WORKSHOP

'USING EDUCATION DATA FOR POLICY AND PRACTICE'

INTRODUCTION AND BACKGROUND

As the world nears the 2022 mid-point for achieving the Sustainable Development Goals, increasing inequality in most countries points to systemic issues that entrench marginalization and exclusion and hamper the achievement of shared prosperity[1]. It is, therefore, becoming increasingly important to use data to help identify inequalities in access and participation in education, and to increase the use of data for policy and planning. This is particularly true in achieving SDG 4 to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."[2] The sustainable development goal on Education (SDG 4) supports the education agenda 2030 and places strong emphasis on data generation, data use and monitoring to manage the education sector more efficiently and effectively with the goal of enabling equitable access to education.

The four levels of education monitoring highlight the relationship between global monitoring indicators and national education planning and monitoring. Countries continue to produce increasing volumes of detailed data on educational access, participation, knowledge, skills, and learning outcomes. However, sourcing and using data remains challenging in many countries. Furthermore, obtaining and using specific types of data such as measures of equity and the drive to standardize indicators may restrict our data picture and remain challenging[3].
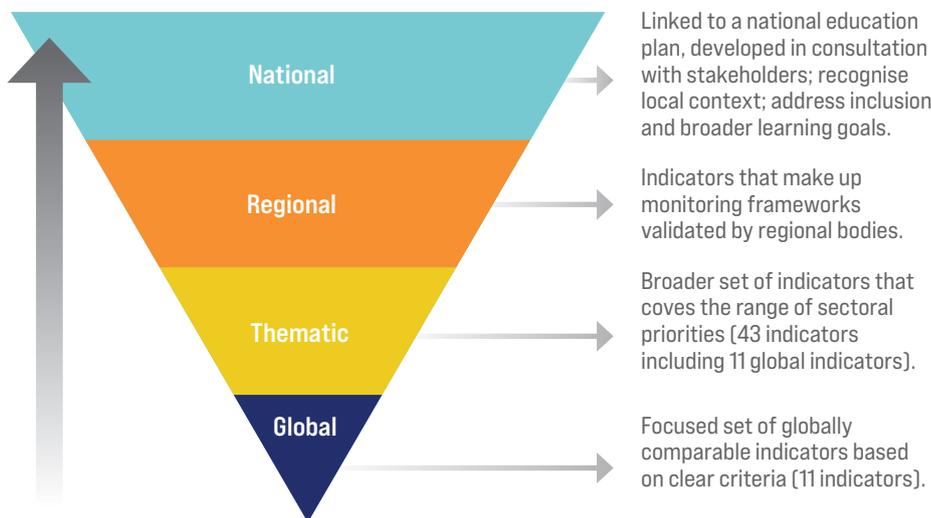

National — Linked to a national education plan, developed in consultation with stakeholders; recognise local context; address inclusion and broader learning goals.

Regional — Indicators that make up monitoring frameworks validated by regional bodies.

Thematic — Broader set of indicators that coves the range of sectoral priorities (43 indicators including 11 global indicators).

Global — Focused set of globally comparable indicators based on clear criteria (11 indicators).

FIGURE 1.
THE FOUR LEVELS OF EDUCATION DATA[4]

Education planners and statisticians are often required to compare multiple data sources which necessitates new measurements and tools. For example, 'global citizenship education and Non-Formal Education (NFE) are difficult to measure if reliance exists on traditional data collection mechanisms'[5]. **The availability of data and the capacity to use it for policy and practice may limit the use of data**.

This workshop aims to engage education officers at all levels of ministry, researchers , and policy experts on how to source, conceptualize and use education data from international websites and platforms to help address gaps in the current education data regime from a global and regional perspective with an emphasis on highlighting disparities such as inequalities in the education system.

PURPOSE, OBJECTIVES AND WORKSHOP QUESTIONS

The purpose of the workshop is to strengthen the capacity of individuals working on education policy, planning, practice or research to source, analyse and use education data for improving national and local education planning and monitoring

The specific objectives and desired outcomes of the workshop are:

- To learn about important databanks in education, such as UIS SDG 4 database, WIDE, OECD GPS, World Bank, etc.
- To learn how to export data from online databanks and undertake analysis that highlight disparities such as inequalities in the education system
- To learn to identify gaps/overlaps/inconsistencies between international databanks and national level data
- To promote the exchange of experiences between participants and strengthen linkages between education officers, statisticians, as well as education researchers/ academics.

The workshop will look for answers to the following questions:

1. How can I identify and address disparities in my education system using data sourced from national and international data banks?
2. What are the links between data, planning and policy and how can I use data to strengthen policy and planning within my country?

GENDER EQUALITY AND SOCIAL INCLUSION (GESI) PERSPECTIVE

In line with the United Nations Evaluation Group (UNEG) Norms and Standards (2016)[6], issues of equity, gender equality and human rights will be considered throughout the workshop. Workshop participant selection will incorporate a gender equality perspective, based on a human rights-based approach, and take into consideration the diverse cultural contexts in which the activities are being implemented. Training will ensure that issues of equity, gender equality and human rights are addressed where needed. Education data cuts across genders, ethnicities, and disabilities, and this will be emphasized to raise awareness of all participants.

LIST OF PLATFORMS REVIEWED

All platforms to be reviewed in this workshop can be enabled to your own language through the use of google translate. This will be demonstrated at the start of the workshop.

Platforms:

- https://www.education-inequalities.org/
- https://data.worldbank.org/topic/4
- http://uis.unesco.org/en/topic/equity-education
- https://policytoolbox.iiep.unesco.org/about-this-tool/
- https://www.education-inequalities.org/
- https://data.oecd.org/
- https://fragilestatesindex.org/
- https://dashboards.sdgindex.org/

Global Resources:

- SDG 4 Data Digest 2021:
  https://unesdoc.unesco.org/ark:/48223/pf0000380387
- Handbook on Measuring Equity in Education:
  http://uis.unesco.org/sites/default/files/documents/handbook-measuring-equity-education-2018-en.pdf

PRELIMINARY SCHEDULE

The workshop will be conducted over two days. Each day will comprise a single two-hour session which will include instruction, breakout working sessions, questions and discussion. The training will be hands-on in nature and involve practical sessions relevant to participating countries.

The workshop will be conducted in English with simultaneous interpretation into Russian and Arabic.

The draft (proposed) workshop schedule is shown below:

DAY 1 (2 HOURS)

1. Introduction from participants and a brief 3minute presentation from each country (optional) on education data and equity within their country context.
2. An introduction to global data, the basis for global indicators and their relevance to regional and national education monitoring and planning.
3. Discussing the types of inequality applicable to access, participation and learning outcomes and how data can be used to inform equitable policy and planning.
4. An introduction to global data sources which will introduce participants to online data platforms, types of data, displays of data and disaggregation found at each.
5. Participants will learn how to source data within their own country and choose comparable countries to enable comparative analysis.
6. Identifying inequalities within participants' own country using global data sources with a focus on gender inequality.

1. Examining gaps in education at the national level and understanding who uses data for what purpose.
2. Bridging data between the international level and the local level, reviewing methods of analysis to highlight disparities in equitable access at the sub-national level.
3. Deep diving into country analysis, what country sector analysis and other reports can tell us about inequalities in education.
4. Creating a mini Comparative Education Equity Report flyer/infographic highlighting why equity policy should be a main consideration within your country.

APPLICATION

Country representatives from KIX EAP countries are eligible for this workshop. Individuals working on education policy, planning, practice or research in one of the EAP countries for whom the skills addressed in this workshop are relevant for their work are welcome to submit an application through this link.

The deadline for submitting your application to take part in this workshop is 15 March, 2022. Those who are selected to participate in the workshop will receive an invitation by e-mail.

For more information, please contact KIX EAP at norrag.kix@graduateinstitute.ch.

APPLY NOW

REFERENCES

1   ADB (2017) Asia-Pacific Sustainable Development Goals Outlook, Asian Development Bank (ADB), Bangkok, Thailand. Available at: https://www.adb.org/sites/default/files/publication/232871/asia-pacific-sdgoutlook-2017.pdf. (accessed 25 Aug 2021)

2   Source: https://sustainabledevelopment.un.org/post2015/summit. (Accessed on 15/02/2022).

3   SDG Indicator 4.5.1 has the goal of eliminating 'gender disparities in education and ensure equal access to all levels of education and vocational training' and requires all possible indicators to be disaggregated by parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available).

4   UNESCO (2018) Paving the Road to Education. A Target-by-Target Analysis of SDG 4 for Asia and the Pacific, UNESCO Bangkok Office. Available at: https://bangkok.unesco.org/content/paving-road-education-target-target-analysis-sdg-4-asia-and-pacific. (Accessed on 28 August 2021).

5   UIS (2021) have recently published guidelines for data collection to measure SDG 4.7.4 and 4.7.5 which offer simplified methods of monitoring these indicators in challenging environments.

6   UNICEF United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation, UNICEF, 2016. http://www.unevaluation.org/document/detail/1914, Accessed on 15 April 2019