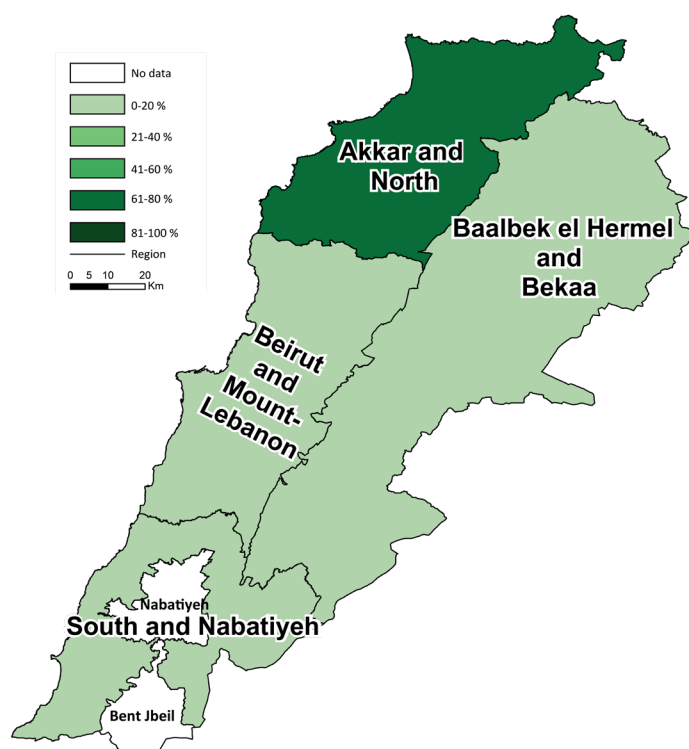
% of assessed migrant HHs consenting to answer expenditure questions (n=106) by reported barriers to cover essential education needs (e.g. books, tuition fees)



% of assessed migrant HHs with at least one school-aged child (n=66) by reported main adaptation strategies to new or increased barriers to accessing education in the 2020-2021 school year



% of school-aged children in migrant HHs reportedly enrolled in a formal school during the 2020-2021 school year, by region



Drop out

2% of school-aged children in assessed migrant HHs not regularly attending school (n=14) had reportedly **dropped out of school** during the 2020-2021 school year.⁸

The main reasons reportedly contributing to school-aged children's drop out were that schools did not provide remote learning frequently or at all, the lack of connectivity and internet, the lack of necessary equipments such as tablets, and the COVID-19 related school closures.⁸

Child labour

None of the school-aged children in migrant HHs that reportedly did not regularly attend school (n=14) were reported to be engaged in **labor outside or at home** that consistently disrupted their attendance at school in the 2020-2021 school year.⁸

Spending on education

39% of migrant assessed HHs reported **knowing their total expenditure** spent on education during the 2020-2021 school year.

17% Among those HHs (n=106), average proportion of total HH expenditure reportedly spent on education

NOTES

1. ACT Alliance, [Alert: Lebanon Crisis](#), March 2021
2. OCHA, [Lebanese Emergency Response Plan](#), August 2021
3. UNHCR, WFP, UNICEF, [Vulnerability Assessment of Syrian Refugees in Lebanon](#), September 2021
4. The data has been collected with the support of the International Organisation for Migration (IOM), Akkar Development Network (ADN), Mercy Corps, Terre des Hommes Foundation (TdH), the Danish Refugee Council (DRC), International Rescue Committee (IRC), Intersos, Save the Children, the Norwegian Refugee Council (NRC), Humanity and Inclusion (HI), Solidarités international (SI) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).
5. 2/26 districts (Nabatiyeh and Bint Jbeil) were inaccessible during the data collection.
6. Number of assessed migrant HHs per region: 135 in Baalbek-El Hermel, 372 in Beirut and Mount Lebanon, 60 in North and Akkar, 146 in South and Nabatiyeh
7. United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).
8. Subgroup is composed of school-aged children reportedly either non-attending in-person or without access to distance learning during the school year 2020-2021. The sample size of the subgroup for this indicator amounts to less than 30 individuals, therefore the results might not be reliable.

About REACH

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Multi-sector needs assessment (MSNA)

Palestine Refugee in Lebanon (PRL) Households

KEY FINDINGS

EDUCATION

March 2022

CONTEXT

Lebanon is currently facing a multi-layered crisis¹ characterised by an acute economic contraction, a political crisis, the onset of the COVID-19 pandemic² and the continuation of the Syria crisis³.

These factors contributed to civil unrest, high poverty rates, limited functionality of public services, and drive household vulnerability more generally.

Even though some assessments have been conducted to understand the outliers of the current crisis on affected populations, information gaps remain regarding the needs of Lebanese host communities, migrants, and refugees from the occupied Palestinian territory (Palestine refugees in Lebanon, or PRL).

To support an evidence-based humanitarian response, the United Nations (UN) Office for the Coordination of Humanitarian Affairs (OCHA), with support from REACH Initiative (REACH) and the Emergency Operation Cell (EOC), conducted a country-wide Multi-Sector Needs Assessment (MSNA), which was funded by the European Civil Protection and Humanitarian Aid Operations unit (DG-ECHO) and the Lebanese Humanitarian Fund (LHF)⁴.

METHODOLOGY

Primary data collection took place between October 19th and December 4th 2021. This assessment comprised a household-level survey, and covered almost the entirety of Lebanon, inclusive of 24/26 districts⁵, which are the official administrative level 2 boundary for Lebanon. Cadasters (administrative level 3) served as the primary sampling unit (PSU). Geo-points were randomly generated within the settled areas of each PSU, corresponding to the prescribed number of households for each cluster.

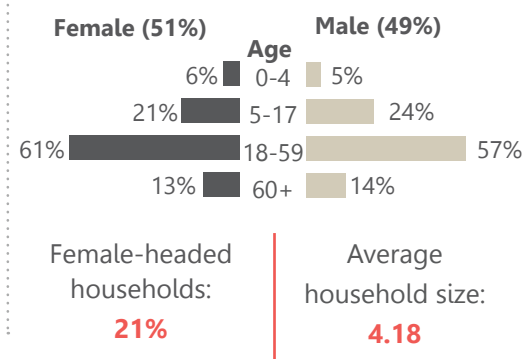
In total, 5,613 face-to-face interviews were conducted among the three population groups previously mentioned: Lebanese, Migrants and PRL (see breakdown in the Assessment sample section). For more details on the methodology, please refer to the [Terms of Reference](#).

The results presented in this factsheet are indicative of the situation of PRL assessed households (HHs) and cannot be generalised for the whole population group.

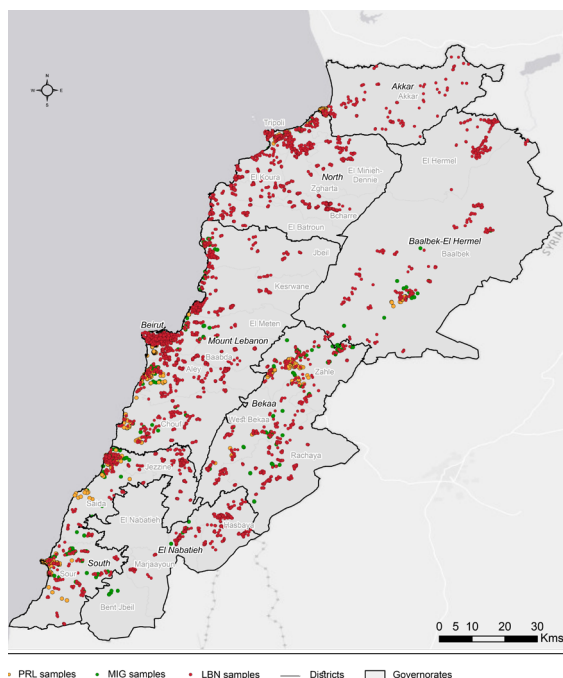
Assessment sample

| | |
|----------------------|----------------|
| Households: | 5,613 |
| - Lebanese: | 4,232 |
| - Migrants: | 713 |
| - PRL ⁶ : | 668 |
| Districts: | 24 (out of 26) |

PRL sample demographics



GEOGRAPHIC COVERAGE



LIMITATIONS

- The following results concern PRL assessed HHs in covered areas only; national and regional results are not generalizable for the population living in El-Nabatiyeh and Bint Jbeil, as both districts were not covered by the assessment due to access constraints during the data collection.
- During data collection, high income areas had a disproportionately high non-response rate. This might have an impact on the MSNA results, through a potential over-representation of low and medium-income HHs in certain areas.
- Data on the individual level was reported by proxy by one respondent per HH, rather than by the particular individual HH members themselves, and therefore might not accurately reflect lived experiences of individual HH members, who also might be more vulnerable.
- Education indicators refer to 2020-2021 school-year. Considering the effects of COVID-19 preventative measures and teachers' strike which started in Lebanon in January 2022, needs could increase for the 2021-2022 school year.

Access to education

788 Number of PRL school-aged children (4-19 years) reported on and considered in this section

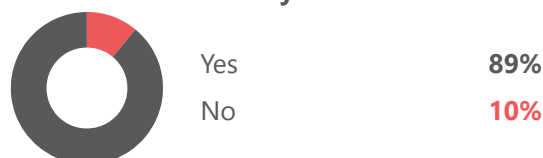
81% of those PRL school-aged children were reportedly **enrolled in a formal school** during the 2020-2021 school year

The **lowest enrollment rate** among PRL school-aged children was reportedly found in **Beirut and Mount Lebanon** region (79%).

% of PRL school-aged children reportedly enrolled in formal schools in the 2020-2021 school year (n=635) by type of formal school

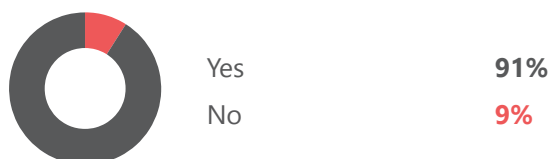


% of PRL school-aged children enrolled in formal schools (n=635) who reportedly attended regularly (at least 4 days a week) when schools were opened during the 2020-2021 school year



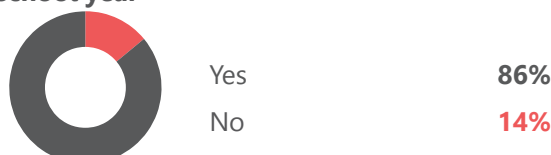
The **highest non-attendance rate** among PRL school-aged children enrolled in formal school was reportedly found in **Beirut and Mount Lebanon** region (22%).

% of PRL school-aged children enrolled in formal schools (n=635) who reportedly had access to distance learning when schools were closed during the 2020-2021 school year

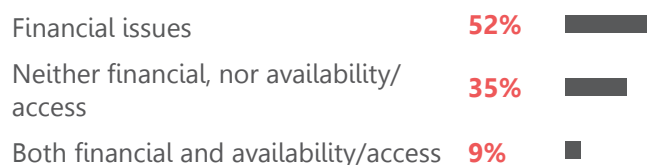


The **lowest access to distance learning** among PRL school-aged children enrolled in formal schools was found in **Beirut and Mount Lebanon** region (22%).

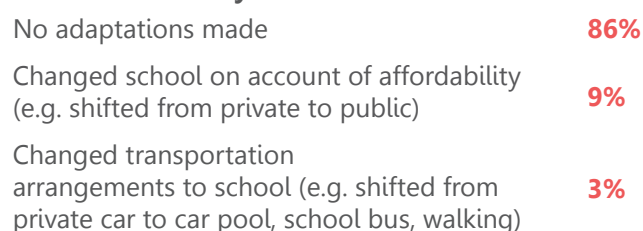
% of PRL school-aged children enrolled in formal schools (n=635) reportedly attending school regularly, whether in-person when schools were opened or at distance when they were closed, during the 2020-2021 school year



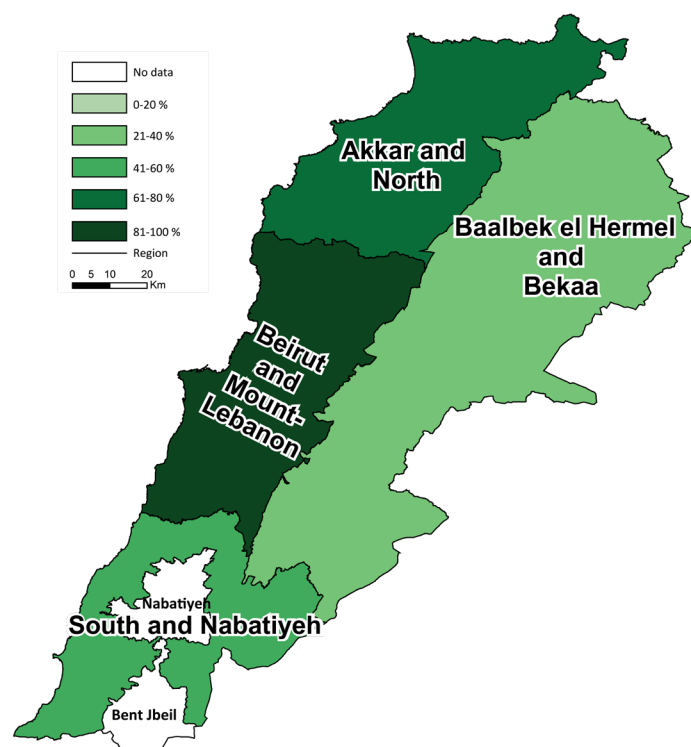
% of assessed PRL HHs consenting to answer expenditure questions (n=363) by reported barriers to cover essential education needs (e.g. books, tuition fees)



% of assessed PRL HHs with at least one school-aged child (n=330) by reported main adaptation strategies to new or increased barriers to accessing education in the 2020-2021 school year



% of PRL school-aged children reportedly attending UNRWA schools, by region



The main **types of formal schools** where PRL school-aged children were reported being enrolled in for the school year 2020-2021 in **Baalbek-Hermel and Bekaa** region, apart from UNRWA schools, were public schools (31%) and private schools (21%).

Child labor

4%

of PRL school-aged children not regularly attending school (n=107)⁷ were reportedly engaging in **labor outside or at home** that consistently disrupted their attendance at school for the 2020-2021 school year

Drop out

4%

of PRL school-aged children not regularly attending school (n=107)⁷ were reportedly **dropping out of school** during the school year 2020-2021

% of PRL school-aged children that were reportedly dropping out during the 2020-2021 school year (n=7)^{8,9} by most commonly reported reasons for dropping out of school

| | | |
|--|-----|--------|
| COVID-19 related school closures | 38% | ██████ |
| Cannot afford education-related costs (e.g. tuition, supplies, transportation) | 25% | ██████ |
| Lack of interest/priority from parents | 25% | ██████ |
| Child busy working or supporting the household | 25% | ██████ |

Spending on education

56% of PRL assessed HHs reported **knowing their total expenditure** spent on **education** during the 2020-2021 school year.

25%

Among those HHs (n=528), average proportion of total HH expenditure reportedly spent on education

Access to education for children with disabilities

% of HHs with children with disabilities (n=29)¹⁰ by main reported barriers, if any, to accessing education for children with disabilities

| | | |
|--|-----|--------|
| None | 39% | ██████ |
| Don't know | 18% | ██████ |
| Problems with accessing distance learning | 15% | ██████ |
| Teachers do not have the capacity to tailor to special needs | 14% | ██████ |

NOTES

1. ACT Alliance, [Alert: Lebanon Crisis](#), March 2021
2. OCHA, [Lebanese Emergency Response Plan](#), August 2021
3. UNHCR, WFP, UNICEF, [Vulnerability Assessment of Syrian Refugees in Lebanon](#), September 2021
4. The data has been collected with the support of the International Organisation for Migration (IOM), Akkar Development Network(ADN), Mercy Corps, Terre des Hommes Foundation (TdH), the Danish Refugee Council (DRC), International Rescue Committee (IRC), Intersos, Save the Children, the Norwegian Refugee Council (NRC), Humanity and Inclusion (HI), Solidarités international (SI) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).
5. 2/26 districts (Nabatiyeh and Bint Jbeil) were inaccessible during the data collection.
6. Number of assessed PRL HHs per region : 109 in Baalbek-El Hermel, 178 in Beirut and Mount Lebanon, 203 in North and Akkar, 178 in South and Nabatiyeh
7. Subgroup is composed of school-aged children being reportedly either non-attending in-person or without access to distance learning during the 2020-2021 school year.
8. HH respondent could select multiple options, thus the total of percentages may exceed 100%.
9. The sample size of the subgroup for this indicator amounts to less than 30 individuals, therefore the results might not be reliable.
10. HH respondent could select multiple options, thus the total of percentages can exceed 100%. The sample size of the subgroup for this indicator amounts to less than 30 HHs, therefore the accuracy of results may be limited.

About REACH

REACH facilitates the development of information tools and products that enhance the capacity of aid actors to make evidence-based decisions in emergency, recovery and development contexts. The methodologies used by REACH include primary data collection and in-depth analysis, and all activities are conducted through inter-agency aid coordination mechanisms. REACH is a joint initiative of IMPACT Initiatives, ACTED and the United Nations Institute for Training and Research - Operational Satellite Applications Programme (UNITAR-UNOSAT). For more information please visit our website: www.reach-initiative.org. You can contact us directly at: geneva@reach-initiative.org.