



Launch Event

Inaugural Missing Education Data Summit

Conceptualizing and Addressing Education Data Gaps for SDG 4

Date and Venue

When: Thu 30.11.2021, 13:30 – 17:00 (CET/GVA)

Where: Online – Registration [here](#)

Interpretation: Available in AR, EN, ES, FR, PT, RU

As the world nears the 2022 mid-point for achieving the Sustainable Development Goals, missing data matters more than ever. This is particularly true in achieving SDG 4 to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The education community must better understand the gaps and oversights in the current data regime for SDG 4 to ensure that data are used to address inequities in education – and not to inadvertently deepen them.¹

The Inaugural Missing Education Data Summit hosted online by NORRAG on 30 November will launch a year-long project to bring together academic and policy experts to engage in discussions to refine our conceptualization and prioritization of gaps in the current education data regime that should be addressed during the remainder of the Education 2030 agenda. This will build on NORRAG’s previous work on [education data](#).

The Inaugural Missing Education Data Summit will launch a year long series of expert discussions and research on around how current regimes of education data related to the SDGs are systematically missing groups of people, types of data, and purposes of education data.

Agenda 13:30 – 17:00 (CET/GVA)

Welcome

Dr. Moira V. Faul, Executive Director, NORRAG

Summit Opening

Dr. Laura Savage, Executive Director, International Education Funders Group

Missing Education Data

Mr. Daniel Shephard, Missing Data Project Lead, NORRAG

Conceptualizing Missing Dimensions, Groups and Types of Data

Dr. Marcos Delprato, Lecturer in International Education, University of Sussex

Discussant

Ms. Raphaëlle Martínez, Education Policy and Learning Team Lead, Global Partnership for Education

Group Discussions

Keynote: Conceptualizing Missing Purposes of the SDG 4 Data Regime

Prof. Sotiria Grek, Professor in European and Global Education Governance, University of Edinburgh

Discussant

Dr. Pali Lehohla, Founder, Pan African Institute for Evidence

Close

Dr. Moira V. Faul, Executive Director, NORRAG

Dr. Karma El Hassan, Professor, American University of Beirut

Ms. Angela Arnott, Director, Program4Results

Mr. Alejandro Vera, Programme Specialist, OREALC/ UNESCO

NORRAG is an Associate Programme of the Graduate Institute of International and Development Studies (IHEID) and is supported by the Swiss Agency for Development and Cooperation (SDC) and the Open Society Foundations (OSF).

Laura Savage, Executive Director of the International Education Funders Group, will provide opening remarks on the important intersections between missing education data, education financing, and improving policies for inclusive access to quality education for all.

Daniel Shephard, NORRAG Missing Education Data Lead, will provide an overview of NORRAG's approach and initial mapping of Missing Educational Data from a global, regional, and thematic perspective.

Marcos Delprato, Lecturer in International Education at the University of Sussex, will provide the results of his mapping of missing education data groups and types alongside an argument for a more systematic analysis and presentation of groups of learners based on available data disaggregation and their intersections.

Raphaelle Martinez, Education Policy and Learning Team Lead at the Global Partnership for Education, will serve as the discussant exploring implications of missing education data for global policy and financing.

Sotiria Grek, Professor in European and Global Education Governance at the University of Edinburgh, will present the keynote addressing what purposes the current SDG data regime serves and which purposes are notably missing.

Dr. Pali Lehohla, Founder of the Pan African Institute for Evidence, will discuss the implications of the missing education data purposes at the national and regional level.

For each of these topics, the summit will interrogate the drivers of missingness, especially in terms of how the roles of organizations and the structure of their inter-relationships relate to these dimensions of missing education data.

The public portion of the Summit on 30 November will be followed by closed-door expert discussions on 2 December focusing on Missing Education Data in four regions (Africa, Arab States, Asia, and Latin America & the Caribbean) and two themes (Gender and Education in Emergencies). A public summary of the discussion results and their accompanying Think Pieces will be published following the Summit.

The closed-door sessions will include interventions by Angela Arnett (Africa), Karma El Hassan (Middle East and North Africa), Martín Scasso (Latin America and the Caribbean), James Shoobridge (Asia), Alejandro Vera (Latin America and the Caribbean), Ernesto Yáñez (Latin America and the Caribbean), experts from Education Cannot Wait, the Global Education Cluster, INEE, UNESCO-IIEP, and the Accountability for Gender Equity in Education project. If you are a regional or thematic expert on education data and are interested in participating in the invitation only discussion, you can apply for an invitation using the [linked form](#).

This inaugural summit will be followed by a series of regional and thematic symposia in 2022 and will culminate in a closing Missing Education Data Summit at the end of 2022.

Biographies of speakers

by alphabetical order



Dr. Marcos Delprato

Marcos Delprato is a Lecturer in International Education at the Centre for International Education (CIE), University of Sussex, since 2017. Prior to Sussex, he worked between as a research associate post-doc at REAL Centre (Cambridge

University), and between 2011-2016 as a Quantitative Research Officer at the Global Education Monitoring Report (UNESCO) where developed the WIDE database. He has a broad experience in the application of quantitative methods in international education and development and published various papers on these fields focusing on different types of educational inequalities.

was recognized by his alma mater, the University of Ghana for his contribution to the development of statistics in 2015 and was also awarded an Honorary Doctorate by the University of Stellenbosch in the same year and in 2018 the University of Kwa – Zulu Natal awarded him an Honorary Doctorate. In October 2018 the University of Johannesburg appointed Dr Lehohla as a Professor of Practice. He consults widely on matters statistics and since 2017 he became a Research Associate at Oxford University and a consultant to Oxford Poverty and Human Development Initiative (OPHI). He is the Founder of the Pan African Institute for Evidence (PIE). He is a member of the Idlulamithi Steering Committee. For twenty years to date he has been weekly columnist in the Business Report.

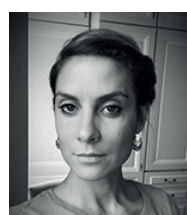


Prof. Sotiria Grek

Sotiria Grek is Professor of European and Global Education Governance at the School of Social and Political Science, University of Edinburgh. Sotiria's work focuses on the field of

quantification in global public policy, with a specialisation in the policy arenas of education and

sustainable development. She is the Principal Investigator of the European Research Council funded project "International Organisations and the Rise of a Global Metrological Field" (METRO). She has co-authored (with Martin Lawn) Europeanising Education: Governing A New Policy Space (Symposium, 2012) and co-edited (with Joakim Lindgren) Governing by Inspection (Routledge, 2015), as well as the World Yearbook in Education: Accountability and Datafication in Education (with Christian Maroy and Antoni Verger; Routledge, 2021).



Ms. Raphaelle Martinez

Raphaelle Martinez joined Global Partnership for Education in 2013. She currently leads the Education Policy and Learning team, whose mandate is to mobilize and support the use of evidence and good practices in the fields of system

strengthening, teaching, and learning, as well as equity and inclusion. Previously, Raphaelle oversaw the GPE team on data, planning, and finance and worked for two years as a country lead for Eastern and Southern African countries. She has been working in the field of education for more than 15 years, 10 of as an education planning specialist at UNESCO HQ and country offices. Raphaelle is a national of Argentina and holds two master's degrees from the Sorbonne University in Paris, France – in political science and in education policies and planning.



Dr. Pali Lehohla

Pali Lehohla is the former Statistician-General of South Africa, a position he held from 2000 up to 2017. He has served as co-chair of PARIS21 and the Chair of the United Nations Statistics Commission. He was the founding chair of the Statistics

Commission of Africa (StatCom Africa) and chairs the African Symposium for Statistical Development (ASSD). He was the Vice President of the International Statistics Institute (ISI), and sponsors the Young African Statistician (YAS) movement. He served as one of on the twenty five member panel on Data Revolution appointed by the UN Secretary General, and was a member of the Independent Accountability Panel for the health of women, children and adolescents. He is the deputy chair of the board of the International Network of Demography of Populations and their Health (INDEPTH). Dr Lehohla has been a forceful advocate for improving the Civil Registration and Vital Statistics systems in Africa. He consulted extensively in the in conflict, out of conflict and fragile states on matters statistics. And this saw him cover Iraq, Afghanistan, Sudan and Cambodia to make some mention. He



Dr. Laura Savage

Laura is Executive Director of IIEFG, an affinity network of education philanthropists. Until recently, she was a Senior Education Advisor at the UK FCDO. She is known for her work to drive change in how global actors effectively engage in education systems so as to support dramatic improvements in student learning outcomes.



Mr. Daniel Shephard

Daniel Shephard is the Missing Data Project Lead at NORRAG, an Associate Programme of the Graduate Institute of International and Development Studies. He has previously worked with the OECD,

ILO, UNDP, UNICEF, UNODC, the World Bank, and NGOs on the intersection of policy, education, and research. His current work focuses on supporting marginalised groups, especially displaced children. He holds a MSc in Evidence Based Social Intervention from the University of Oxford and is a PhD Candidate in Comparative and International Education at Teachers College, Columbia University.