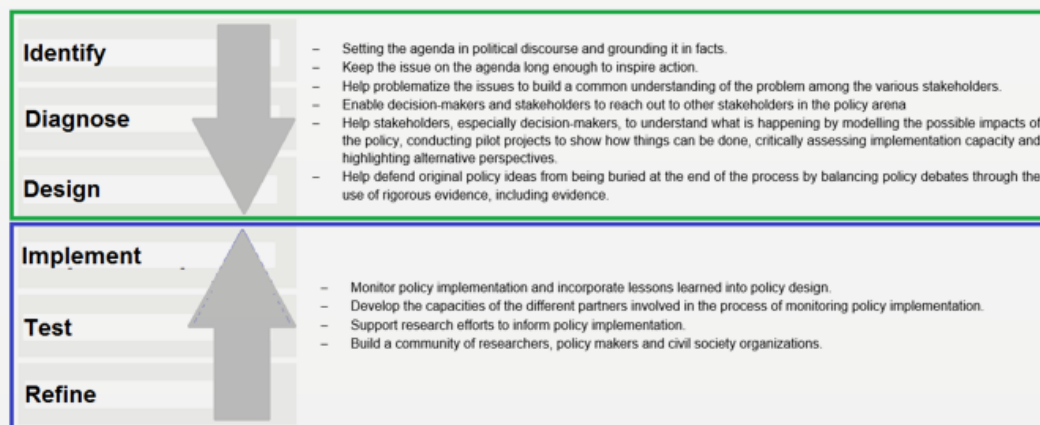


## CONTEXT & RATIONALE

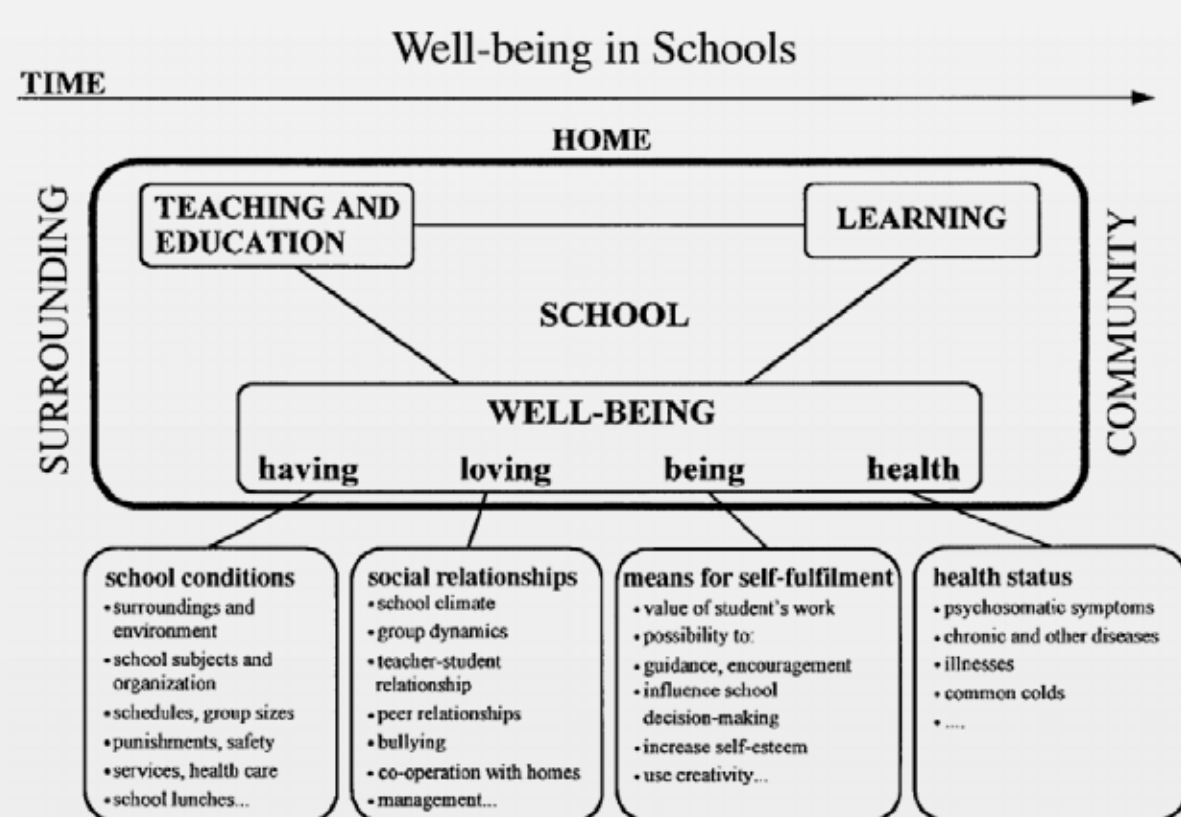
There is a gap between the design and implementation of education policies, especially in developing countries.

- Education policy design**
- Critical design problems and poor understanding of the problem and its causes [often ignored].
  - Lessons learned from the implementation of past policies [and international experiences] are often not incorporated into the design of current and future policies to improve them.
  - Lack of research capacity limits the evidence available to decision-makers to make policy decisions.
  - Limited capacity of countries to implement complex reforms because of required prior training and technical support, particularly in monitoring skills.
  - Lack of networking and partnerships between institutions, especially to promote good practices, but also to share data and policy experiences.
  - Lack of accountability. Accountability can encourage thinking about policy implementation at the design stage.
  - Misalignment between budgets and proposed policies.
- Implementation and objectives of education policies**

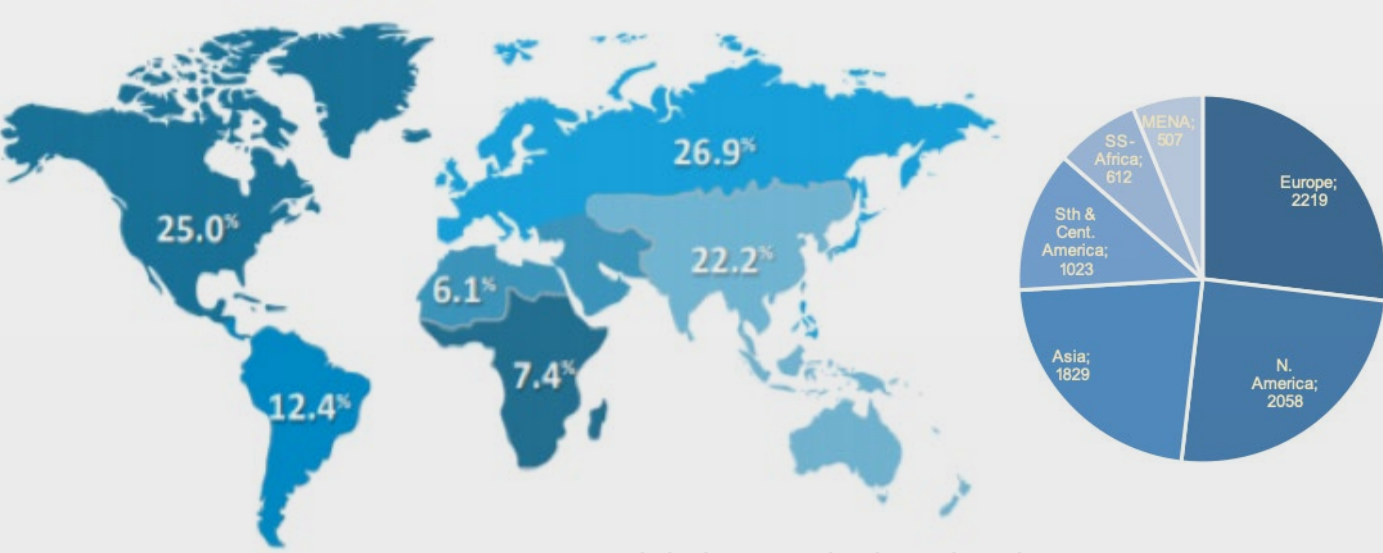


Focus groups to help bridge the gap between policy design and implementation: Intelligent policy design or when rigorous evidence is brought to the table to design policies, define reforms and policy priorities.

Think Tank and research institutions: key actors in bridging the gap between policy design and implementation.

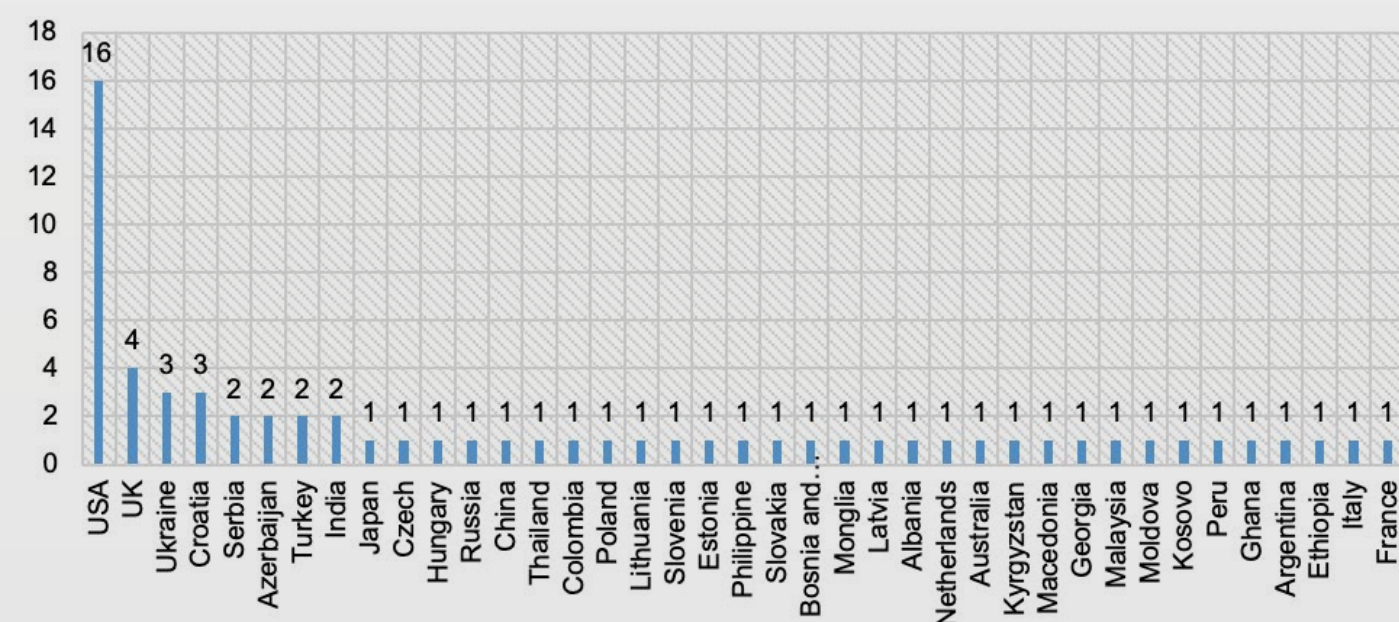


Source : The School Well-being Model (Konu and Rimpel, 2002)



Source: TTCSP Global Go To Think Tank Index Reports

Top Education Policy Think Tanks: Une dominance américaine contre deux représentants de l'Afrique



Source: TTCSP Global Go To Think Tank Index Reports

## IMPROVING PRIMARY EDUCATION: FOUR PRACTICES TO PROMOTE AN EFFECTIVE ROLE FOR RESEARCHERS AND THINK TANKS

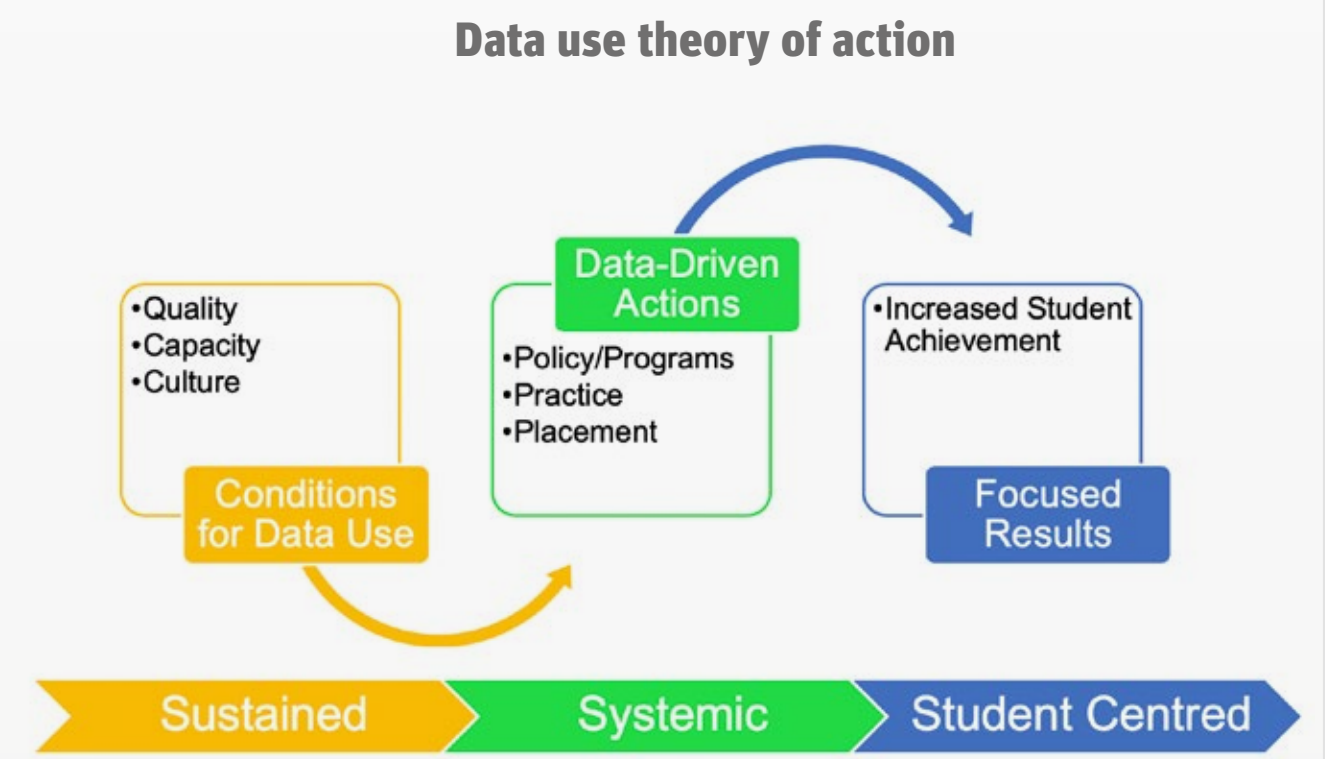
- Spreading Data-driven culture
- Unabling data use by rechearch and think tank as stakeholders
- Multisectoral coordination
- Engaging for an accountable education system

## SPREADING DATA-DRIVEN CULTURE

### 1. Rational

The ultimate goal of policy development in the education sector is to fuel progress towards improved student learning, increased equity, and stronger accountability relationships among policy-makers and other education system stakeholders.

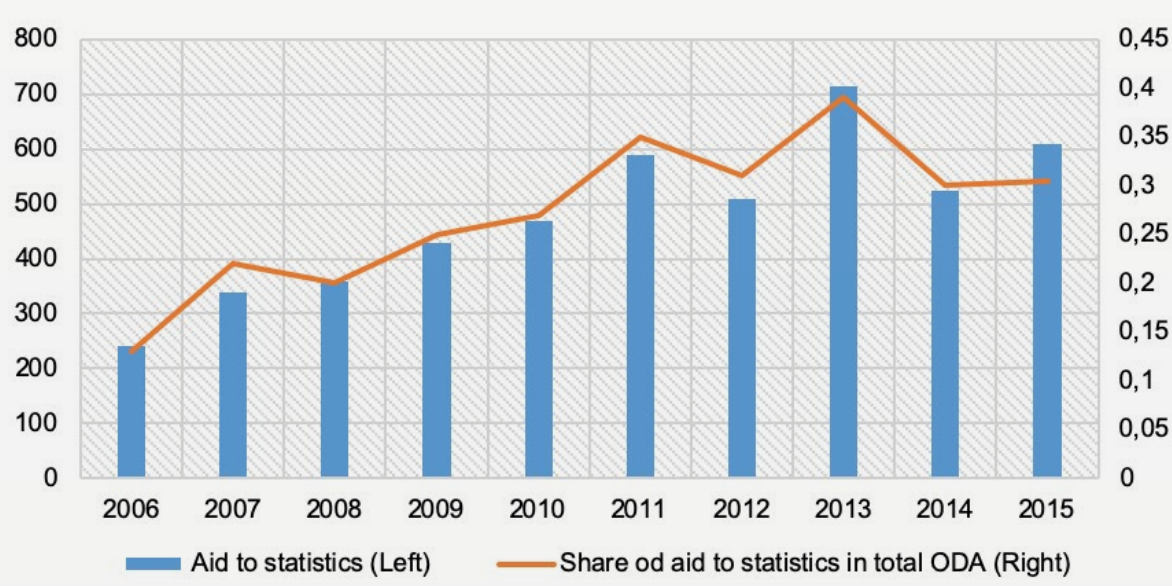
The researchers suggest two ways in which the use of data can lead to these desired outcomes: (1) improving the quality of decisions made and (2) strengthening the mechanisms available to monitor progress and motivate Reactivity (Best et al., 2013 ; Kellaghan et al., 2009 ; Jacob, 2017 ; UNESCO, 2013 ; World Bank, 2018).



Source: PCG's Data Use Theory of Action

### 2. Outcomes/Responses: Investment in education data collection Vs user needs

#### Aid for Statistics: Trends in Volume and Share of ODA, 2006-15, Commitments

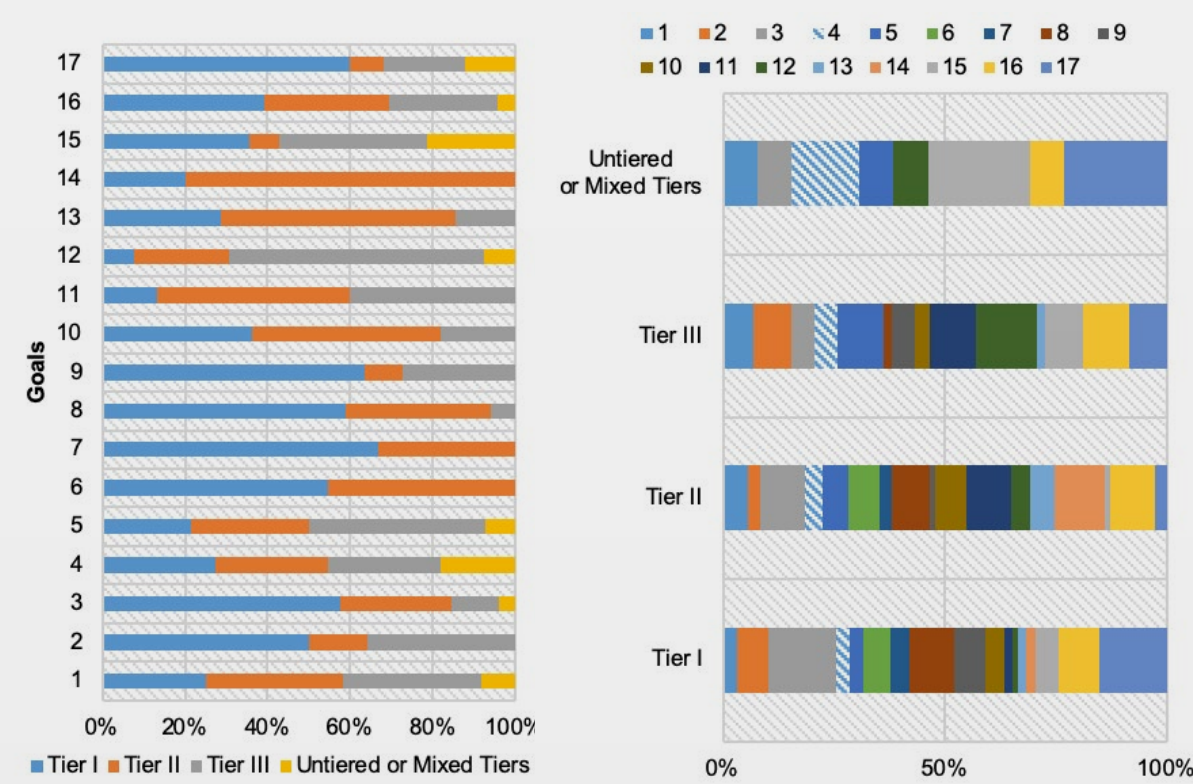
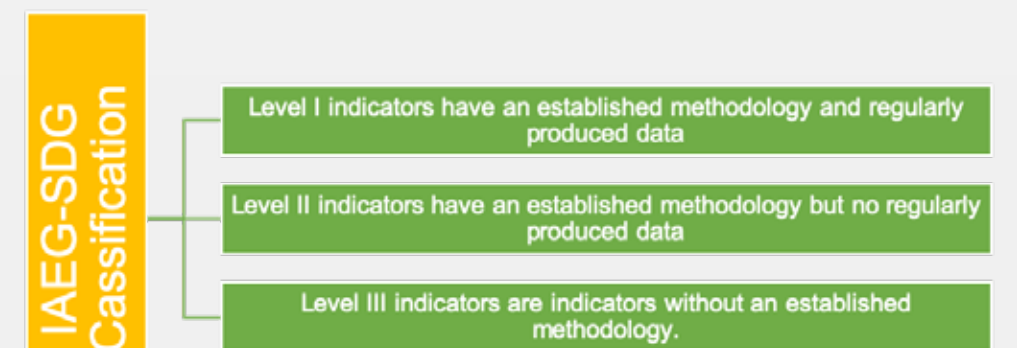


Source: OECD (2017), Development Co-operation Report 2017; Data for Development

Global and local initiatives have emerged to facilitate the production of learning data. Participation in international, regional and citizen-led learning assessments has increased over the past two decades in low- and middle-income countries. In 2018, for example, 79 countries participated in the Programme for International Student Assessment (PISA), compared to 42 in 2001. Similarly, participation in the International Trends in Mathematics and Science Study (TIMSS) increased from 26 to 51 countries for the Grade 4 test between 2003 and 2015. Regional initiatives on student assessment for countries in Africa, Latin America and the Caribbean have also increased their coverage. ODA support for statistics has increased over the past decade, more than doubling from 2006 to reach \$541 million in 2015, but still represents a tiny 0.3 per cent. of total ODA.

### 3. Assessment: Less than half of the 230 SDG indicators are up to date according to IAEG-SDG

The IAEG-SDG classified the indicators into three categories (level I, II and III) based on the robustness of the methodology and the availability of data indicators.

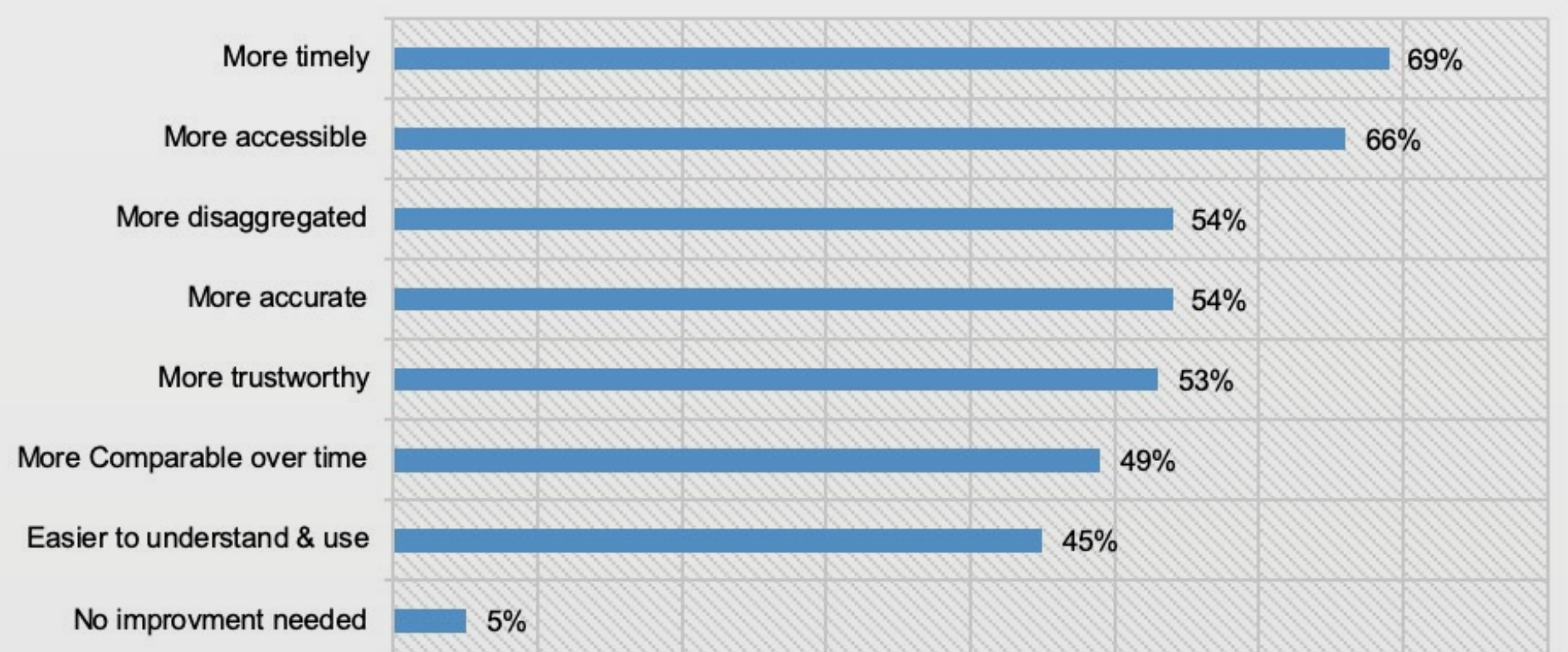


Source : UN-stats

At present, the IAEG-SDG ranks 97 indicators at Level I (about 42% of all indicators). For ODD-4, only 25% of the indicators are Type I.

### 4. What improvements can make the information more relevant to decision making?

The regular collection of data and information allows for more consistent assessments of the functioning of the education system - students, teachers, schools and policies - based on objective performance indicators and targets. Such assessments help all stakeholders, including parents and the public, to keep abreast of the performance of the education system. (Read et Atinc, 2017).

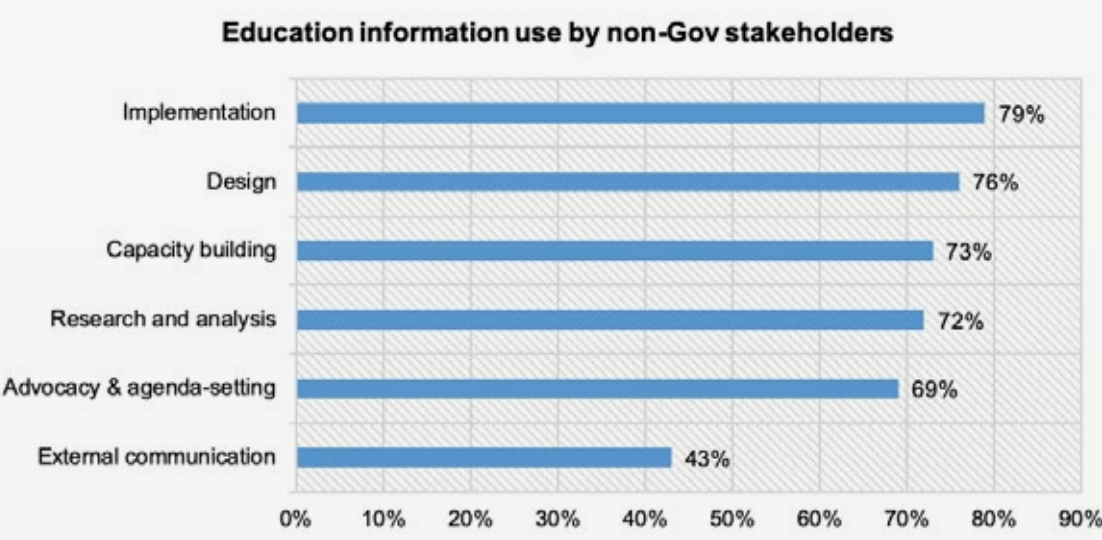
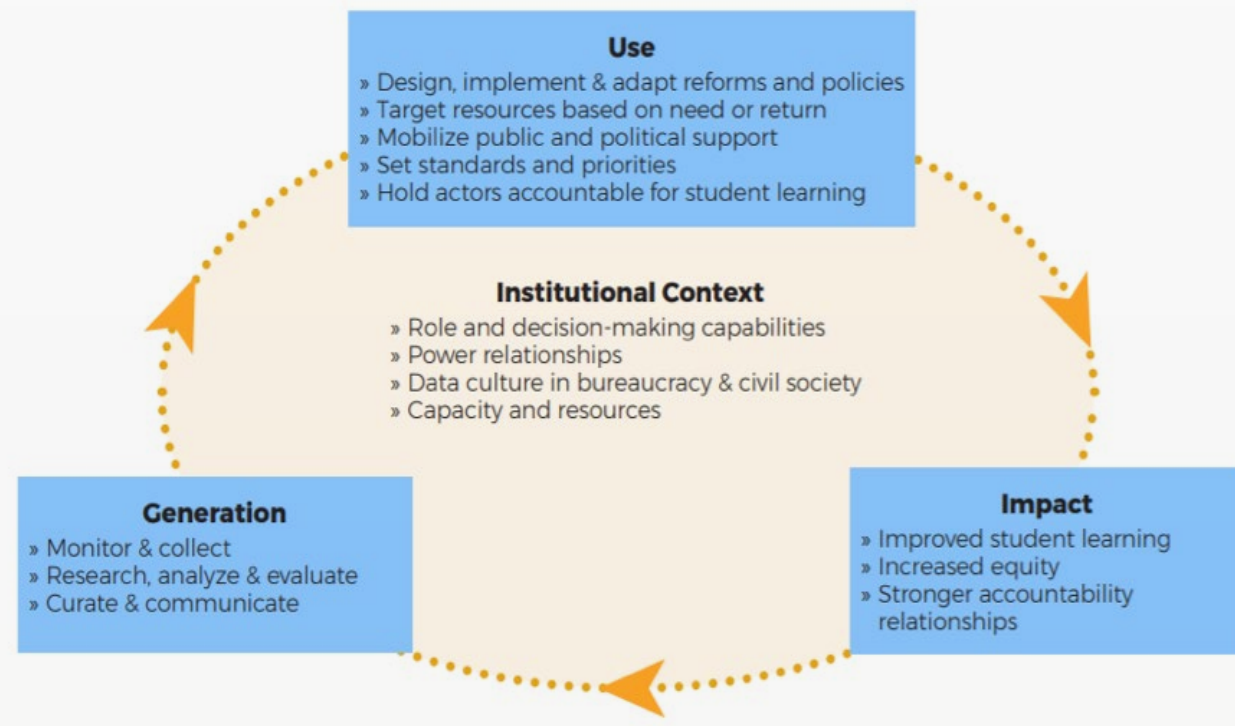


Source : 2017 Education Snap Poll

## UNABLING DATA USE BY STAKEHOLDERS

### 1. Rationale

Data must be analyzed by parties other than the government in order to balance educational policy debates through the use of rigorous evidence, such as researchers in academic institutions, non-governmental organizations, development agencies, and even parents and teachers.

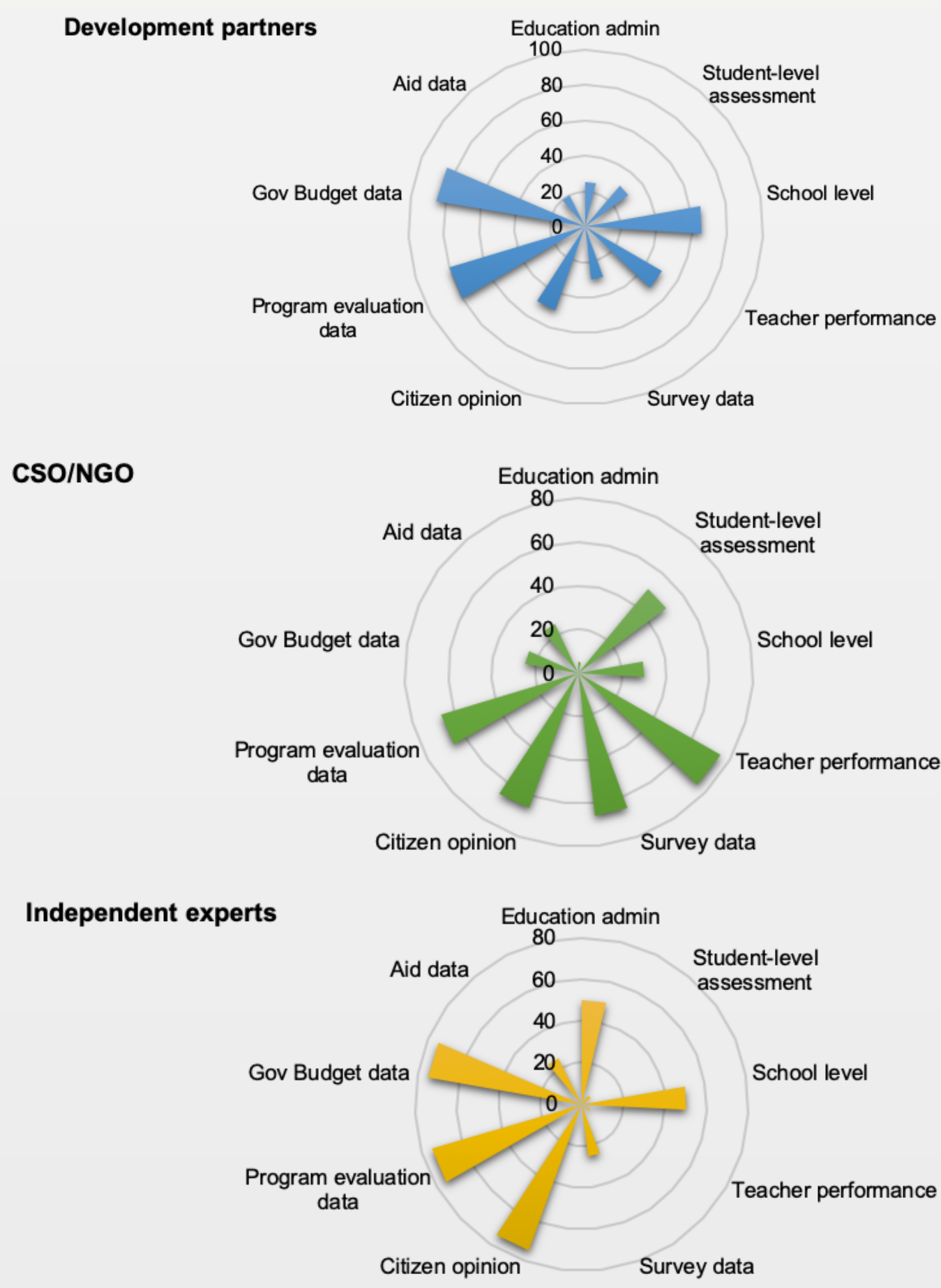


Source: 2017 Listening to Leaders Survey.

Again: The ultimate goal of evidence-based policy development in the education sector is to foster progress towards improving student learning, increasing equity, and strengthening accountability relationships among policy-makers, school administrators, teachers, parents, and students (Center for Universal Education, 2018).

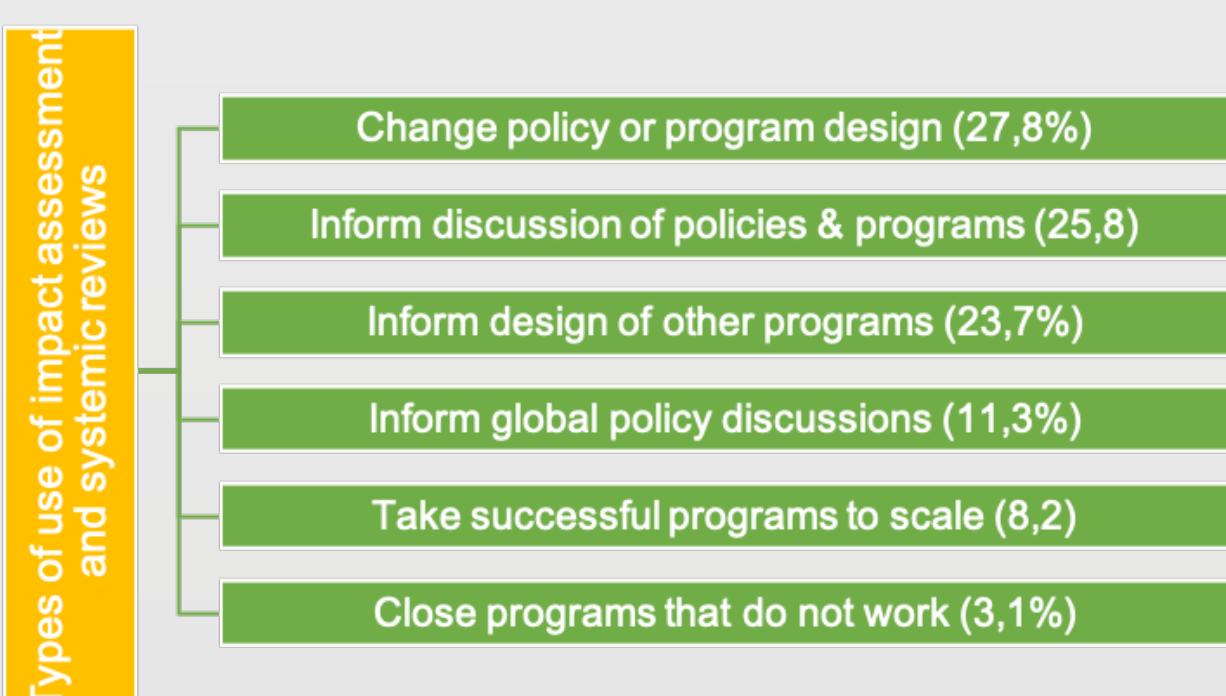
### 2. What kind of data do the different actors in the education sector want to have for their work?

Scale: 0: not desired --- 1 extremely desired



Source : 2017 Education Snap Poll

### 3. Outcome/Response: How does the use of data by researchers and think tanks impact education policies and programmes? Little impact on the generalization of success stories and the refinement of programmes that have broken down.



Source: Center for Universal Education, 2018

### 4. Use of data by stakeholders, including researchers and think tanks, and improvement of data value

Beyond the identification of general areas of improvement for education data, respondents to the 2017 Education Snap Poll rank the provision of data to different stakeholders as «extremely important».



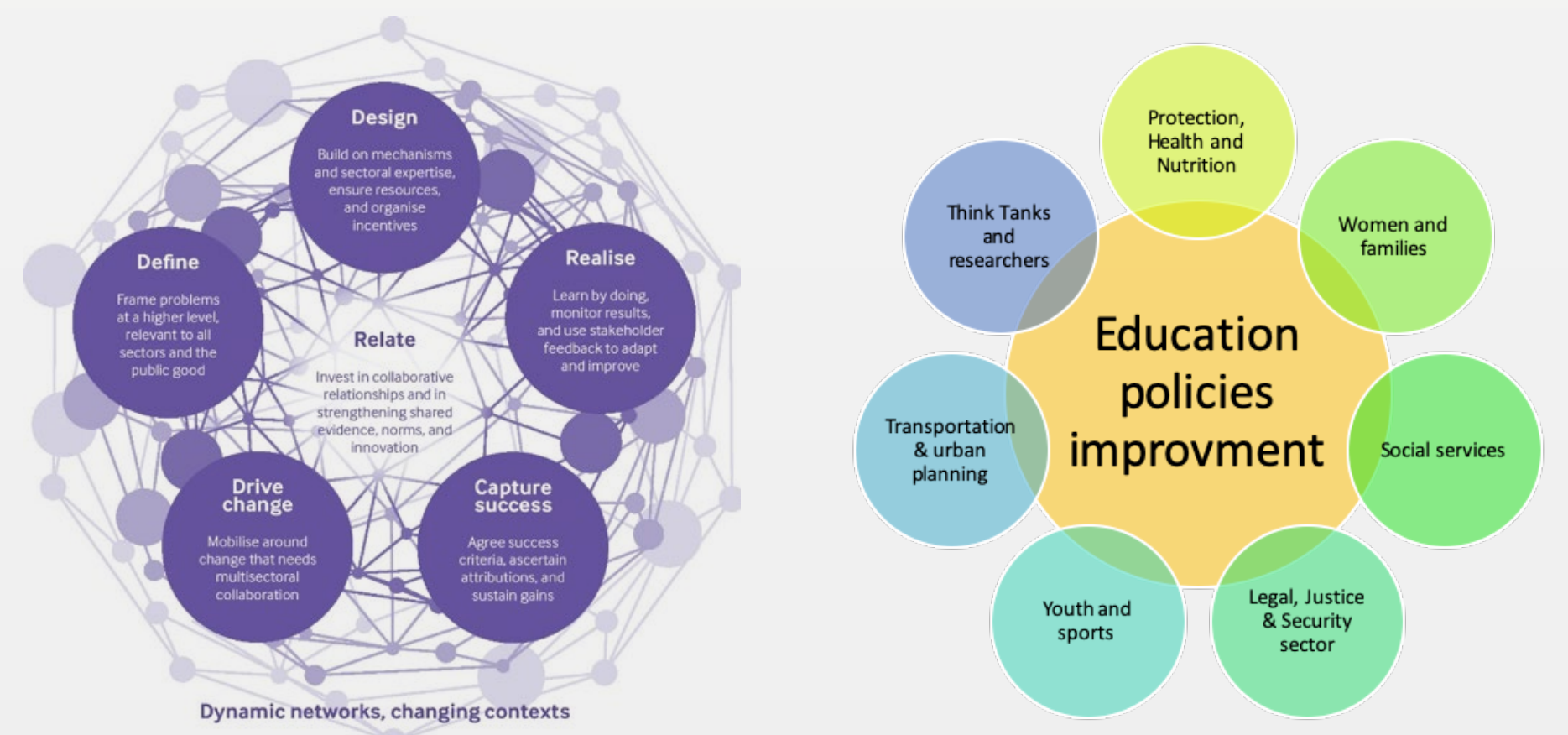
Source : 2017 Education Snap Poll

### MULTISECTORAL COORDINATION AND COMMITMENT TO AN ACCOUNTABLE EDUCATION SYSTEM

The government must provide stewardship of the entire education system, encompassing all learning opportunities and all types of providers.

The traditional view of the education system, which views government as the sole provider and funder of education services, is incomplete. An education system is made up of all the learning opportunities available in a society - not only those offered by public schools, but also those offered by a wide range of providers (government, community, faith-based, and for-profit) and funders (public and non-public) - and includes all stakeholders and beneficiaries (teachers, administrators, employees, students, and their families).

### Example of range of partners involved in changing the context if the education sector



### Commitment to a responsible education system

The most effective school systems in the world are those that are able to put in place **appropriate incentives and accountability** to provide education that gives young people the right skills for the labour market and prepares them to play an active role in society.

**Empower all parents, students and communities:** When the communities have access to information about the relative quality of schools, they have the power to hold schools accountable and the voice with which to lobby governments for better quality services.

### Case of Morocco - The Still Emerging Framework of Engagement | Case of Morocco - Accountability to stakeholders is Emerging

Community Involvement in School Activities	Community participation in learning inputs	Transparency of community participation	Guidelines for the Use of Student Assessment Results	Analysis of school and student performance	Level of Accountability for Learning
<ul style="list-style-type: none"> <li><b>Established</b></li> <li>A procedural guide describes the conditions for the participation of external parties in school activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Latent</b></li> <li>The School Management Board has no legal rights on issues related to learning inputs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Established</b></li> <li>A ministerial note specifies the procedures for electing members of the schools managing councils, but no guidelines for calling general meetings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Established</b></li> <li>The standardised assessment of learning prerequisites introduced in 2009 is accompanied by a set of user guides.</li> </ul>	<ul style="list-style-type: none"> <li><b>Emergent</b></li> <li>No comparative analysis is carried out regarding the standardized assessment of learning prerequisites. However, the results of the national exams are analyzed by drawing comparisons between regions, provinces and institutions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Latent</b></li> <li>There is no requirement to simplify and explain evaluation results to the general public.</li> </ul>

Source : World Bank - 2015.

Source : World Bank - 2015

### Challenges ahead

