

From Data to Policy: Challenges for Monitoring Progress in Education

Albert Motivans

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- Why do we need data on education?
 - To formulate evidence-based policies
 - To monitor how well systems, schools and classrooms function and how well children learn
 - To ensure that human rights are met (e.g.,CRC)
- Why do we need comparative data?
 - To set benchmarks and drive/inform reform
 - To allow intra-regional exchange and learning

A Comparative Data Framework

	Outputs and Outcomes	Policy Levers	Antecedents
Country or system	Overall quality of system performance	System-wide institutional settings, resource allocations and policies	National educational, social and economic context
Schools	Institutional performance and quality of instruction	The learning environment at school	Community and school characteristics
		Teaching and learning practices	Teacher background characteristics
Learners	Distribution of knowledge and skills	Student motivation, engagement, attitudes and behaviour	Student background characteristics

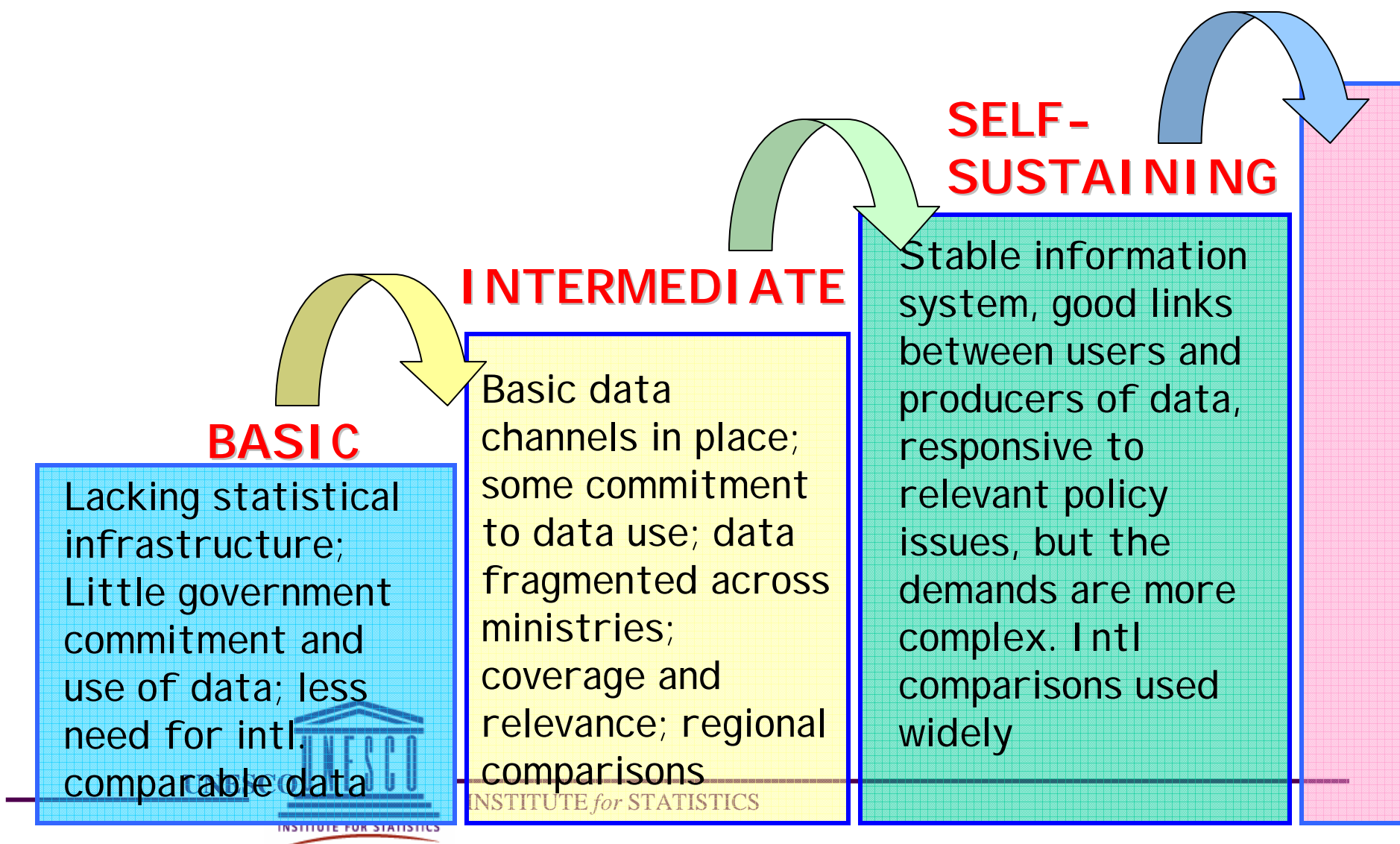
Comparative Data Gaps

Country or system	Most common indicators, but still coverage problems (e.g., age by grade, private expenditure, etc.)
Education service provider	Little comparative work done at the school and classroom level, but greater scope for multi-level analyses of student achievement studies
Instructional setting	
Individual learner	Student achievement studies increasingly prevalent, but varies in quality

Addressing Gaps in Comparative Data

Country or system	Improve coverage of core data <i>(focused work on teachers and finance)</i>
Education service provider Instructional setting	Explore ways that comparative data can inform debates on school functioning and quality of instruction <i>(WEI Survey of Primary Schools:2007)</i>
Individual learner	Secondary analysis; Develop and adapt assessment tools <i>(LAMP: 2008)</i>

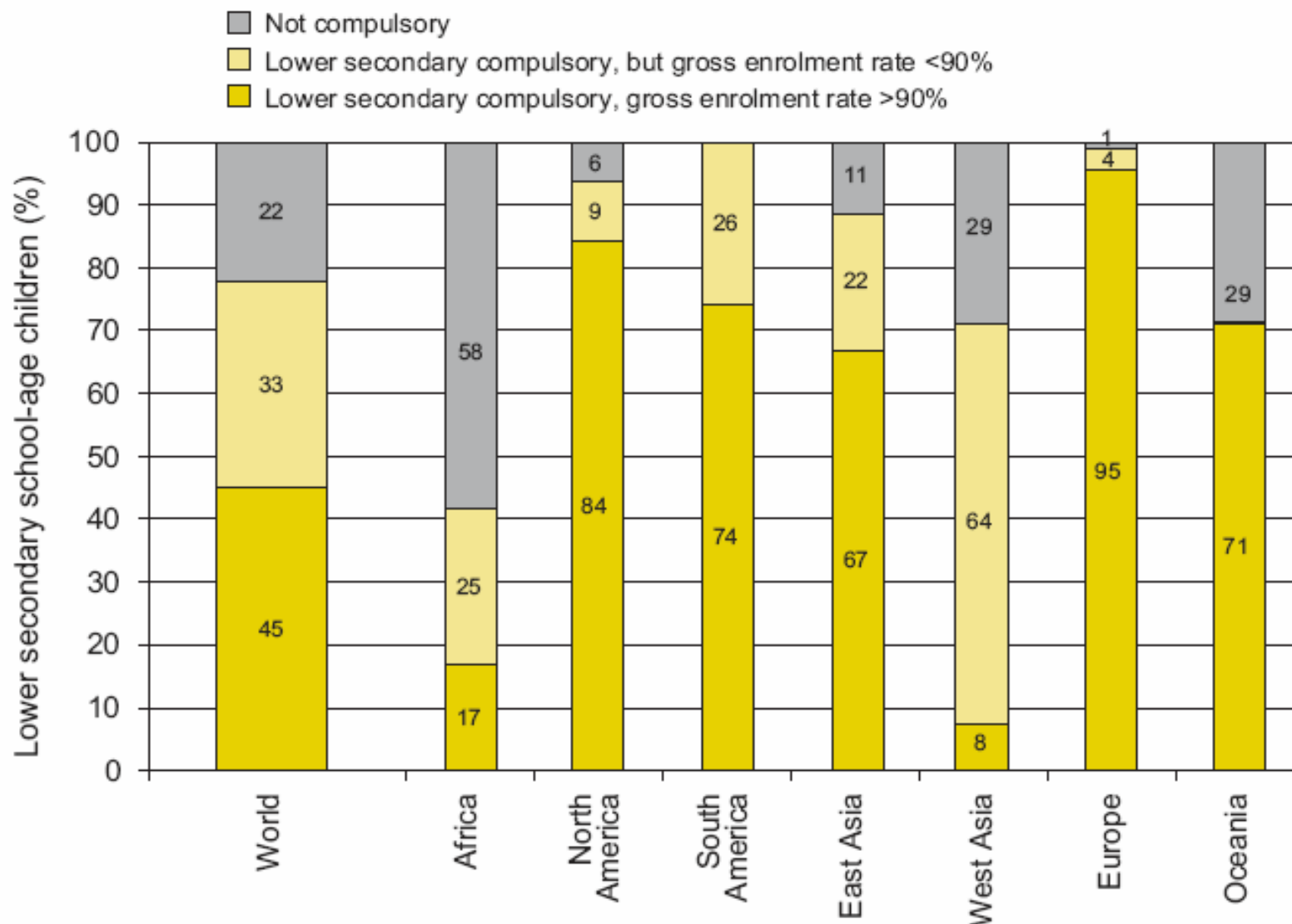
Our aim is to move countries up to the next level towards better data quality...



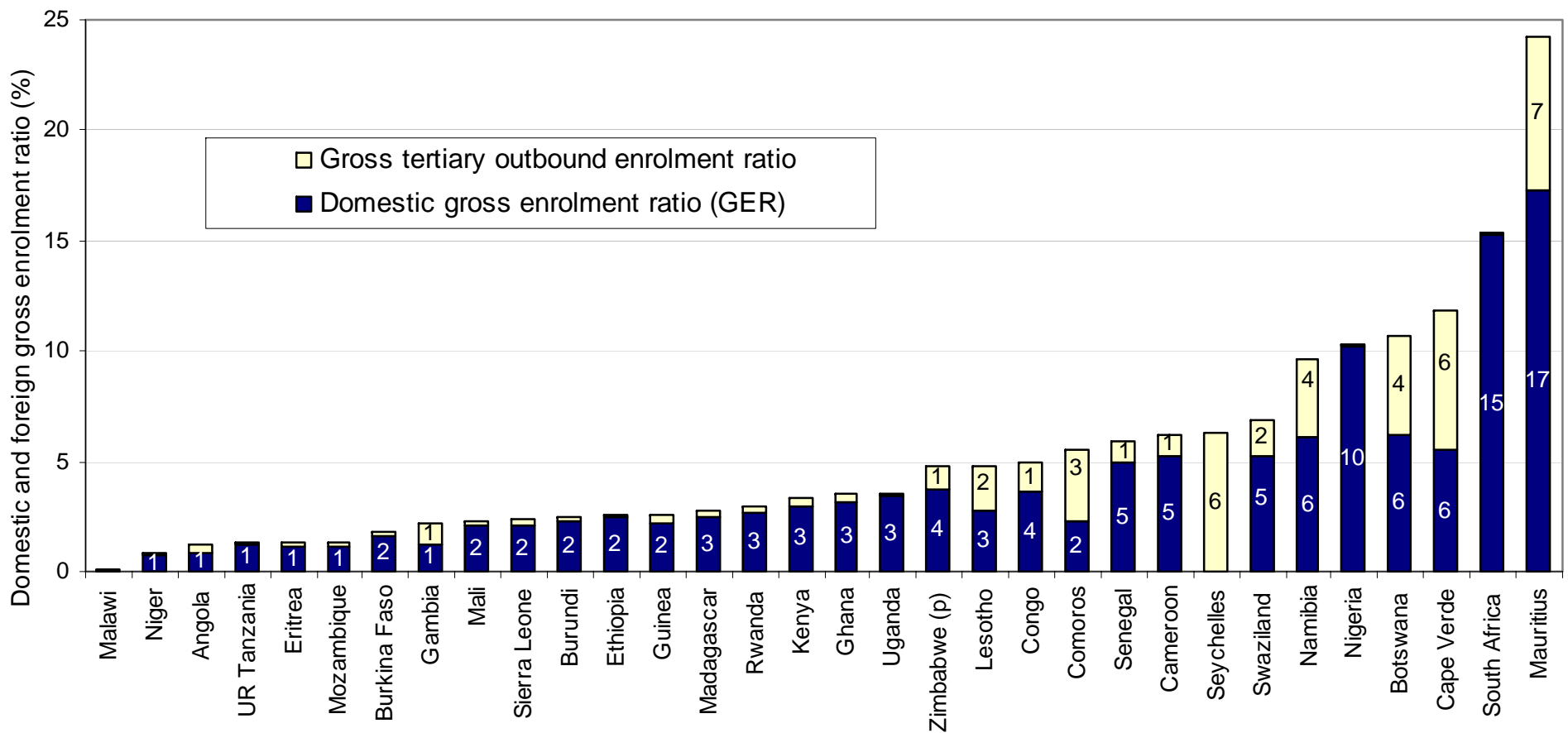
Steps forward at the country/system level

- Looking at existing administrative-based data in new ways
- Developing new indicators based on administrative data
- Incorporating other sources of data
 - Statutory/normative data
 - Survey-based data

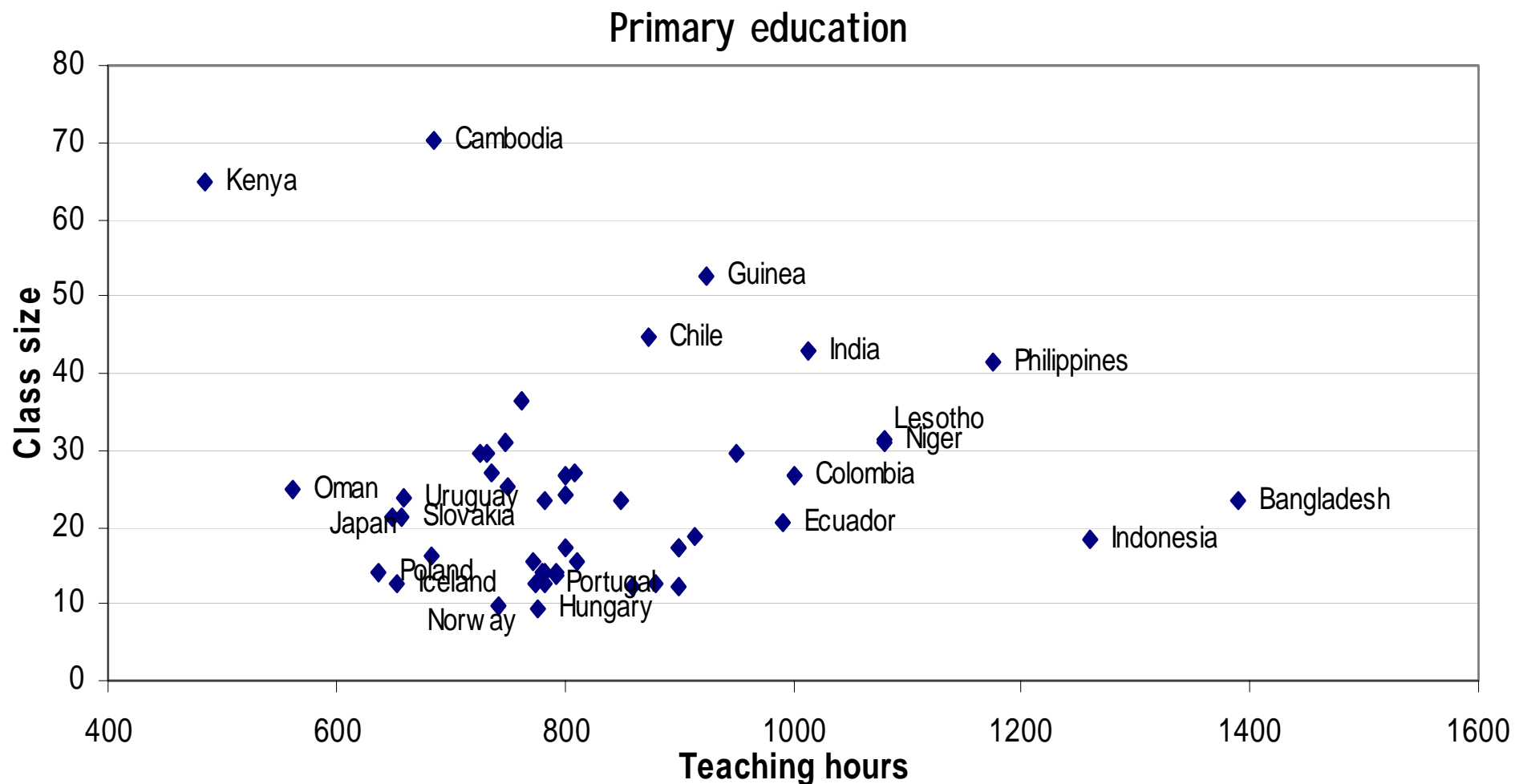
Lower Secondary Education Becoming the Global Norm, 2003



Tertiary Enrolment Ratio (Local and Abroad), 2004

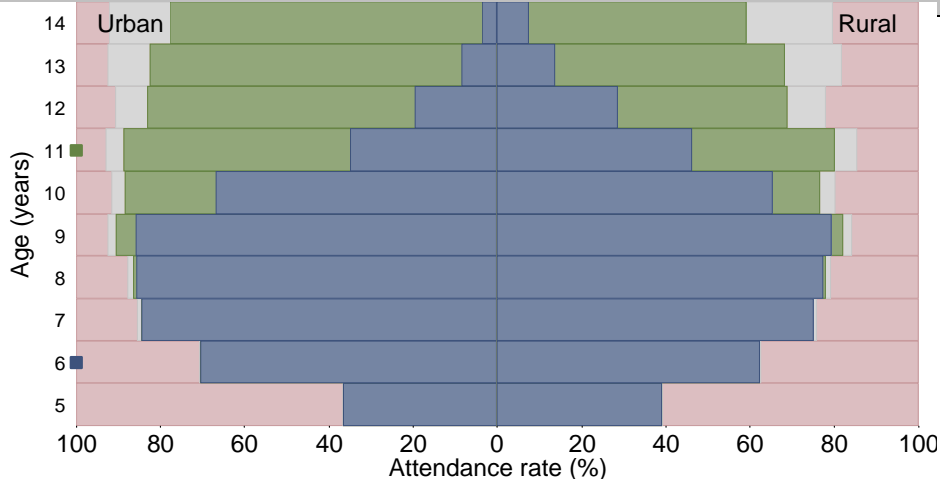


Annual teaching hours and adjusted class size, 2004

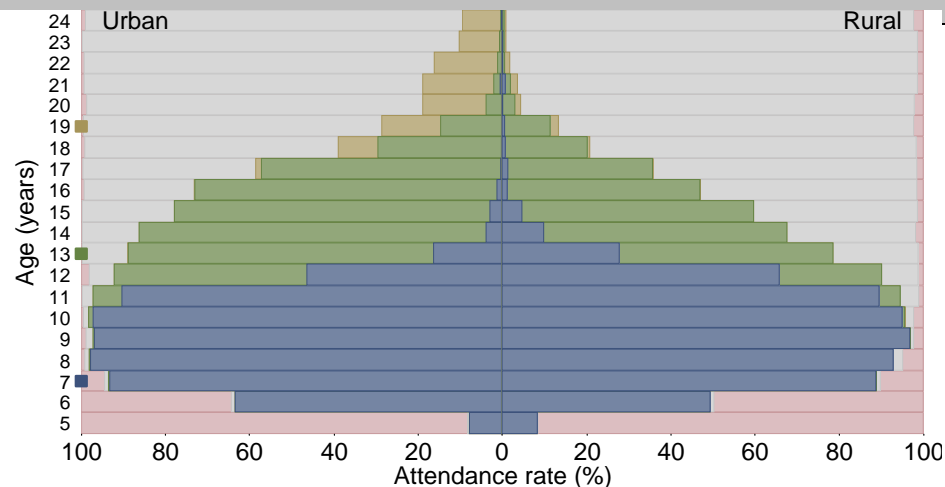


School attendance by age and residence

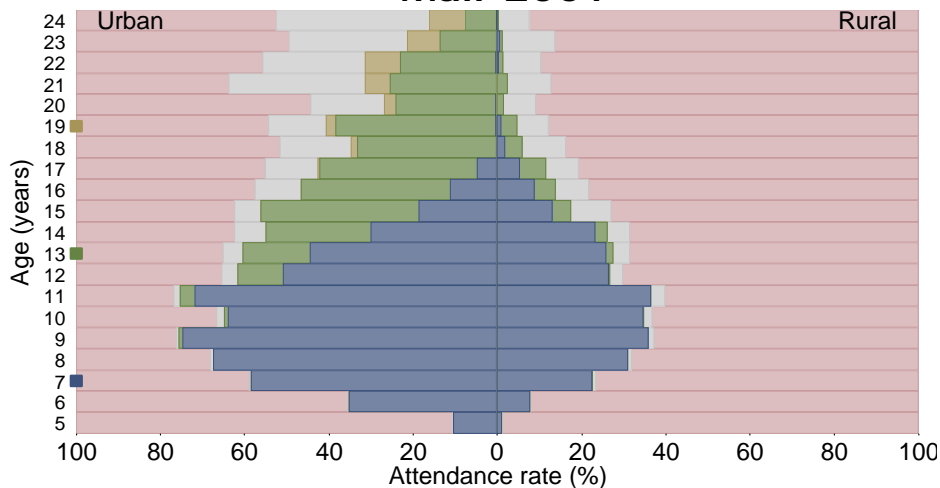
India 2000



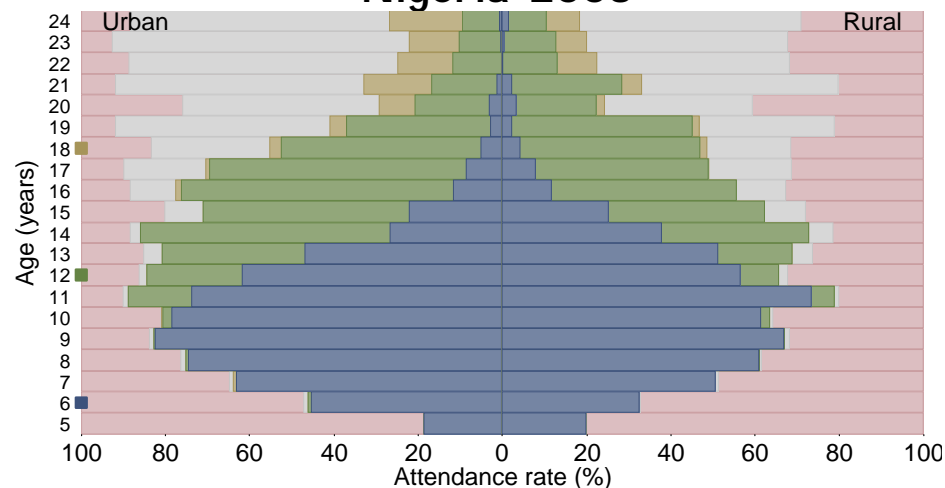
Indonesia 2002-03



Mali 2001



Nigeria 2003



Source: UIS/UNICEF, 2005

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