

The Use of Evidence in Education Policies

Peer learning workshop #1

EU-funded Skills and Education Reform (SER) programme for Eastern Partnership countries

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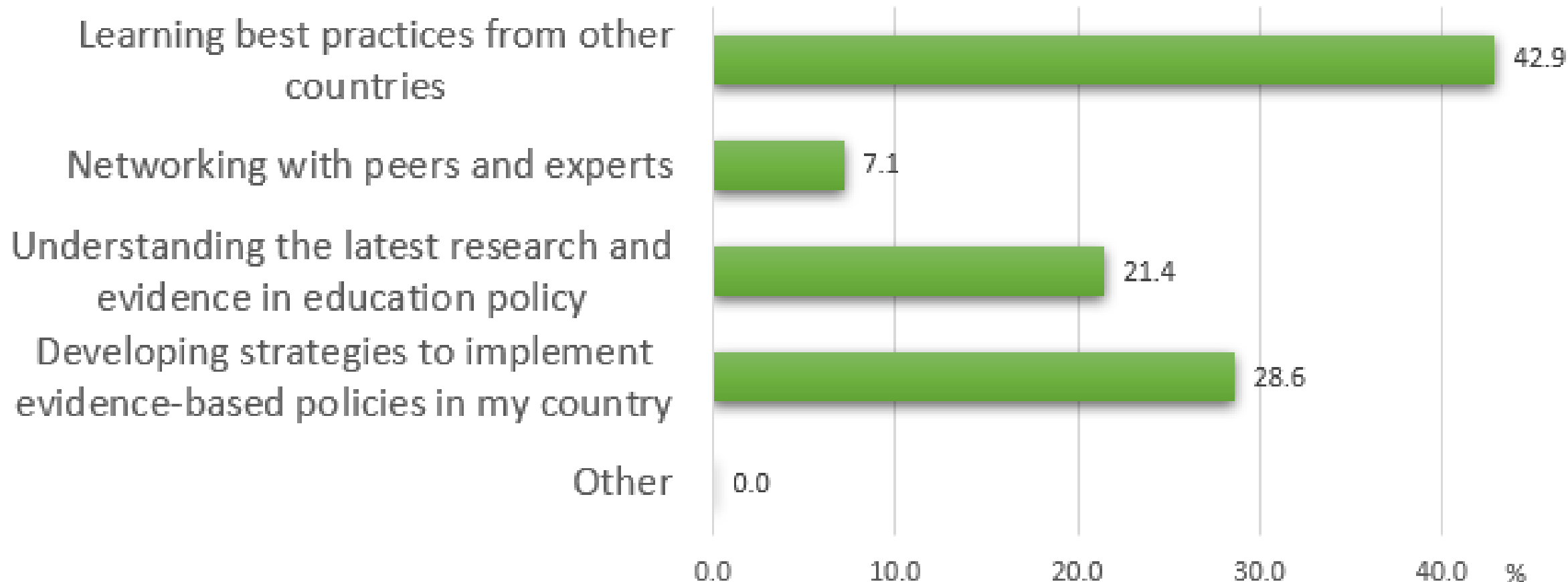
What is evidence-based policy making (EBPM)?

- A “**process** whereby **multiple sources of information**, including the best available data and research evidence, are consulted **before** making a decision to plan, implement, and alter policies”
(Langer, Tripney and Gough, 2016, p. 6).
- Through EBPM, policymakers make decisions and get results that are concrete, manageable and achievable.





Your expectations



Proposed Agenda

Session 1 – Setting the frame: the use of evidence throughout the policy cycle

Session 2 – From evidence ...to data ... and indicators

Session 3 – Education management information systems in practice

Session 4 – Governance mechanisms and tools around evidence



Session 1

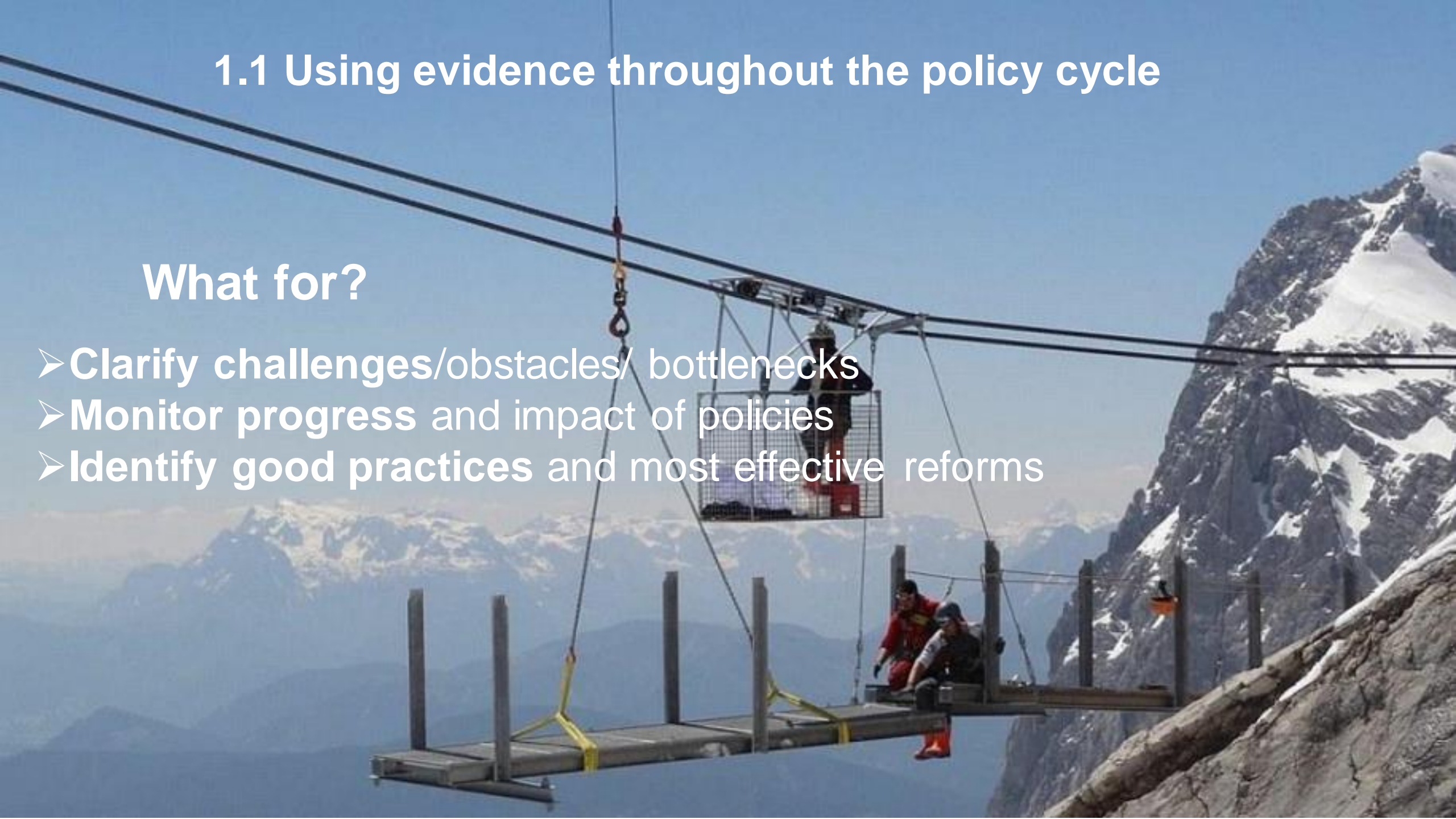
Setting the frame: The use of evidence throughout the policy cycle



1.1 Using evidence throughout the policy cycle

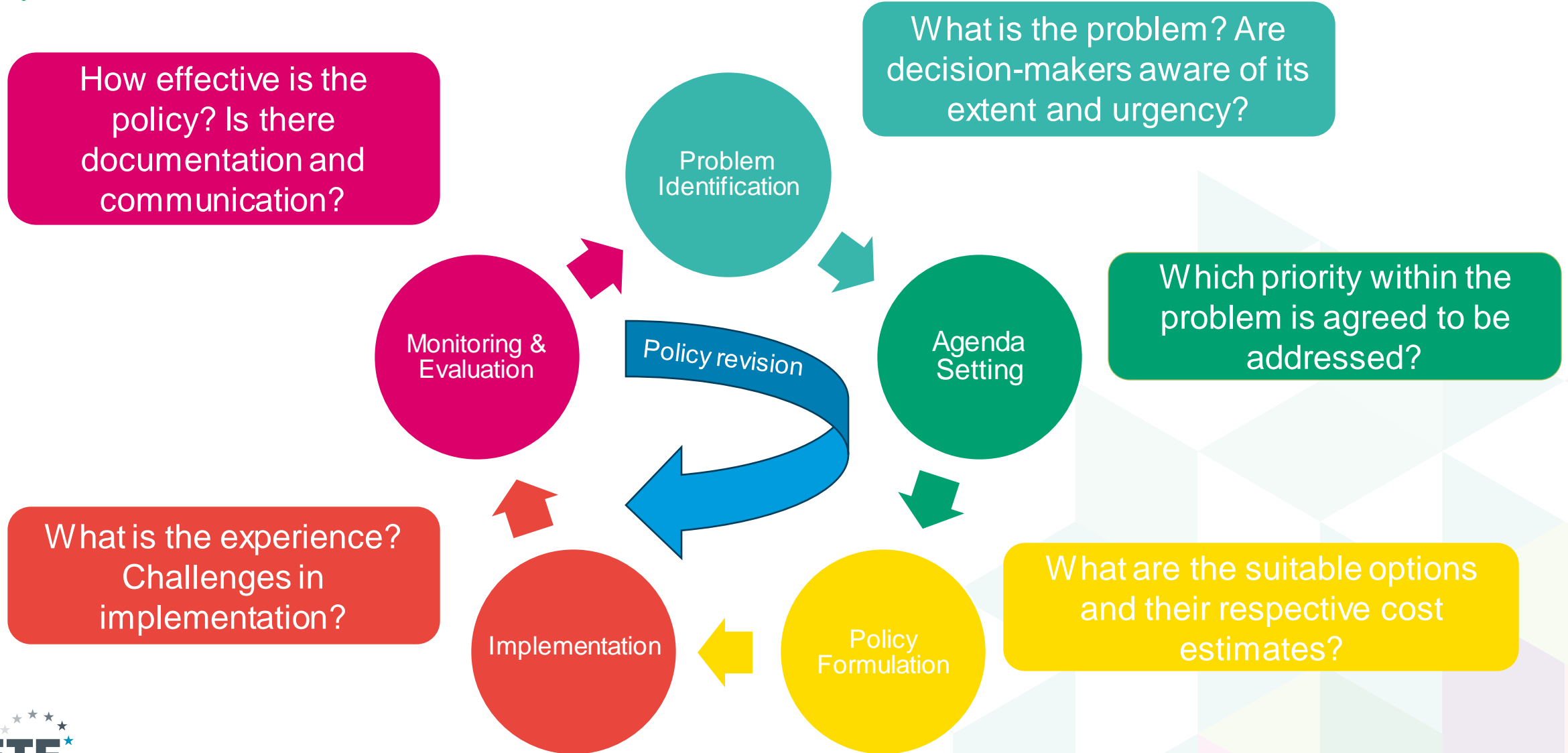
What for?

- Clarify challenges/obstacles/ bottlenecks
- Monitor progress and impact of policies
- Identify good practices and most effective reforms





Evidence throughout the policy cycle



1.2 Evidence for policy making in education: state of play

Keynote speech from Johannes Peltola,
Finland

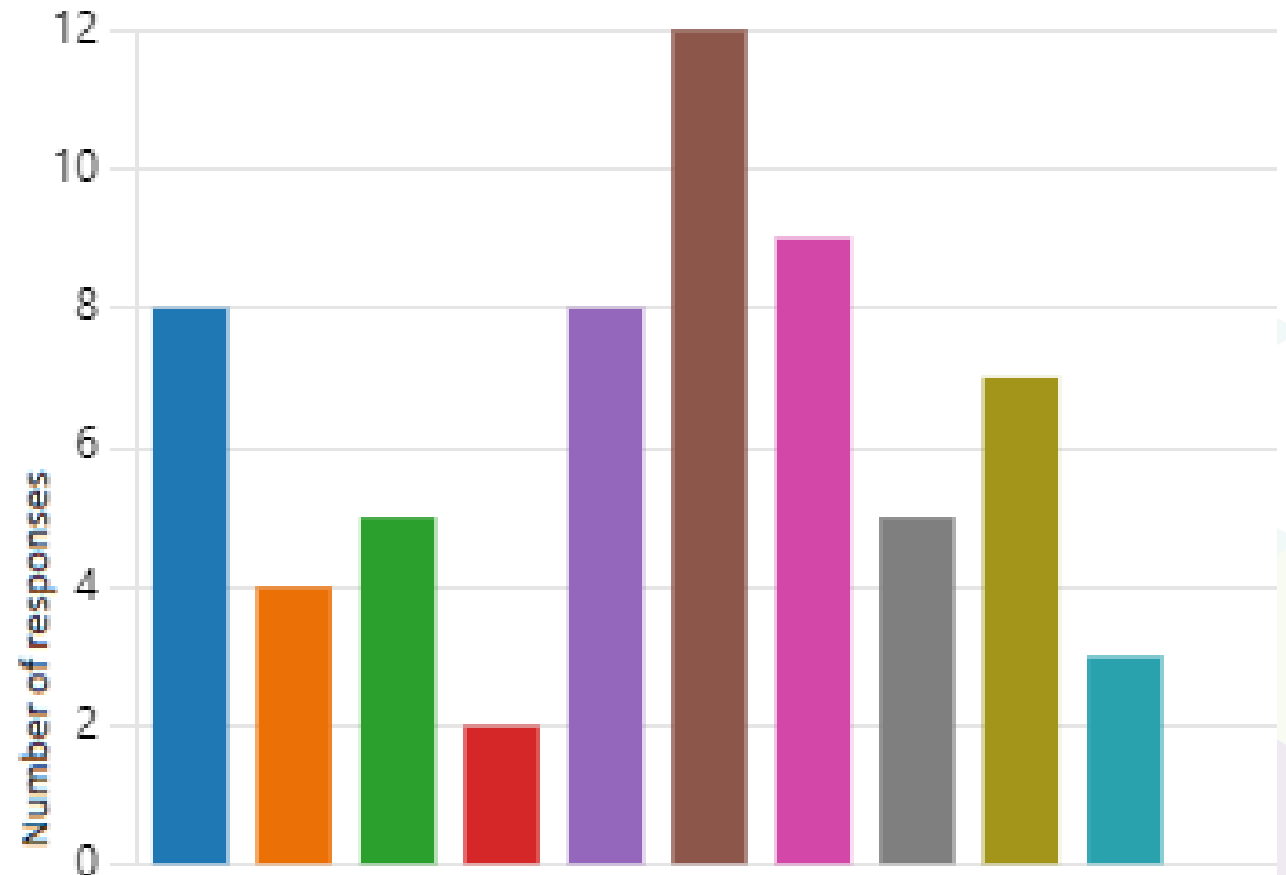




Your views... on the main challenges to be documented

Which challenges affecting your country's education system would benefit from additional evidence?

- Quality and relevance of education
- Access to education
- Inclusive education
- Corruption and governance issues
- Financing of the education system
- Teacher and quality training
- Curriculum reforms
- Digital education
- Green and sustainable education
- Brain drain
- Political instability and conflict

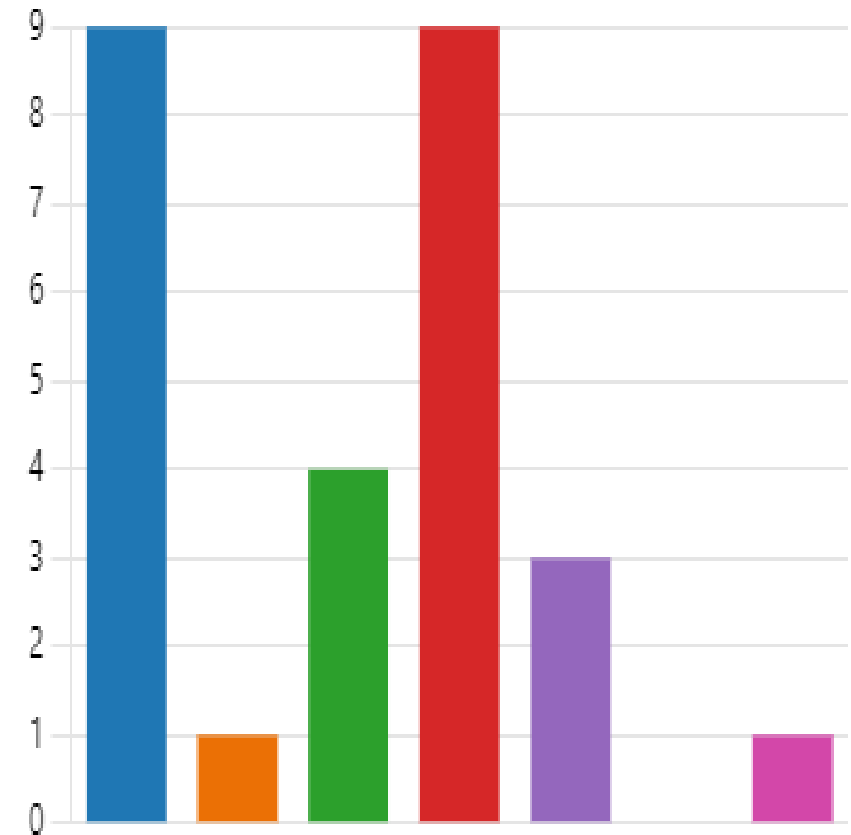




Your views... on the stages of the policy cycle most using evidence

According to you, during which phase of the education policy cycle does your country most frequently use evidence and for which purpose?

- Agenda setting and policy formulation (identifying needs, choosing priorities and policy design) **9**
- Policy adoption (convincing decision-makers) **1**
- Policy implementation **4**
- Monitoring and evaluation (monitoring implementation and assessing policy impact) **9**
- Policy review and revision (informing stakeholders, integrating feedback, revising priorities) **3**
- None of these **0**
- I do not know **1**





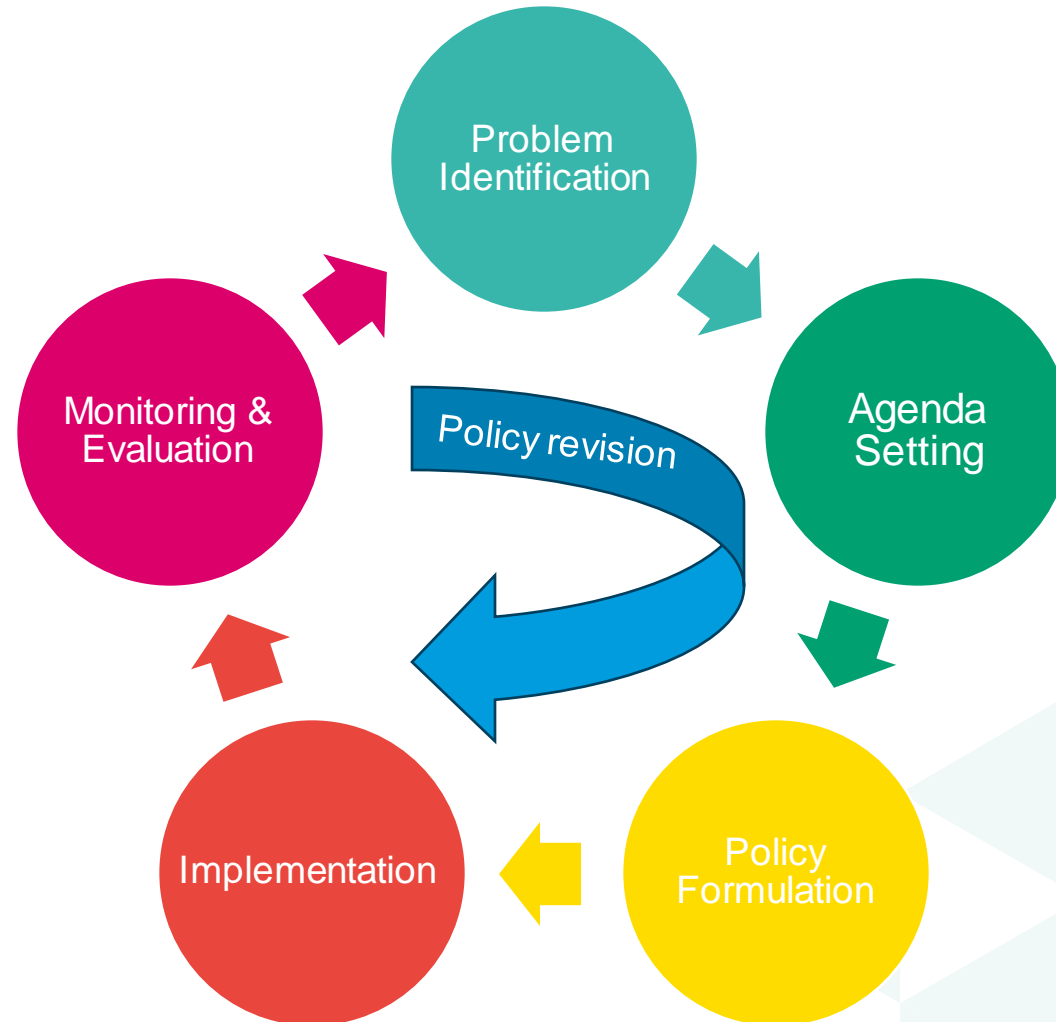
Country group discussion (30 min)

In country groups, please discuss:

1. What is the **institutional setting** for the use of evidence in your country? (**Map** it on the flipchart);
2. What are the **main challenges and gaps** with evidence use in your country?

Please remember to identify a rapporteur for reporting back

Q1. Which institutions use evidence at each stage of the policy cycle? A mapping attempt in

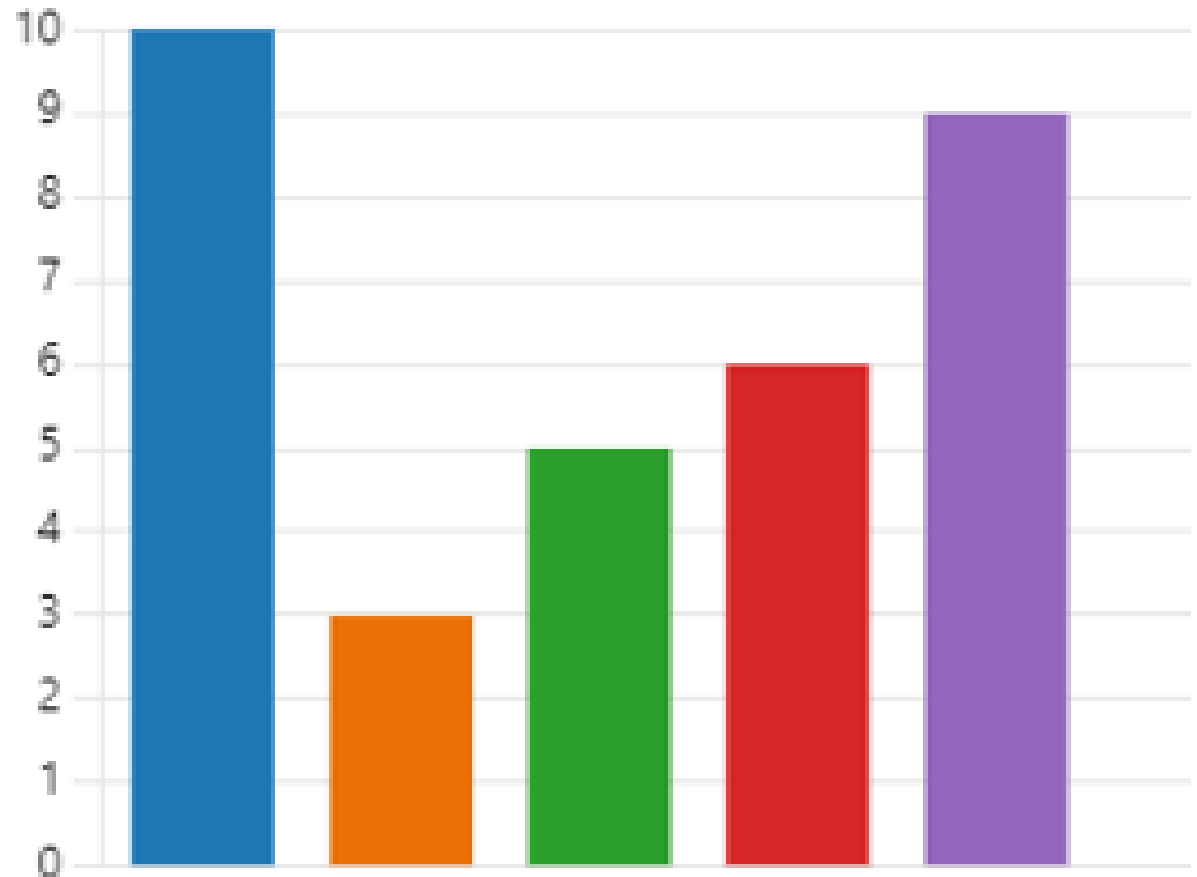




Your views... on the constraints with regards evidence use

Which of the following constraints do you face most when using evidence?

- Problems with data **10**
- Political constraints **3**
- Budget constraints **5**
- Governance constraints **6**
- Technical and digital constraints **9**
- Other **0**

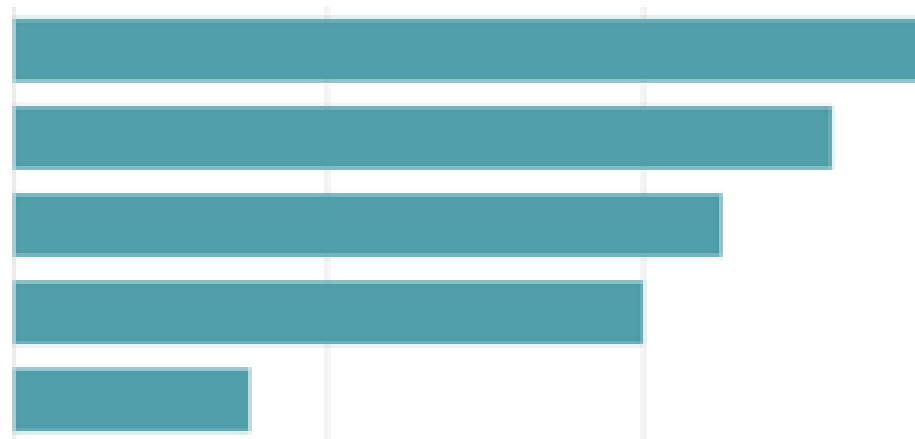




Your views... on efforts to deploy

In order to improve the use of evidence in education, what should the national efforts focus on?

- Building capacity for evidence use 1st
- Enhancing data quality and accessibility 2nd
- Promoting a culture of evidence use 3d
- Quoting more evidence in strategy and policy documents 4th
- Just maintaining current practices 5th





Recommendations from the research on the use of evidence in education policies

- **Promote a Culture** of Evidence-Based Decision Making
- **Ensure Access** to High-Quality Data and Research
- **Integrate** Research with Practice
- **Support** Capacity Building
- **Institutionalize** Evaluation and Feedback Mechanisms
- **Promote** the Use of **Mixed Methods**
- **Address Barriers** to Effective Use of Data
- **Ensure Research Relevance and Timeliness**
- **Foster a Collaborative** Research Environment



Session 2

From evidence...
...to data...
... and indicators





What is evidence?

Evidence is selected information, of multiple types, that is used to support a claim.

Evidence = data...right?

Consider:

Hypothesis: The introduction of a structured curriculum for maths will improve student performance.

Quantitative data for pilot schools:

- Average student maths test score this year (t) was **68%**.
- Average maths test score last year ($t-1$) was **65%**.

>> Hypothesis confirmed?

Evidence is more than just raw data; it has perspective and context.



Specific evidence for specific stakeholders in education

Stakeholders	Evidence
Parents	Quality and reputation of schools, students' safety, well-being and 'happiness', curriculum details and educational philosophy, learning outcomes, extracurricular activities, costs and financial aid, opportunities for parental involvement and communication with teachers



Specific evidence for specific stakeholders in education

Stakeholders

Students

Evidence

Curriculum options and course availability, quality and approachability of teaching staff, school resources and facilities available, support services (career guidance, psychological support), information on student life and extracurriculars, future opportunities and job prospects, financial aid and scholarships, school performance data



Specific evidence for specific stakeholders in education

Stakeholders

Teachers

Evidence

Professional development opportunities and resources, curriculum guidelines, student assessment tools, best practice on teaching strategies, school policies and administrative support, collaboration opportunities with colleagues, vacancies, data on school funding, parents' feedback, students' feedback, students' learning curve, children special education and support needs



Specific evidence for specific stakeholders in education

Stakeholders

School leaders

Evidence

School performance data, budget and funding data, staffing needs, teacher qualifications, infrastructure and facility management practices, compliance with educational standards and regulations, community and parental engagement strategies, data on student demographics and needs



Specific evidence for specific stakeholders in education

Stakeholders

Local authorities

Evidence

School performance data across the region/municipality, funding and resource allocation, community needs and demographics (emigration trends, etc.), vulnerable families and children at risk of dropouts, policy compliance, data on equity and access, outcomes of local educational programs and initiatives, information on partnerships with local businesses and organisations, transport and connectivity network



Specific evidence for specific stakeholders in education

Stakeholders

Ministry of Education

Evidence

National and regional education performance data, research on educational best practices and innovations, policy impact assessments and program evaluations, funding allocations and budget requirements, compliance with national and international educational standards, data on teachers, equity and access data across different demographic groups, strategic planning and long-term educational goals, digital resource needs



Specific evidence for specific education levels

Early childhood education

- Longitudinal studies on the **impact** of early education on **long-term educational outcomes**
- Benefits of **parental involvement** and **community engagement** (incl. financial)
- **Socio-cultural mindset** on parenthood and early education goals
- Research on the effectiveness of different early **childhood education models** (e.g., Montessori, play-based, etc.)
- Accessibility and safety conditions

General education

- Research on the impact of **multi-class teaching** on quality
- Research on the impact of **multi-subject teaching** on quality
- Pilot studies on the effect of using **technology** in the classroom
- Tracing of children and students throughout the education levels (completion and dropouts)

VET

- Labour market data to identify **in-demand skills** and **job sectors**
- **Labour Force Survey** data
- **Tracer studies** and job placement analysis
- Best practices in industry **partnerships** and apprenticeships
- Data on **attractiveness** of the various specialties

Higher education

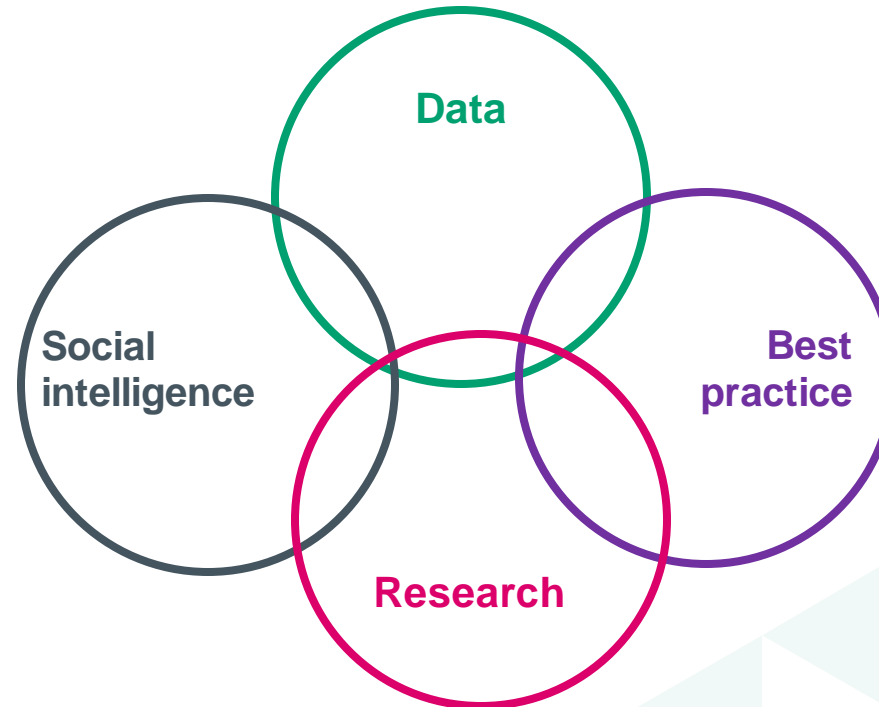
- Research on the **return on investment** (earnings premiums, employment rates)
- Best practices for **innovative teaching and learning** in higher education
- Best practices for **attracting foreign students**
- Mapping of the **link between higher education institutions and research** for policy
- Links between **VET and higher education** paths



Types of evidence

Education statistics, financial and qualitative information collected through systematic processes.

Knowledge of a place, culture, people, their needs and challenges, gained through direct experience and held by citizens and their representatives.

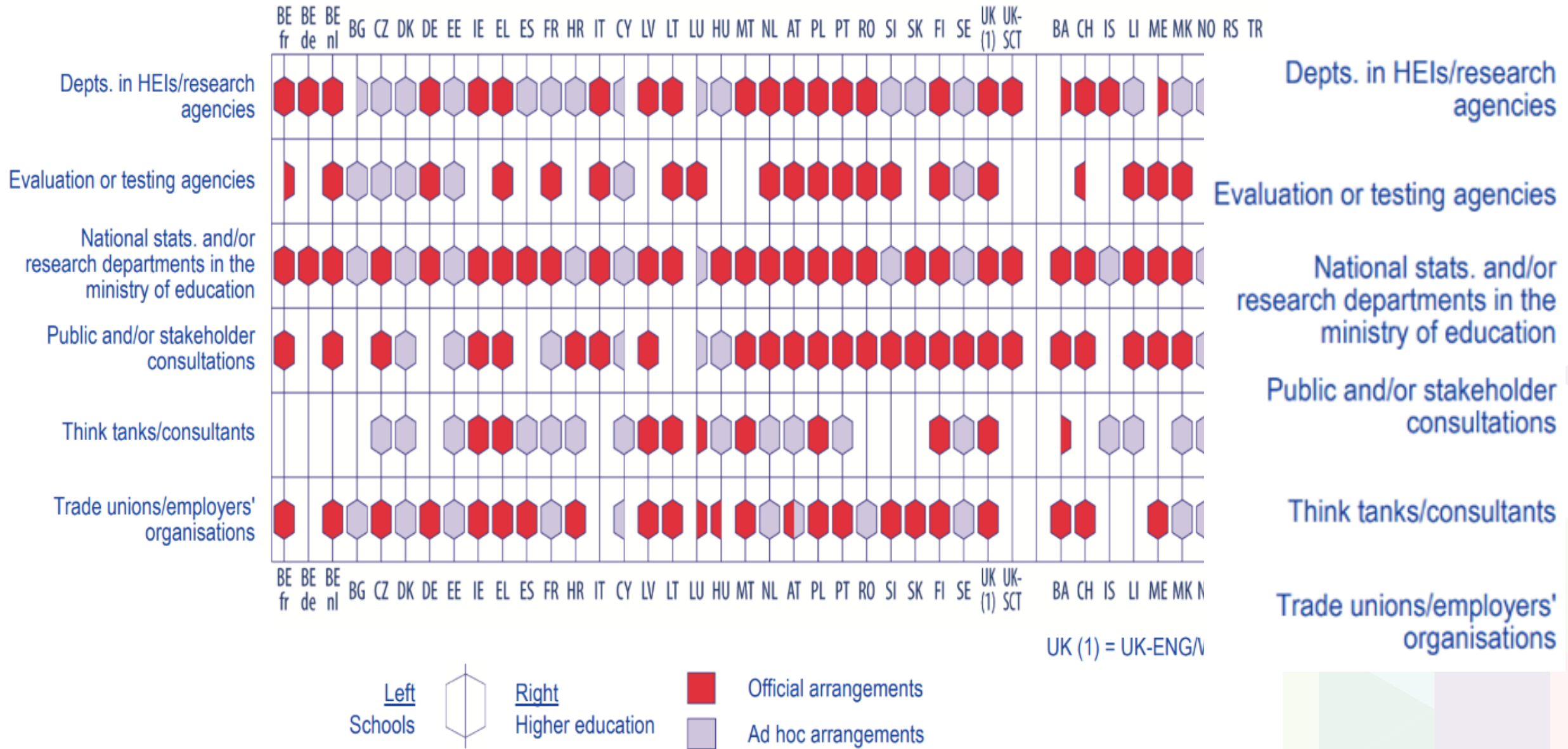


Knowledge gained from experience and understanding of what works and what does not in specific policy contexts. Found in institutional processes, programme documents, monitoring and evaluation mechanisms and reports.

Produced through a formal, comprehensive and rigorous analytical process that uses primary and secondary literature and adheres to accepted principles of quality.

Sources of evidence: who produces?

The example of EU MS



Source: Eurydice.



Your views... on the relative importance of sources of evidence

How important is each of the following sources of evidence in informing education policy?

■ Not important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important

Education Management Information System (EMIS) or Ministry of Education

National Statistical Office

Ministry of Finance

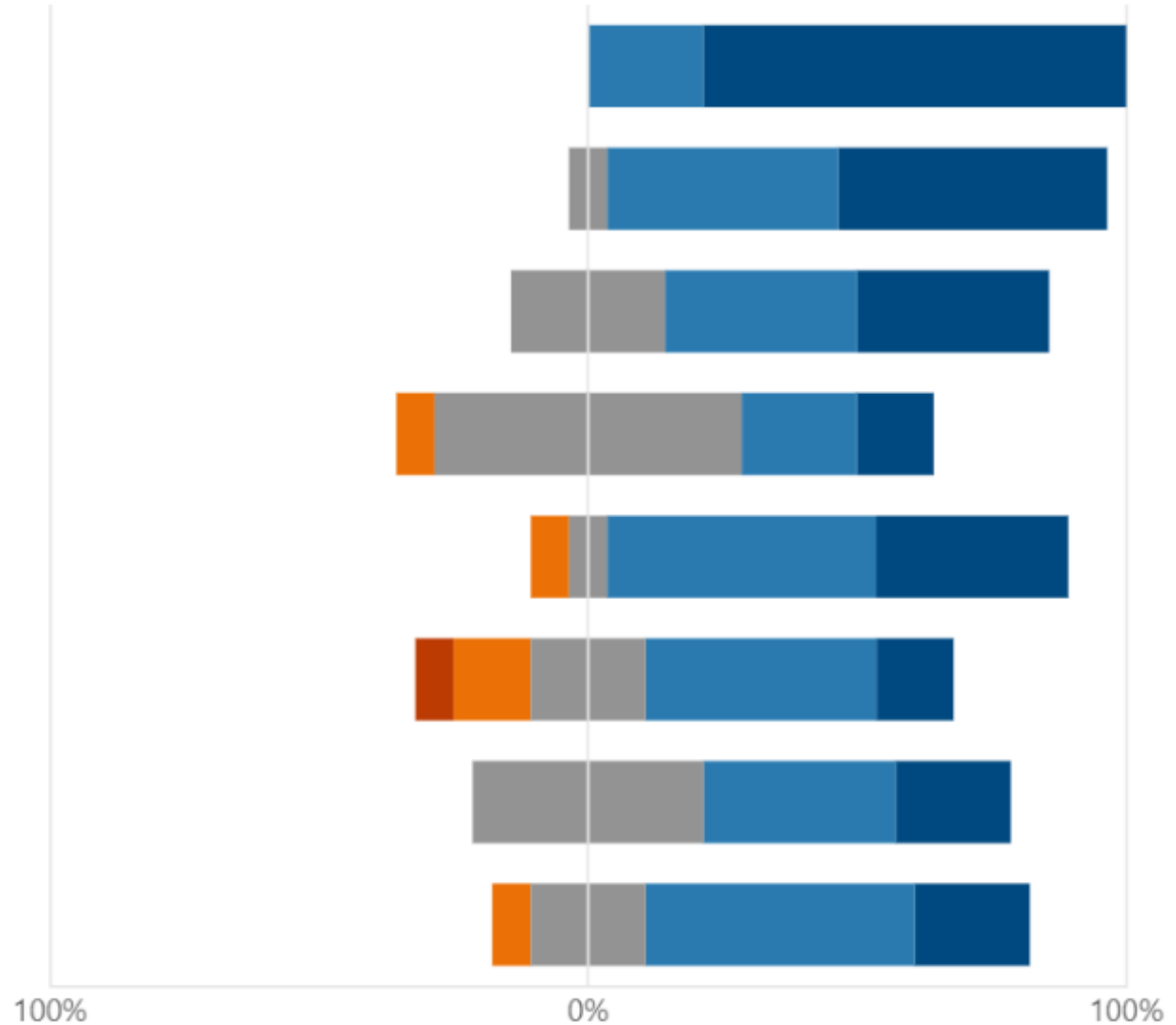
Other Ministries (e.g., Ministry of Labour, Ministry of Social Protection, etc.)

International organisations (e.g., UNICEF, UNESCO, World Bank, etc.)

Academic Research Institutions

Civil society (e.g. Teacher unions, local associations, etc.)

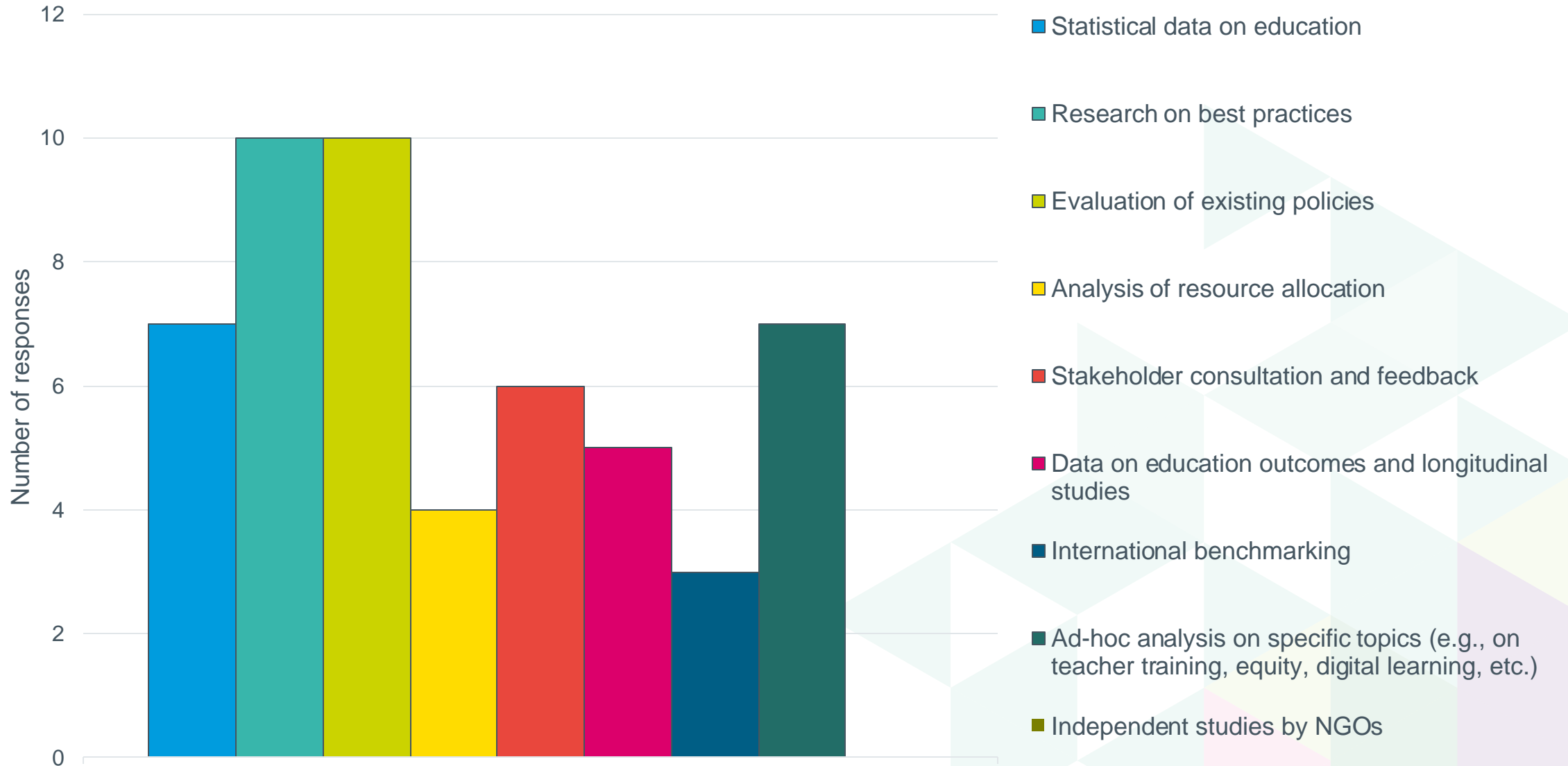
NGOs and development partners/donors





Your views... on most useful evidence

What evidence would be the most useful to document and analyse identified challenges?

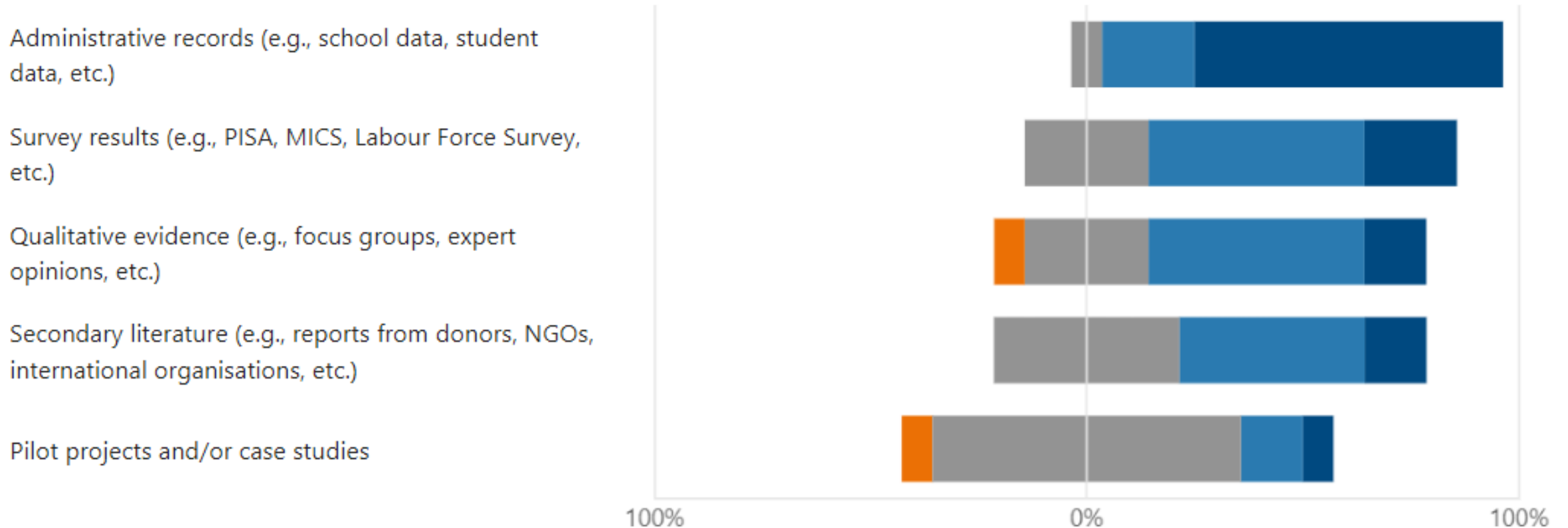




Your views... on frequency of evidence use

How frequently do you use the following types of evidence in the education policy process?

■ Never ■ Rarely ■ Sometimes ■ Often ■ Always





2.2 - Zooming in... on data

Qualitative data describes the nature of evidence in terms of descriptive attributes that cannot be expressed numerically. It provides insights into underlying reasons, opinions, and motivations.

It answers ‘who’, ‘what’, ‘where’, ‘how’ and ‘why’ questions.

For example, focus groups with parents and interviews with CSOs collect qualitative data.



Quantitative data is numerical and can be measured. It provides information that can be counted or compared on a numerical scale.

It answers ‘what’, ‘how many’, ‘how much’, ‘when’ and ‘how often’ questions.

For example, EMIS forms given to schools for administrative record-keeping collect quantitative data.



Types of data: national vs international

National sources:

1. EMIS and Ministry of Education
2. National agencies under the Ministry of Education
3. National Statistical Office
4. Ministry of Finance
5. Other ministries (Labour, Social Affairs/Protection, etc.)
6. Civil society organisations

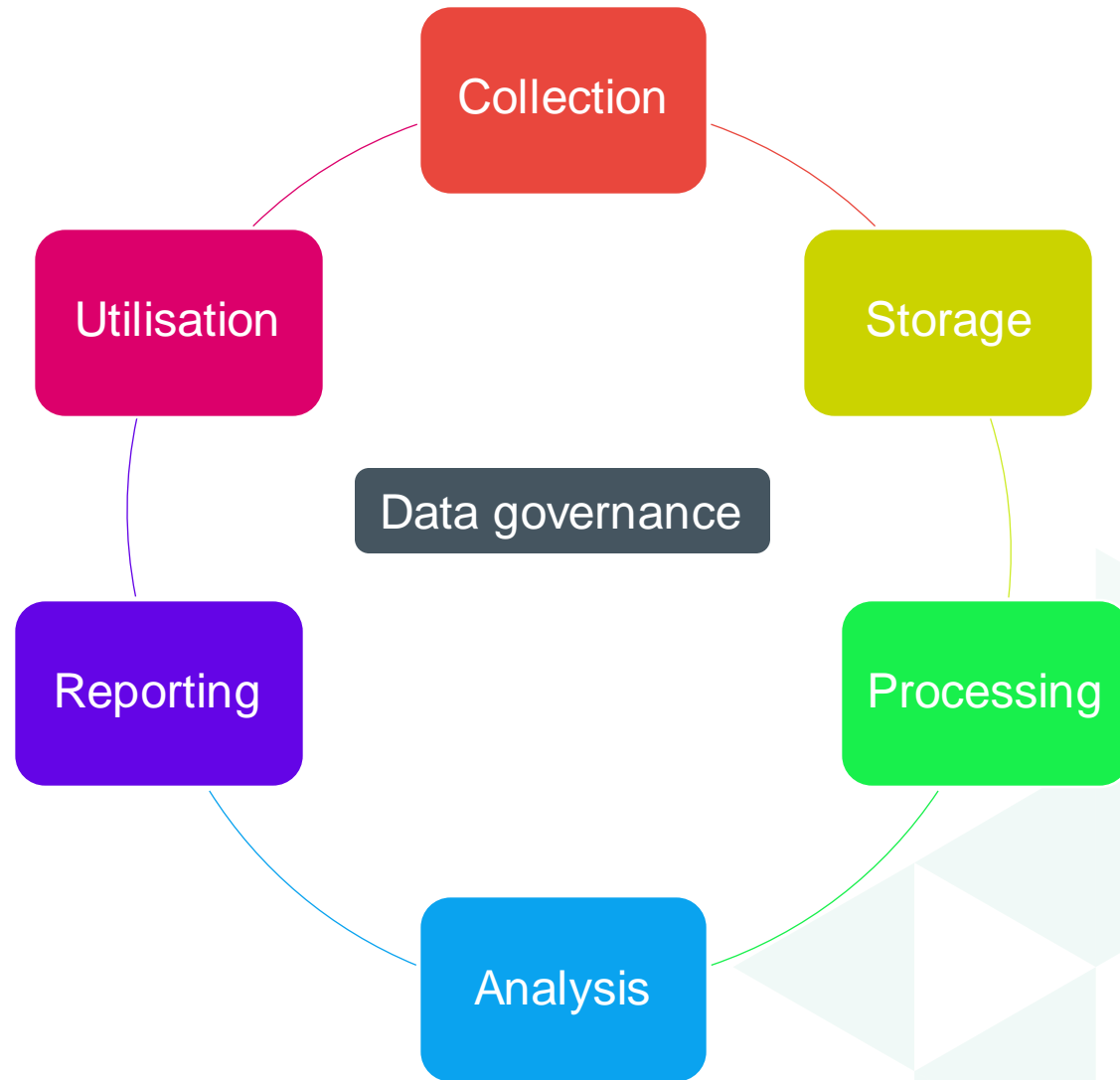


International sources:

1. UNESCO Institute for Statistics (UIS): [Education Data](#)
2. Global Partnership for Education (GPE): [Results Framework](#)
3. UNICEF: [Multiple Indicator Cluster Surveys \(MICS\)](#)
4. World Bank: [EDStats](#)
5. OECD: Programme for International Student Assessment ([PISA](#)) Data; [PIAAC](#) (adult skills)
6. IEA: [PIRLS](#) (4th graders); [TIMSS](#) (4th and 8th graders)



Considering the data management cycle





Thematic group work (30 min)

- ❑ **Group 1:** list the **data and their sources** that you use in your daily work, with their **advantages and the difficulties** they raise

- ❑ **Groups 2 and 3:** share your respective **channels/mechanisms** for data management and identify/discuss the **missing links/bottlenecks**

- ❑ **Group 4 (DG NEAR and EU MS):** what **type of evidence and data** do you give priority to define your support (or your policies) for MS?

- *Please remember to identify a rapporteur for reporting back*

Issues with data sources G1	Missing links and bottlenecks within the data management chain G2/3	Eu priority data G4
<p>Georgia: Collect admin. data, survey data, PISA data, secondary data and pilot data.</p> <ul style="list-style-type: none"> Survey data is often not enough to inform decisions and there are limited resources to implement surveys Pilot projects are good evidence in terms of quality, but they are costly (money and time) <p>Armenia:</p> <ul style="list-style-type: none"> Definition of the indicators is a problem Not clearly defined which data to be collected for decision-making Limited disaggregated data Timeliness of data <p>Moldova:</p> <ul style="list-style-type: none"> Problem of interoperability of data systems and inconsistencies among data sources <p>Azerbaijan:</p> <ul style="list-style-type: none"> No cooperation between institutions, no clear division of responsibilities No data available at a disaggregated level (i.e., regional data, etc.) 	<p>Moldova: Storage- EMIS/SIME Analysis – agencies under the Ministry Reporting - from the Ministry to the government Apart from EMIS, the National Bureau of Statistics publishes some data.</p> <ul style="list-style-type: none"> Short time Lack of human resources (skills and time) Long time from the collection of data to the utilisation of data. <p>Georgia: Cloud-based storage Data is coordinated with different entities and ministries. Mobile application Biometric systems have been activated Different web Portals for the students and electronic journals, studies from development partners – pre-mapping of the schools</p> <ul style="list-style-type: none"> Lack of standardized data and terms Errors in data entry Data security (cyberattack) Connectivity and infrastructure (i.e., internet) Proper data analysis Resource allocation Missing legal and ethical considerations during the surveys Transparency 	<p>Several sources are used we use for the education data (e.g., OECD, EU Barometer, Erasmus +., Eurostat, etc.). Cooperation with international institutions (i.e., OECD, etc.) is key. Legislation framework is very important.</p> <p>Categories of the sources:</p> <ul style="list-style-type: none"> Data on access to education incl. inclusive education data Teacher’s data (i.e., TALIS) Data that refer to students’ intermobility Evidence of the benefits and efficiency of investments in education Structural characteristics of the education system Financing of the system Outputs of educational institutions



Issues with data (1/2)

Lack of Standardization

- Inconsistent data formats
- Non-uniform data collection methods

Inadequate Infrastructure

- Outdated Technology
- Insufficient Bandwidth

Data Quality Issues

- Incomplete Data Entry
- Errors in Data Entry

Security and Privacy Concerns

- Weak Security Protocols
- Privacy Compliance Issues

Integration Challenges

- Fragmented Systems
- Lack of Interoperability



Issues with data (2/2)

Capacity and Training Gaps

- Lack of Skilled Personnel
- Inadequate Training Programs

Policy and Governance Issues

- Weak Data Governance
- Inconsistent Implementation

Funding Constraints

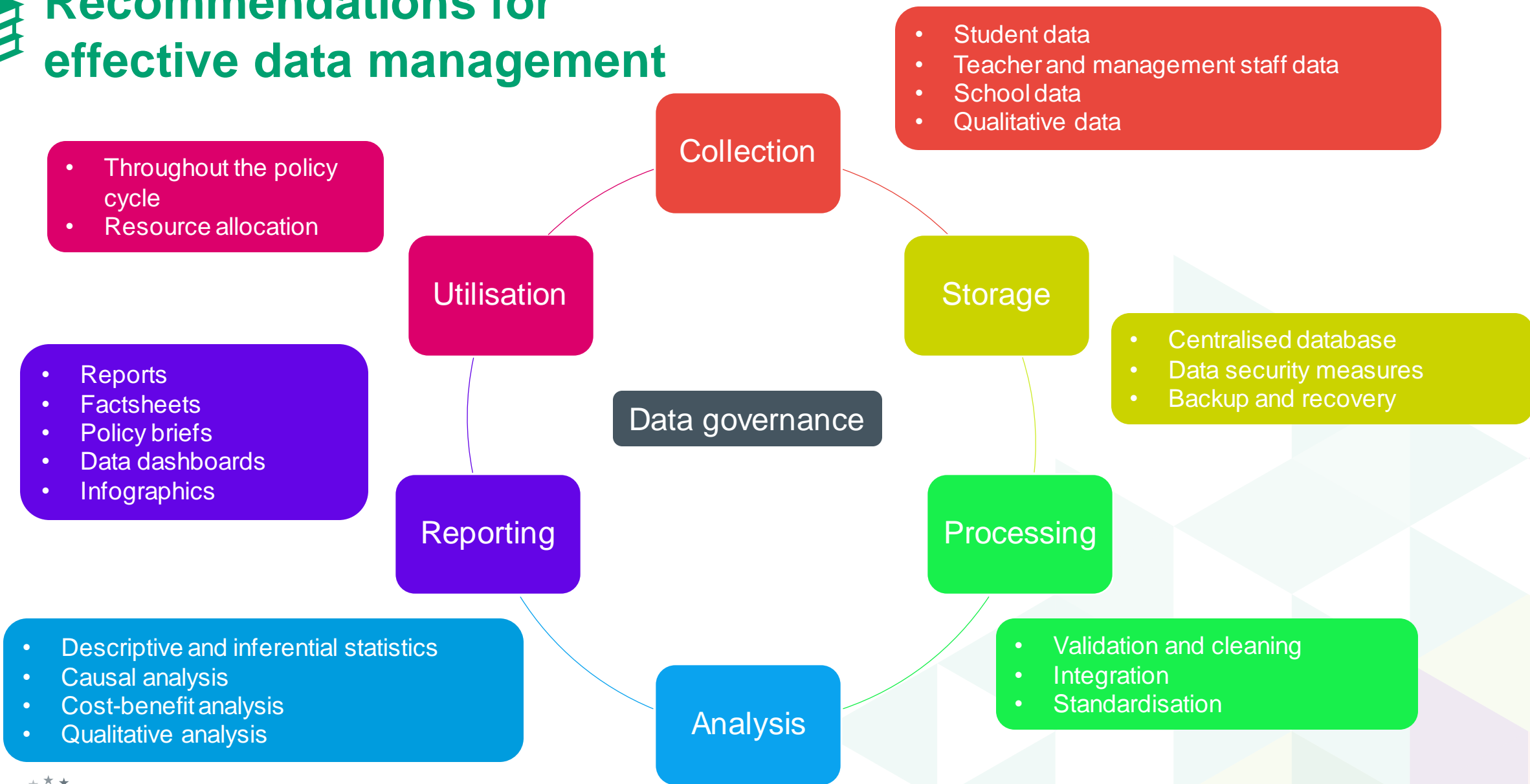
- Limited Financial Resources
- Prioritization Issues

Stakeholder Engagement

- Low Buy-In
- Communication Gaps



Recommendations for effective data management

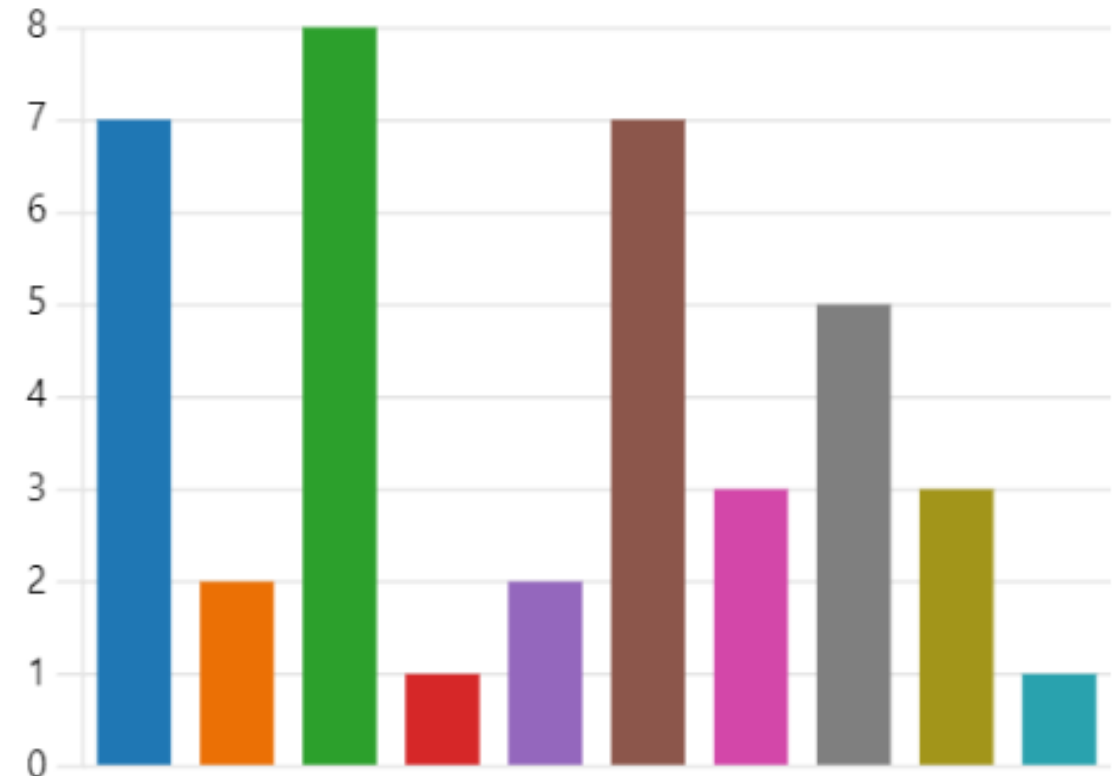




Your views... on issues in data management

According to you, what are the main difficulties, missing links and/or bottlenecks in the data management chain (from data collection to data utilisation) in the education system?

● Lack of standardisation	7
● Inadequate infrastructure	2
● Data quality issues	8
● Security and privacy concerns	1
● Integration challenges	2
● Capacity and training gaps	7
● Policy and governance issues	3
● Funding constraints	5
● Stakeholder engagement	3
● Other	1

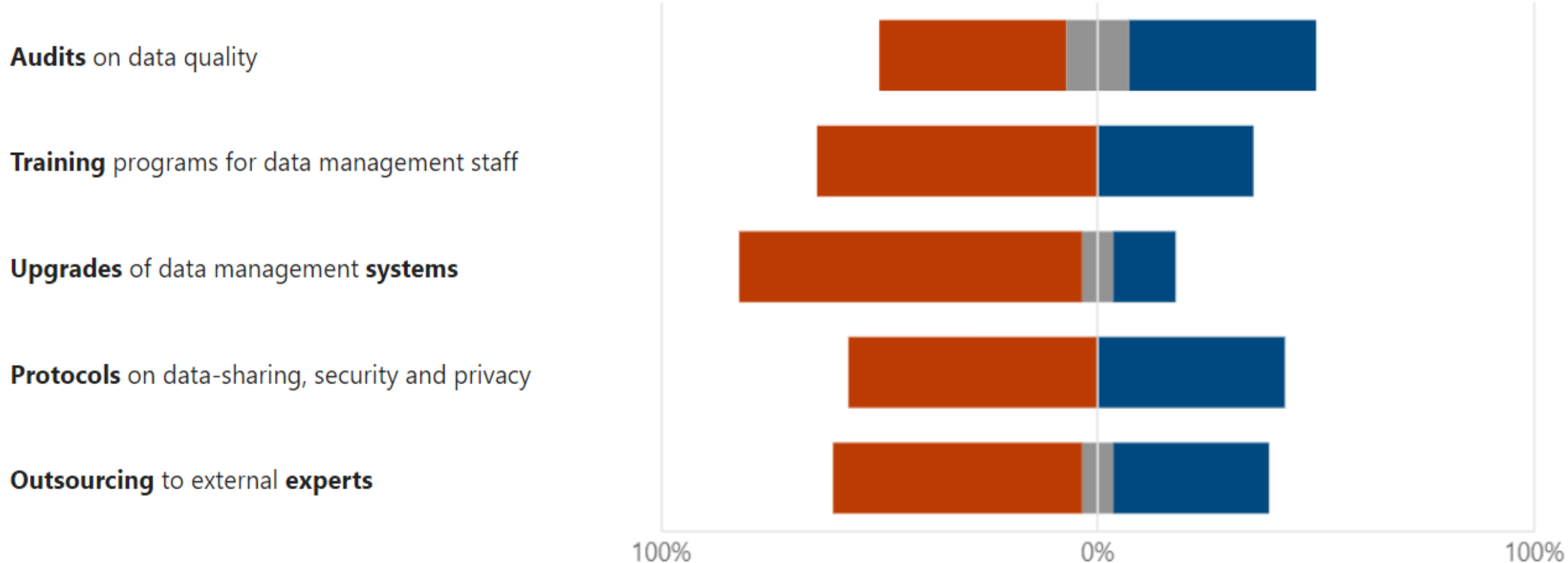




Your views... on solutions to data issues

What solutions are implemented to address data management issues?

■ Yes ■ No ■ I do not know



Background : Snapshots of education strategies in EaP

Moldova	Armenia	Georgia	Ukraine
<p>General Objectives:</p> <ol style="list-style-type: none"> Link education to labor market requirements and needs from a sustainable development perspective by restructuring human capital development mechanisms Ensure access to quality lifelong education for all. Provide the educational system of all levels and forms of education with qualified, competent, motivated and competitive teaching/scientific-didactic and managerial staff. Strengthen the socio-educational cohesion for quality education by bringing together the efforts of all actors of the educational process. Create new, effective and motivating lifelong development and learning environments for all. Improve the functionality of the education system through the effective implementation of digital technologies to ensure education quality and sustainability. Ensure lifelong learning and education opportunities for all in a formal, non-formal and informal context. Promote innovation and change in education through research development. Enhance the performance of the education sector by streamlining the network, upgrading the infrastructure and strengthening the managerial capacity and quality culture at all levels of the education system. 	<p>Main goals:</p> <ol style="list-style-type: none"> To create a universally inclusive, learner-centered educational environment To raise the effectiveness and efficiency of education To internationalize and export education services and products <p><i>Each goal further described with lists of steps towards the attainment of all three strategic goals</i></p>	<p>Sectoral priorities:</p> <ol style="list-style-type: none"> Quality and relevance Equality, inclusion, and diversity Governance, financing, and accountability <p><i>Each priority then declined in goals and each goal with his respective list of objectives.</i></p>	<p>Strategic priorities by 2027:</p> <ol style="list-style-type: none"> Early Childhood and Preschool Education «New Ukrainian School» Reform Modern Out-of-School Education Transformation of Vocational Education and Training Quality Higher Education Development of Science and Innovation European integration of Ukraine in education and science Digital Transformation of Education and Science Support and assistance for individuals with special educational needs <p><i>Each priority then declined in strategic and operational objectives</i></p>

Education strategies in EaP countries

Comparing strategies? **Difficult.**

Although the strategies have a different structure (goals, priorities, objectives,...), they share similar objectives:

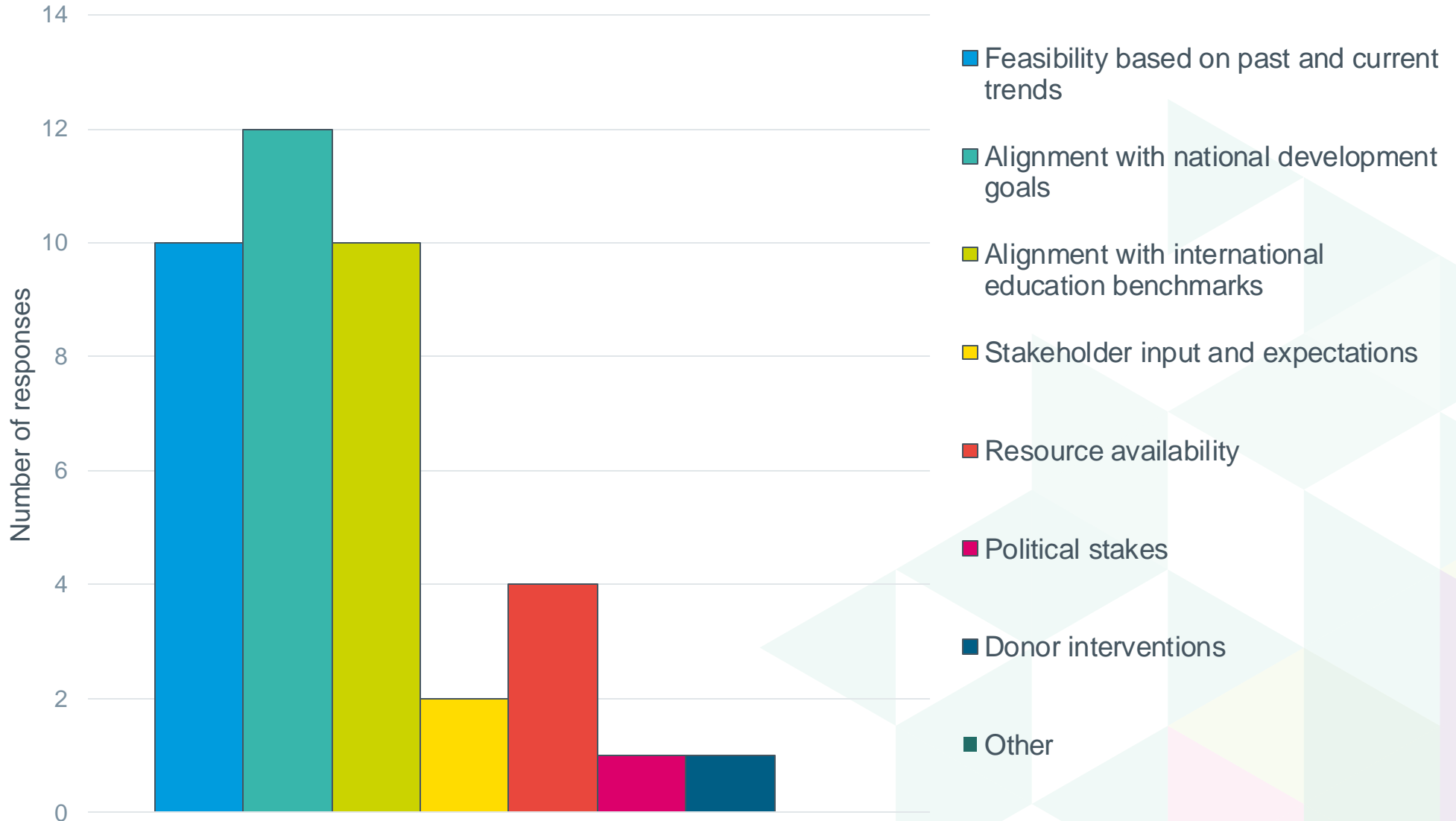
- Quality Improvement,
- Access and Inclusion/Equity,
- Curriculum Modernization,
- Teacher Professional Development,
- Infrastructure Development,
- ...

...and they are linked to **monitoring indicators** that may fall into these categories



Your views... on influencing factors in the choice of indicators

What criteria do you think play a greater role when setting targets for the indicators of the education policy?

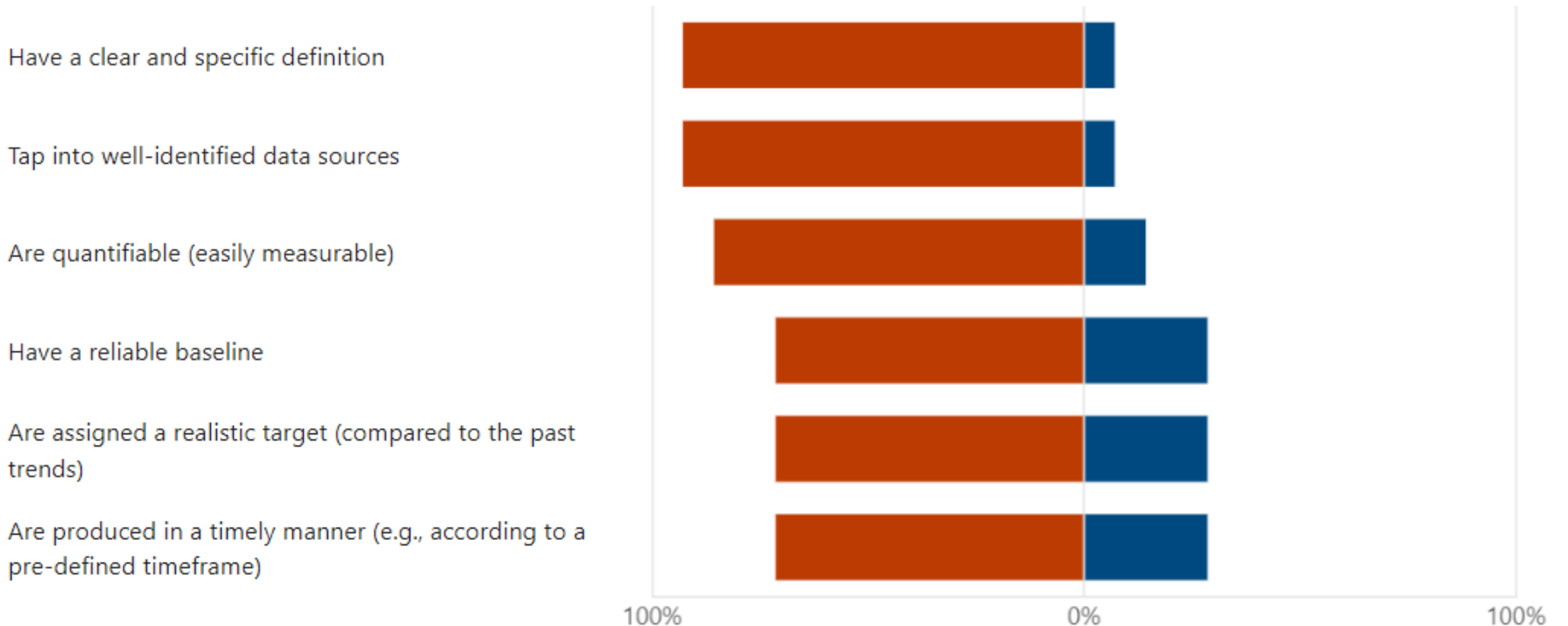




Your views... on the characteristics of good indicators

Considering your own field of work, do you think that the indicators you are expected to follow:

■ Yes ■ No





Being SMART



Specific

S



Is it clear exactly what is being measured? Does the indicator capture the essence of the desired result?

Indicator	Source	Baseline, 2021	Intermediate target for 2025	Final target for 2030
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Objective: Enhance the performance of the Education sector by streamlining the network, upgrading the infrastructure and strengthening the managerial capacity and quality culture at all levels of the education system.

Share of beneficiaries involved in consultation and decision-making in education, %	MoE	20	40	50
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Specific

S



Is it clear exactly what is being measured? Does the indicator capture the essence of the desired result?

Ultimate Goal:

Participants in the educational process, scientists, and education managers use modern technologies in an accessible digital environment.

Performance indicators:

1. The number of participants in the educational process using computer equipment
2. The number of users of electronic information collection and processing systems in the field of education.
3. The number of authorized users of the National Electronic Scientific Information System

Measurable

M



Does the indicator have the capacity to be counted, observed, analyzed, tested, or challenged?

Indicator	Source	Baseline, 2021	Intermediate target for 2025	Final target for 2030
Increasing the number of awarded research projects with the participation of universities in national and international competitions, %	MoE	-	10	10

Measurable

M



Does the indicator have the capacity to be counted, observed, analyzed, tested, or challenged?

Indicator	Source	Baseline, 2021	Intermediate target for 2025	Final target for 2030
Improved position in the Higher Education Institute's international ranking indices	Websites with published international indices	-	3	5

Achievable

A



Is the target attached to the indicator achievable, as assessed against past trends or the policy measures foreseen?

Indicator	Source	Baseline, 2021	Intermediate target for 2025	Final target for 2030
Share of pupils in final year of secondary school with minimum knowledge in Mathematics, %	OECD	49.7	70	80

+25.8 p.p within 2025 (one round of PISA)

+35.8 p.p. within 2030 (2 rounds)

In PISA history the record of improvement within 2 round of surveys is +18.3 p.p (Albania between 2012 and 2018)

Achievable

A



Is the target attached to the indicator achievable, as assessed against past trends or the policy measures foreseen?

Indicator	Source	Baseline, 2021	Intermediate target for 2024	Intermediate target for 2027	Final target for 2030	
Remuneration of educators-pedagogues of early and preschool educational institutions	Ministry of Education and Science data	336 € (national average 844 €)	An increase of at least 10% of the average monthly salary	An increase of at least 20% of the average monthly salary	Equal to the national average monthly salary	From 2027 to 2030: +340 €
			$336+84=420 \text{ €}$	$420+84=504 \text{ €}$		

Relevant

R



Is the indicator a valid measure of the desired result/outcome and is it documented through research and professional expertise ?

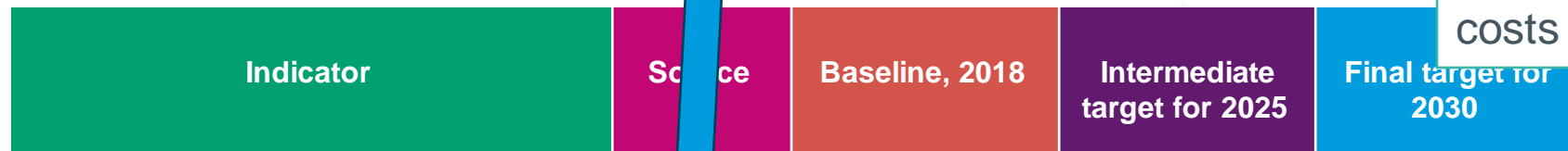
Indicator	Source	Baseline, 2021	Intermediate target for 2025	Final target for 2030
Objective: Ensure access to quality lifelong education for all				
Pupil teacher ratio	Education 2020	12	12.5	13
School dropout rate, %	MER	0.083	0.06	0.05

Timed



Does the monitoring system allow progress to be tracked in a cost-effective manner at the desired frequency for a set period ?

PISA surveys: 2018, 2022 (data available in 2023), 2025 (data available in 2026), 2029 (data available in 2030)



Another intermediate target for 2022 (2023) could have been added without additional monitoring costs

The share of disadvantaged pupils in the top attainment level (top quartile)

OECD

12,3%

20%

30%

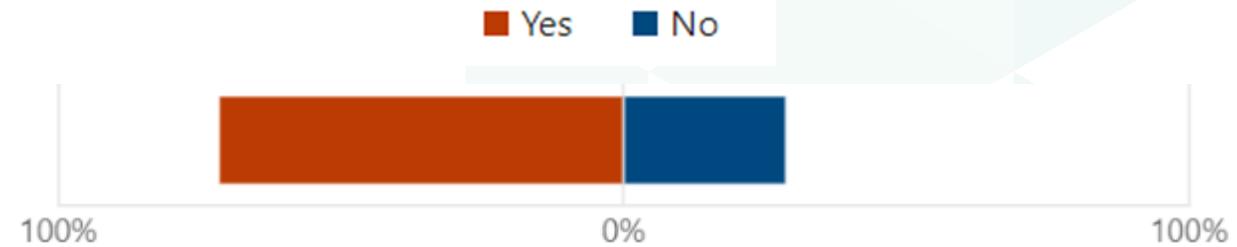
Does the monitoring system allow progress to be tracked in a cost-effective manner at the desired frequency for a set period ?

Timed



Considering your own field of work, do you think that the indicators you are expected to follow:

Are produced in a timely manner (e.g., according to a pre-defined timeframe)





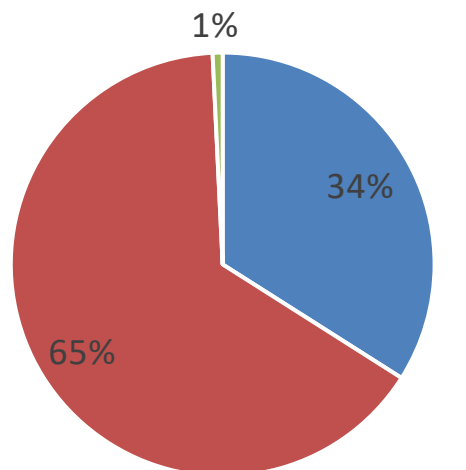
How to use indicators for analysis

- (1) By disaggregating them
- (2) By monitoring trends
- (3) By comparing inputs/outputs
- (4) By combining data sources
- (5) Through benchmarking
- (6) By exploring reasons behind numbers
- (7) By combining indicators
- (8) By exploring data channels (and mechanisms)

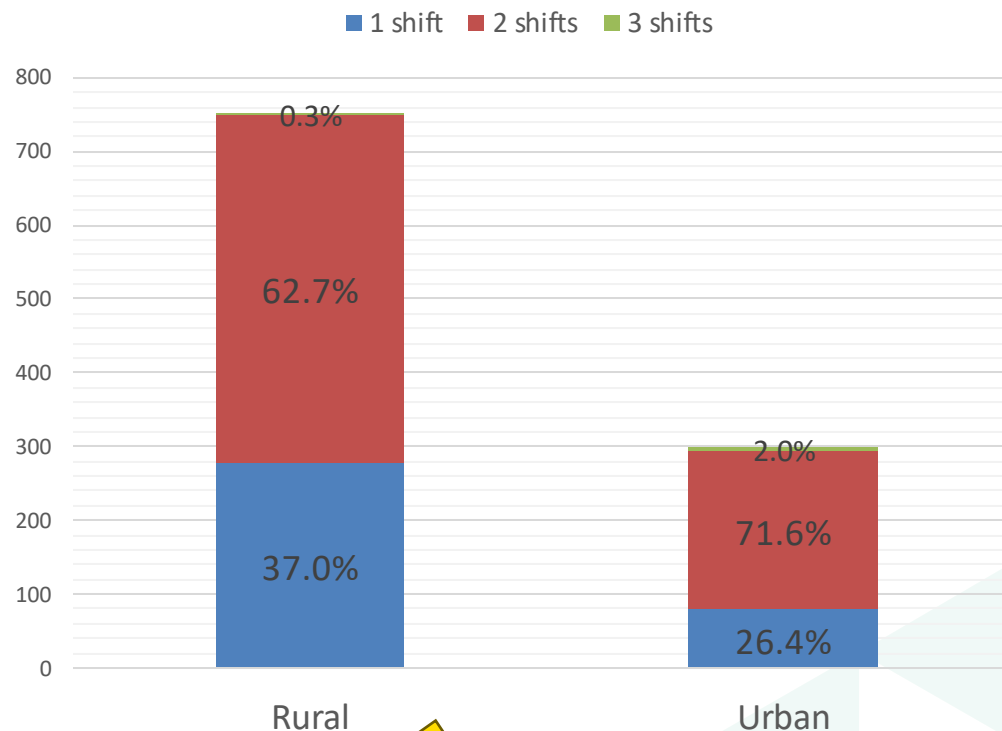
(1) Disaggregating indicators for analysis

01 Inequalities

Example: from macro to micro
Multiple shifts in Kosovo, and rural-urban disparities
(from RED Kosovo 2022)



■ 1 shift ■ 2 shifts ■ 3 shifts



% Public schools (preschool to upper secondary)			
	1 shift	2 shifts	3 shifts
Deçan	41.7	58.3	0
Dragash	43.3	53.3	3.3
Ferizaj	23.7	76.3	0
Fushë Kosovë	29.4	70.6	0
Gjakovë	28.1	71.9	0
Gjilan	24.4	71.1	4.4
Glllogoc	6.1	93.9	0
Hani i Elezit	71.4	28.6	0
Istog	56.2	43.8	0
Junik	50	50	0
Kaçanik	21.7	78.3	0
Kamenicë	64.3	35.7	0
Klinë	51.7	48.3	0
Klllokot*	0	100	0
Leposaviq*	100	0	0
Lipjan	20.8	77.4	1.9
Malishevë	26.2	73.8	0
Mamushë	66.7	33.3	0
Mitrovicë Jugore	39	61	0
Mitrovicë Veriore*	0	100	0
Novobërdë*	100	0	0
Obiliq	50	50	0
Pejë	31.1	68.9	0
Podujevë	13.8	84.5	1.7
Prishtinë	35.2	62	2.8
Prizren	38.4	60.5	1.2
Rahovec	27	73	0
Shtërpçë*	25	75	0
Shtime	23.8	76.2	0
Skënderaj	43.6	56.4	0
Suharekë	66.7	33.3	0
Viti	23.7	76.3	0
Vushtrri	16.3	83.7	0
Zubin Potok*	100	0	0
Zveçan*	100	0	0
Total Kosovo	34	65.2	0.8

*serb municipality: data unreliable/incomplete

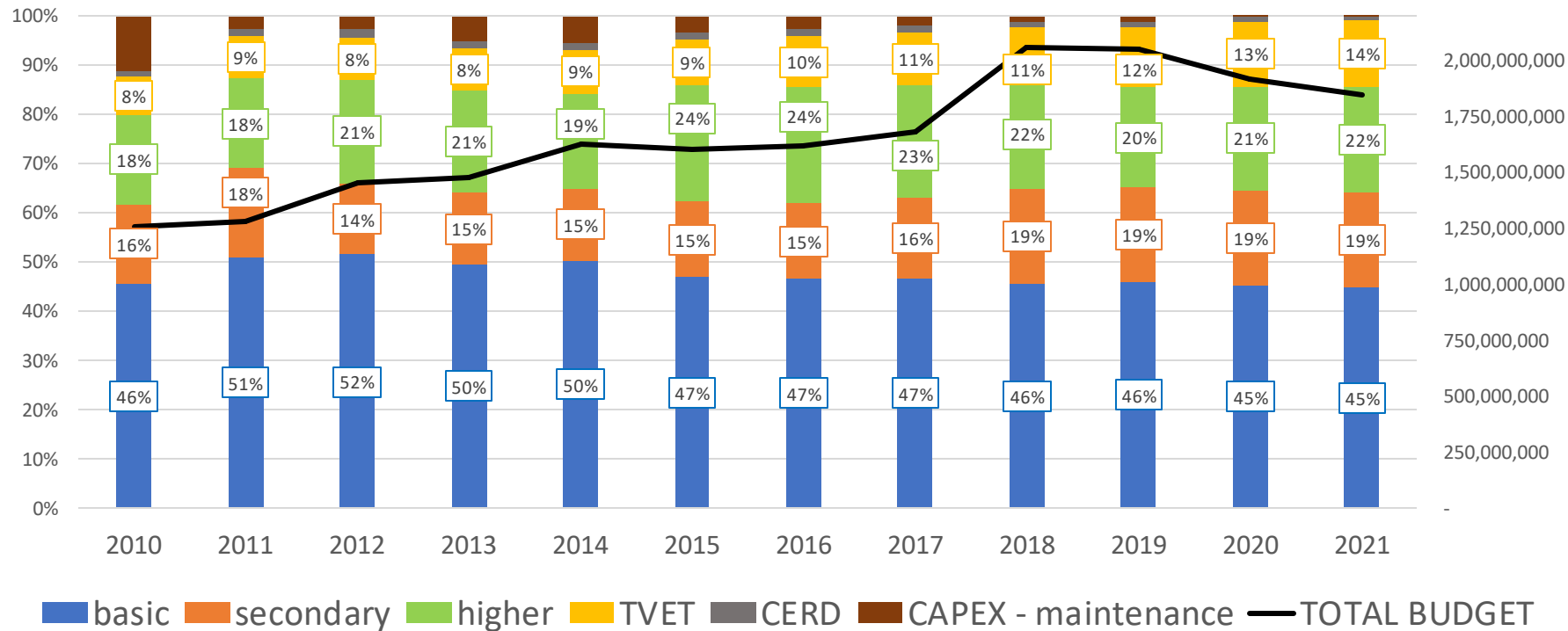
(2) Monitoring trends

(3) Comparing inputs/outputs

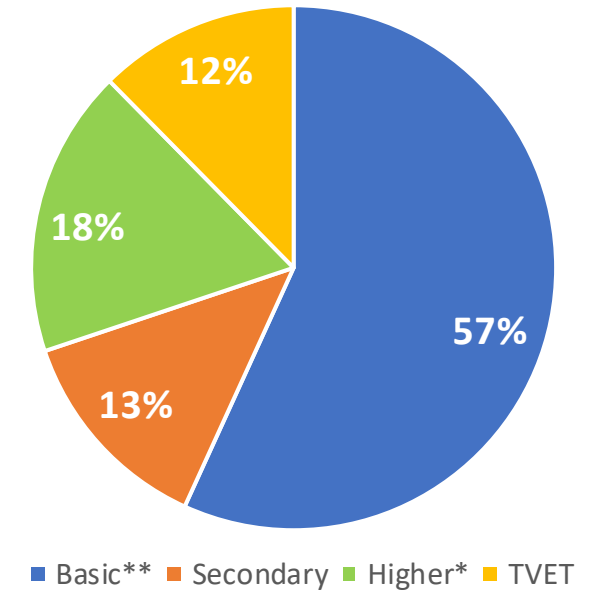
Financing

Budget composition and enrolment rates per level
(from EDA/RED Lebanon 2021)

MEHE budget per education level year 2010-2021 (source: MoF)



Distribution of total enrolled students in public education by education level – 2019/20*

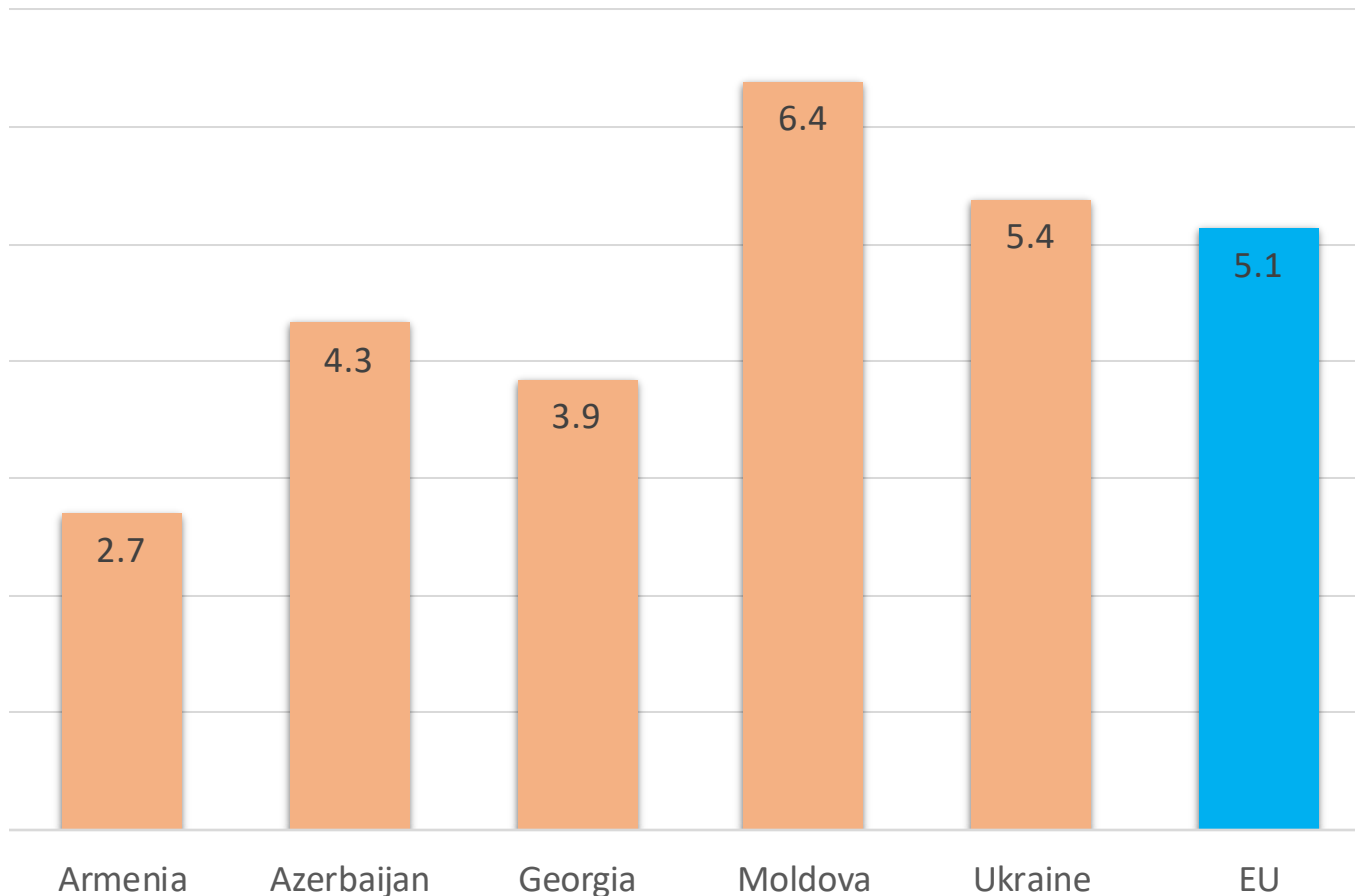


Note: 2nd shift excluded
*2020/21 for Higher education
Source: CERD and rector of LU
** pre-school/kindergarten students included

(4) Combining data sources

(5) Benchmarking

Total government expenditure in education, 2020 (% of GDP)



Source: World Bank, 2021. World Development Indicators.

(6) Exploring reasons behind figures

...but how far does this indicator speak?

- Which share of private sector and/or households in total funding for education?
- What are the budgets of regional councils?
- How is this GDP share distributed across the various levels of education?
- How do these expenses compare with the number of students? To learning outcomes ?

>> What about the **efficiency** of these expenses?

(7) Combining indicators

(5) through benchmarking

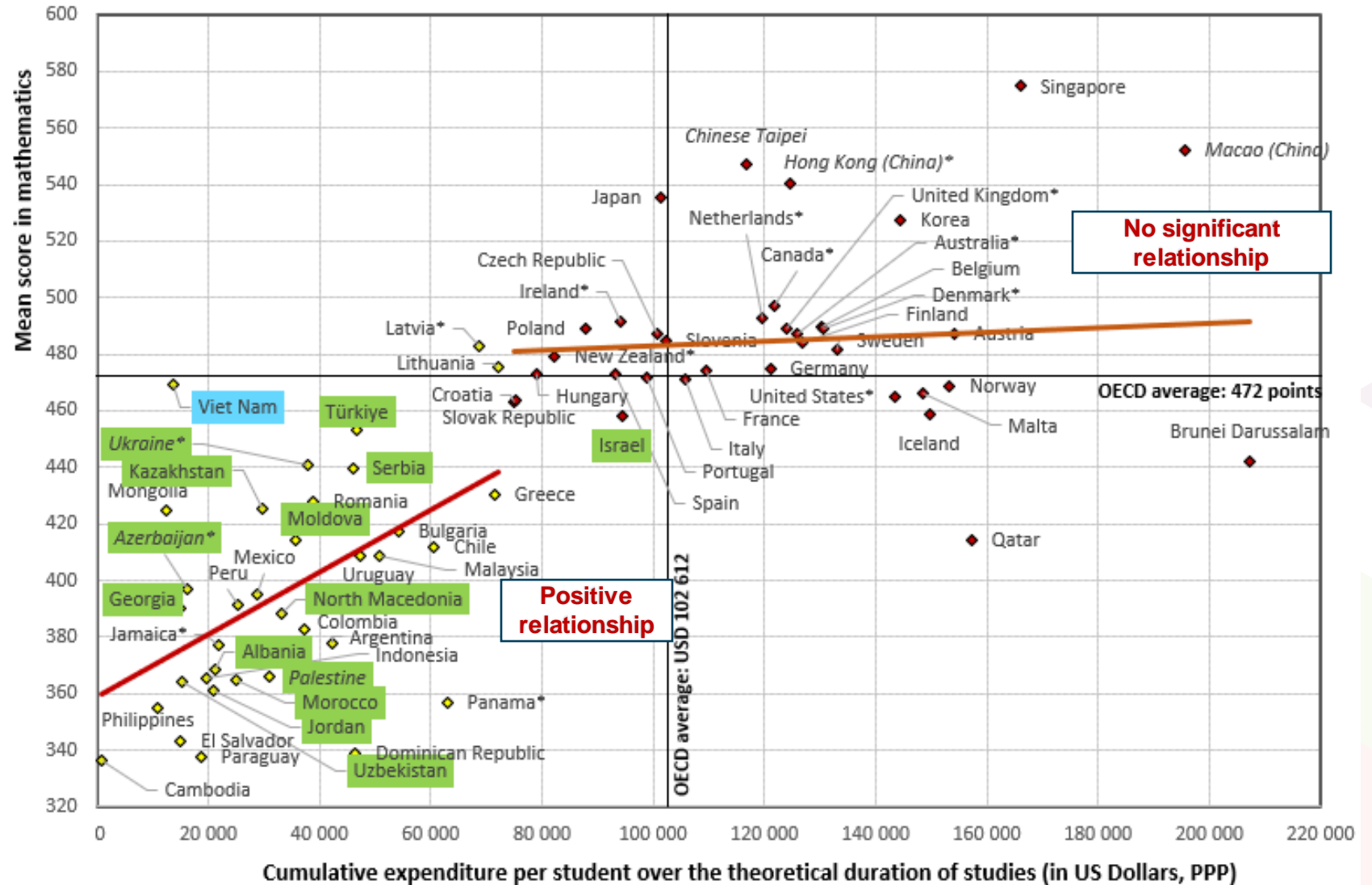
Example: more money in education?

Mathematics performance and spending on education



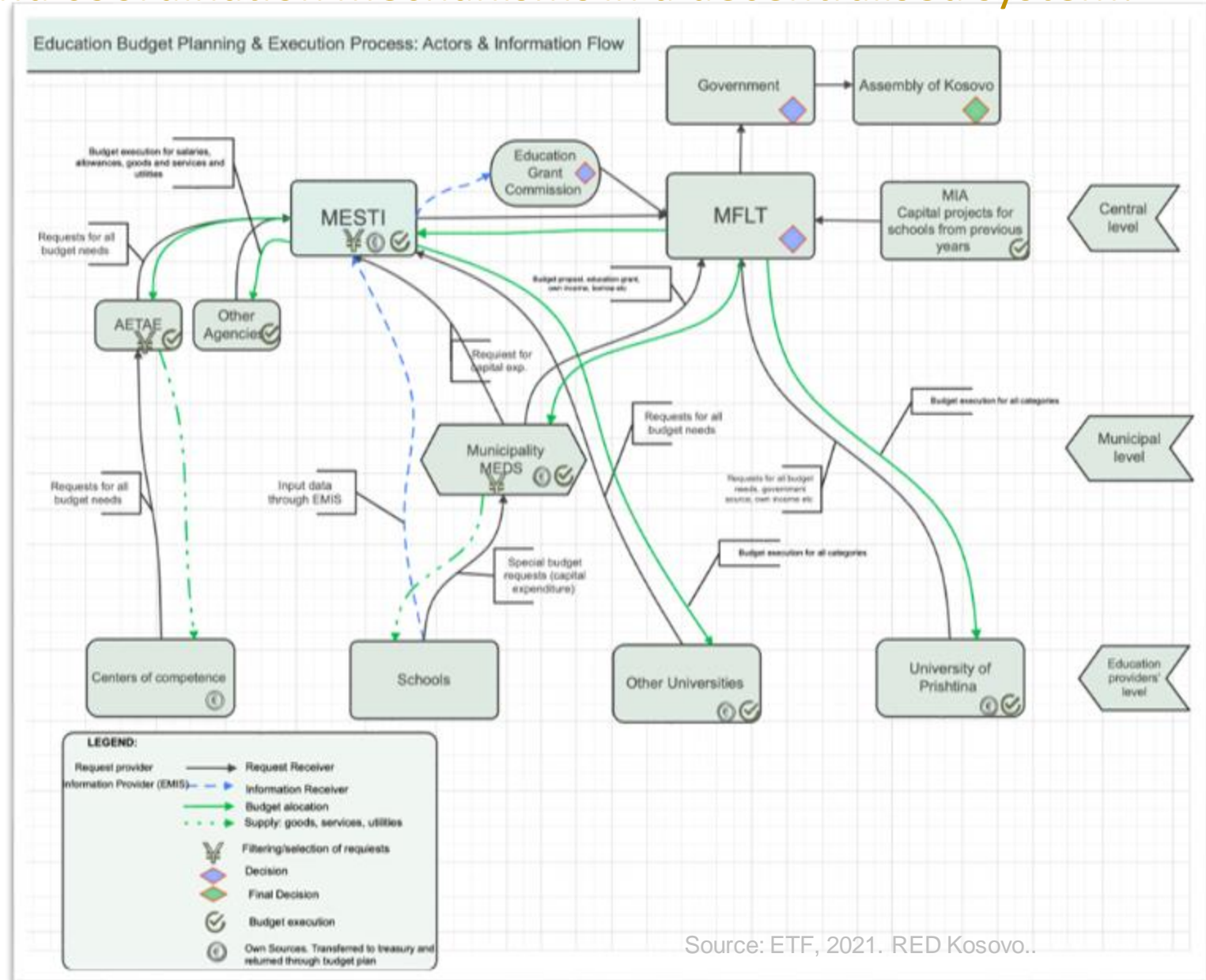
- ✓ Money matters, up to a point
- ✓ Efficient allocation of educational resources is crucial

- ◆ Countries/Economies whose cumulative expenditure per student was less than USD 75 000
- ◆ Countries/Economies whose cumulative expenditure per student was USD 75 000 or more



...(7) By exploring data channels (and mechanisms)

Responsibilities and coordination mechanisms in a decentralised system: missing links

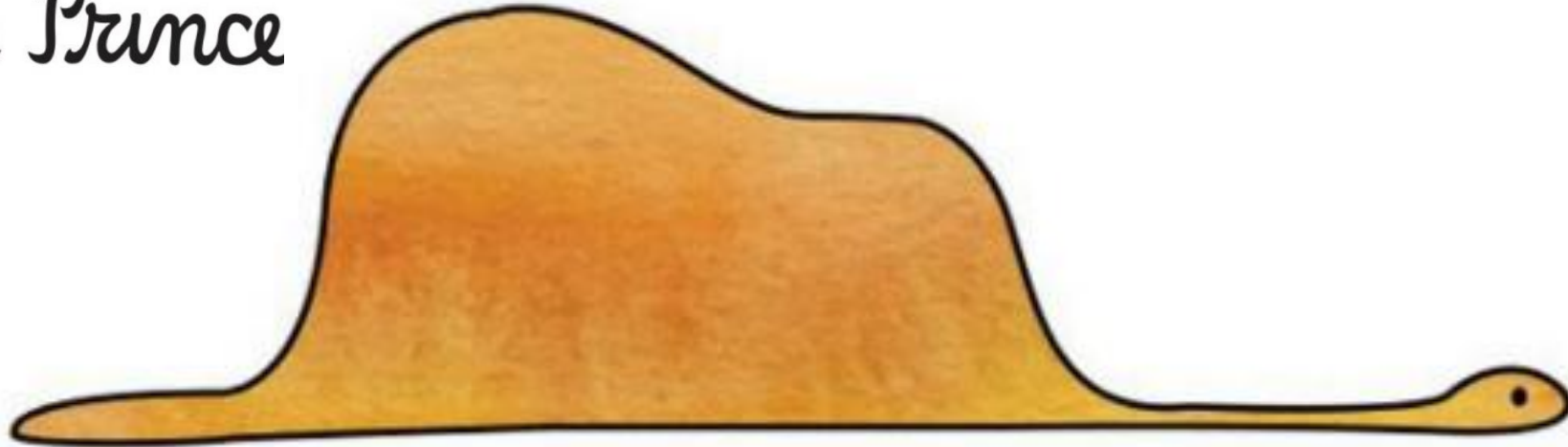


Session 3

The Education Management Information System (EMIS) in practice



The Little Prince



My drawing was not a picture of a hat.

It was a picture of a boa constrictor digesting an elephant.

Focus on the issue of (qualified) teacher shortages



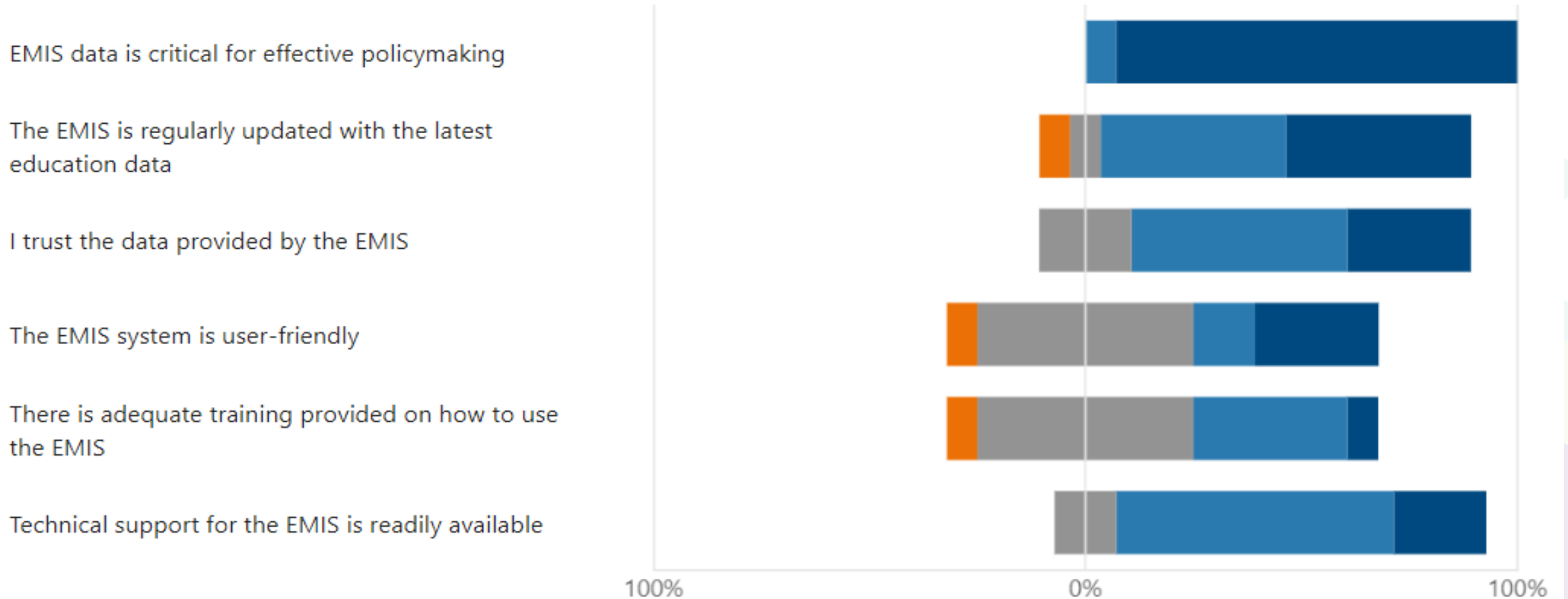
Then I drew the inside of the boa constrictor, so the grown-ups could understand. They always need explanations.



Your views... on EMIS in general

To what extent do you agree with the following statements about EMIS?

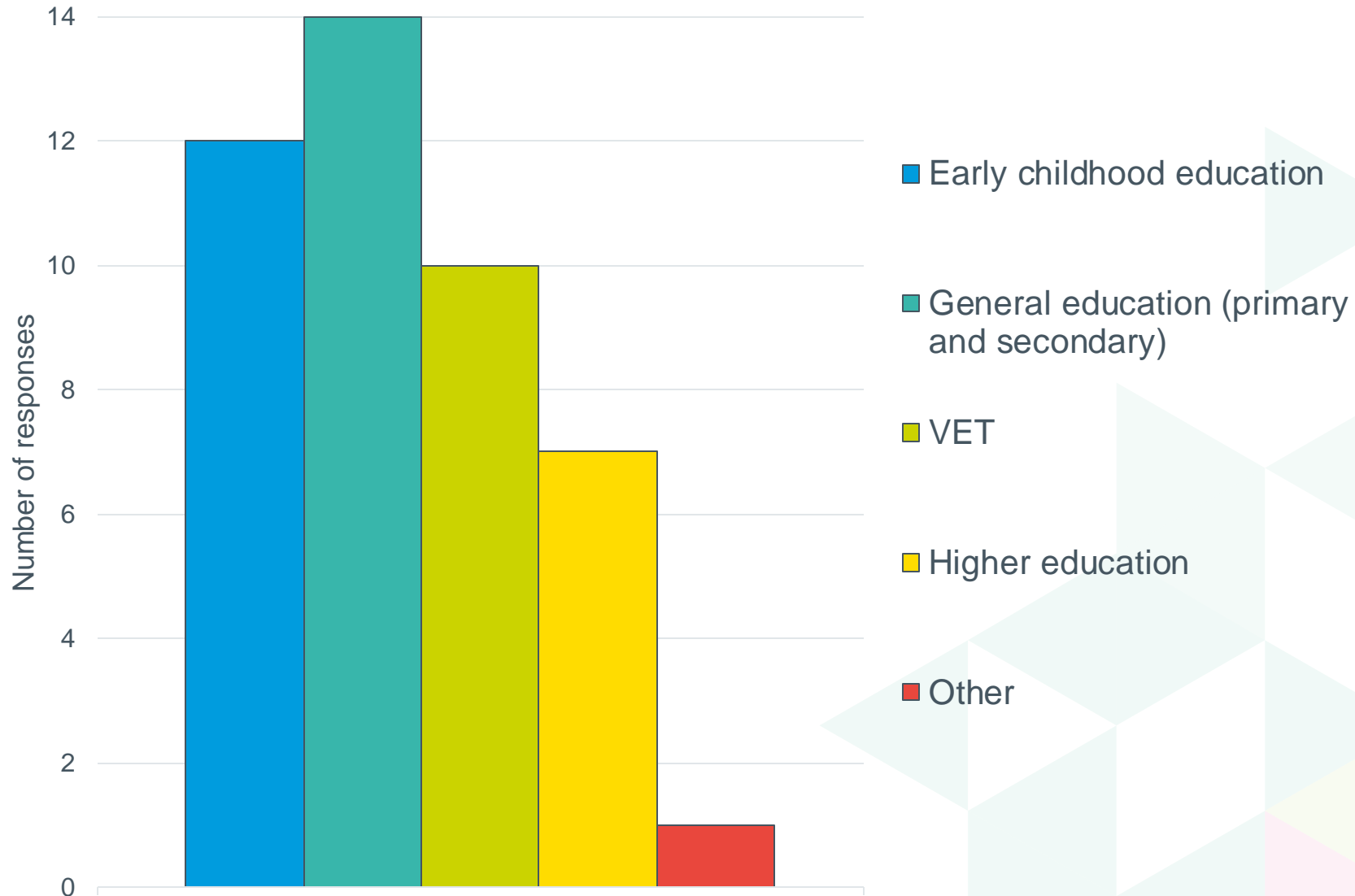
Strongly disagree Disagree Neutral Agree Strongly agree





Your views... on EMIS coverage

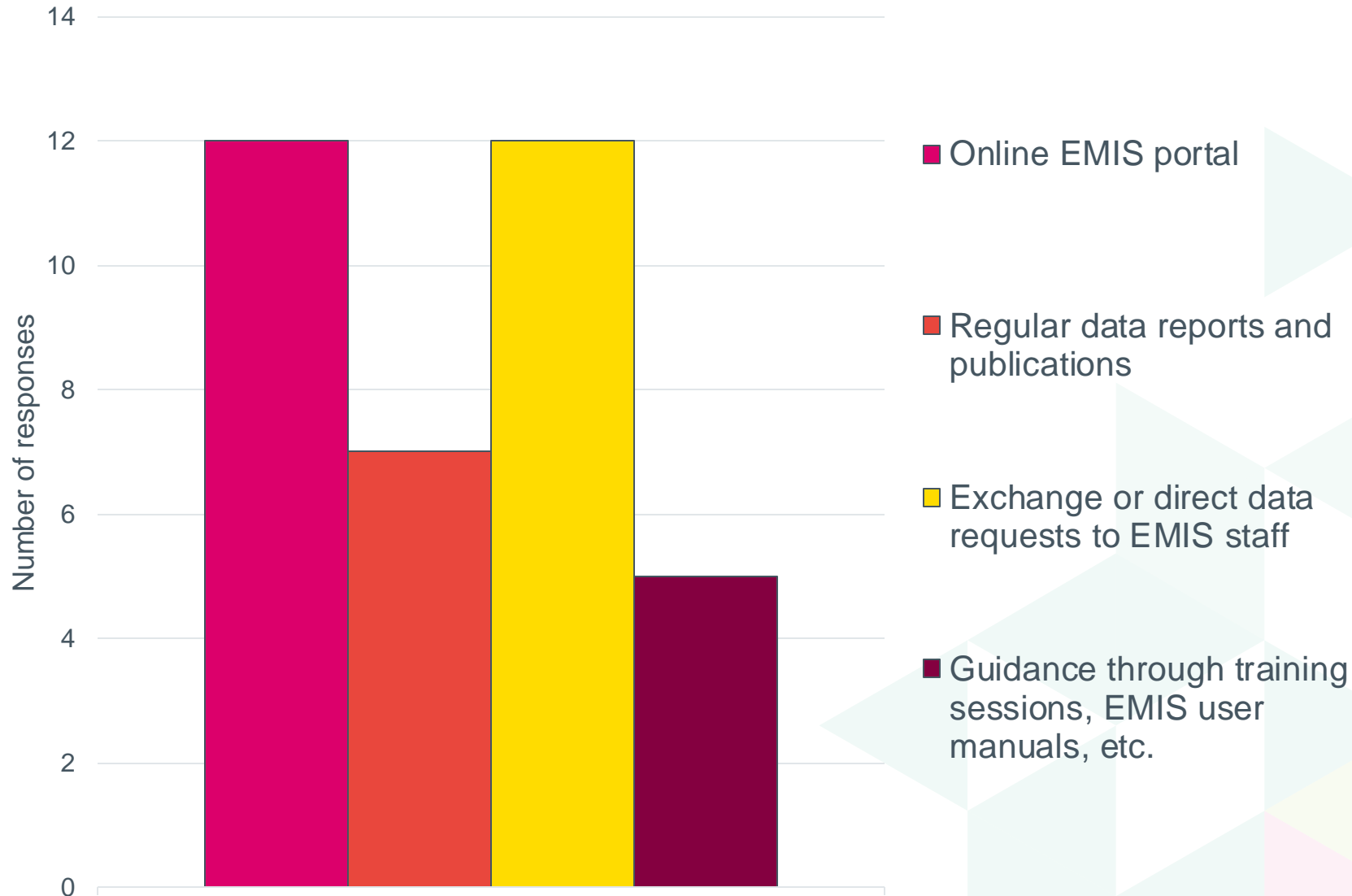
Which education levels is the EMIS of your country currently operational on?





Your views... on access to EMIS

What mechanisms are in place in your organisation for accessing EMIS data?





Your views... on EMIS gaps

What specific data would you like to find in EMIS that are currently not included? Please be as concrete as possible.

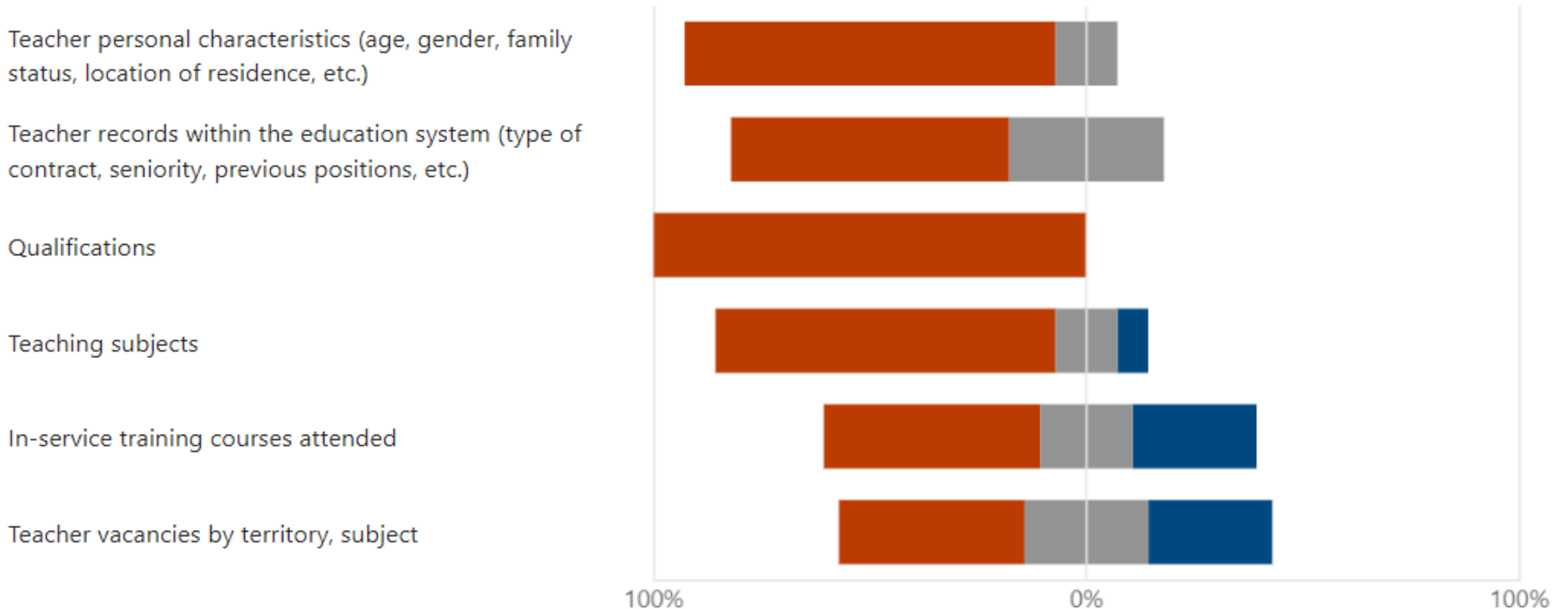
- Concrete **tools and methodologies** for involving students in the data collection process.
- Indicators that will ensure **data quality monitoring** - truthfulness and operability.
- All needs are **discussed** with the technical team, and the system is constantly improved/developed.
- Currently I **can't** consider any specific data to find in EMIS that are not included.
- Annual **financial** reports.
- **Financial data.**
- Analytical, **forecasting tools** for stakeholders.
- More **detailed data** and different kinds of **reports.**
- The **quality** level of the institution and the educational offer.
- Information platform for the **private sector for VET** purposes.
- **Longitudinal** tracking of **student progress**; post-graduation outcomes; **inclusive education** data.
- Overall information on a person's education/**career path** (e.g. education passport).



Your views... on EMIS for teacher management

Focusing on the issue of (qualified) teacher shortages as a concrete example that we will dig into during the workshop, does your country's EMIS system collect data on:

■ Yes ■ No ■ I do not know





Thematic group discussion (35 min)

- ❑ **Group 1, *the idealists***: which **data** about teachers should be collected and which **indicators** related to teachers should be chosen and monitored?
 - ❑ **Group 2, *the engineers***: what is done with the data on teachers currently available in **EMIS** systems? What are the **gaps** and the **challenges**?
 - ❑ **Group 3, *the mediators***: who **decides** about EMIS content and outputs? What are vs what should be the **mechanisms** to process and use the data? Who should be involved in the topic of teacher shortages?
- *Please remember to identify a rapporteur for reporting back*



Input from group work

Ideal teacher data and indicators (G1)	Teacher data operative in EMIS, gaps and challenges (G2)	Stakeholders and mechanisms around EMIS (G3)
<p>The ideal EMIS would comprise many different data on teachers, including:</p> <ul style="list-style-type: none">• Personal characteristics of teachers• Disaggregated teacher data (territory, subject)• Subjects taught• Qualifications• Vacancies• Teacher training (pre-service, in-service)• Professional development opportunities• Salaries	<p>Teacher data operative in EMIS (GEO):</p> <ul style="list-style-type: none">• Personal data per teacher• Demographic data of teachers• Didactic norm• Finance data (salaries)• Professional development tracking• Vacancies (interoperable) <p>Gaps from teachers' perspective:</p> <ul style="list-style-type: none">• Time-consuming data entry for the teachers/admin. overload• Insufficient training and support• Data privacy and security concerns <p>Gaps in teacher data use:</p> <ul style="list-style-type: none">• Analysis for shortages, inefficiencies in allocation	<p>Who decides about EMIS content and outputs:</p> <ul style="list-style-type: none">• Ministry of Education/policymakers• Other stakeholders and international bodies can make their wishes and probably be taken into consideration by the Ministry of Education. <p>What: in AM, e.g., everyone has access to the data. However, there is a need for more unique legislation that well defines the data (definition of data) and a specification of institution responsibilities for data input.</p> <p>Who should be involved in the topic of teacher shortages:</p> <ul style="list-style-type: none">• Ministry of education• School leaders, pedagogical institutions, teachers, parents, pupils.

The ideal teacher data

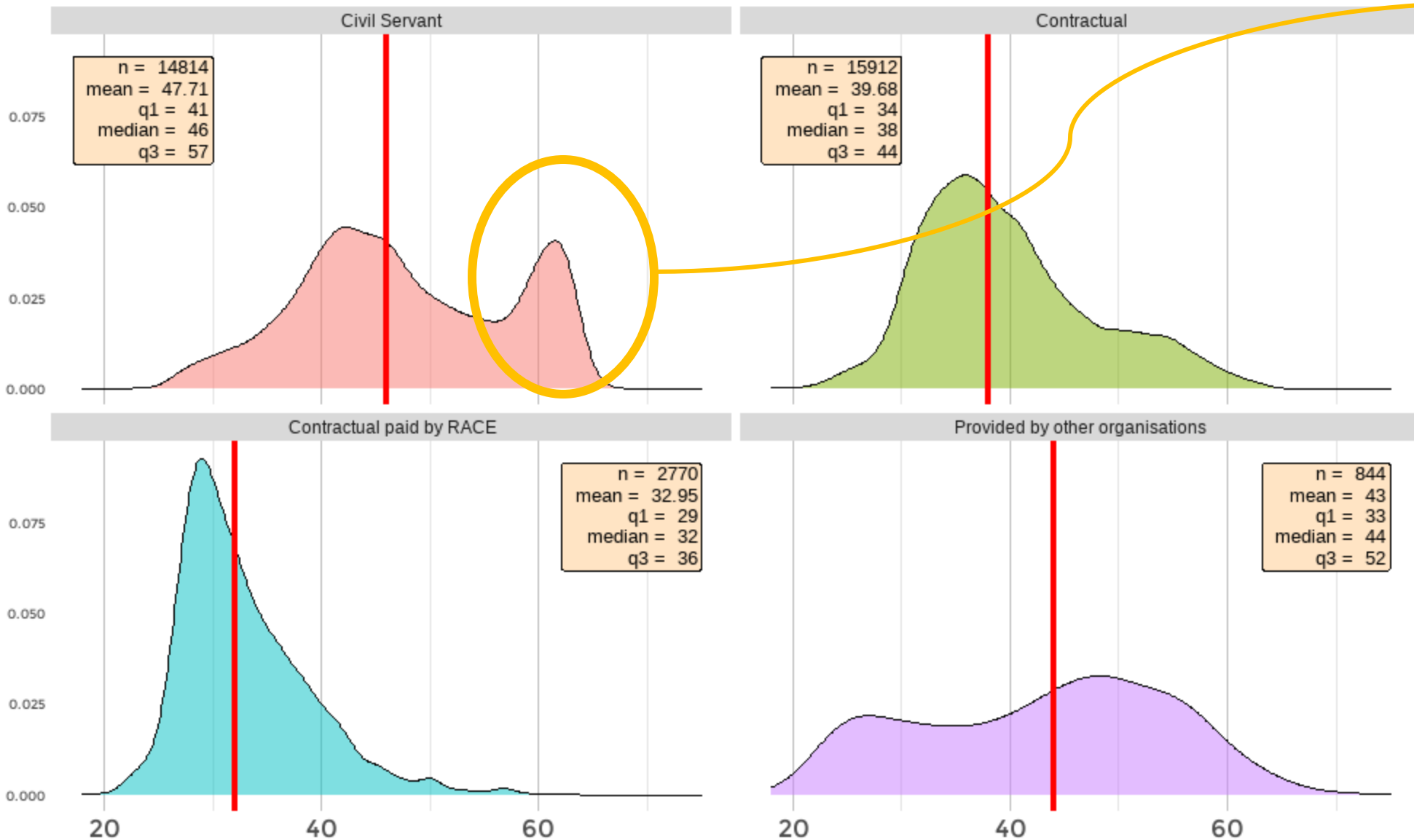


- **Personal information** (age, gender, nationality, ethnicity)
- **Academic** (degrees obtained, fields of study) **and professional qualifications** (teaching certifications and licenses, specialisations and subject endorsements, professional development courses and certifications)
- **Employment details** (current and past positions, contract, years of experience, salary scale and grade, additional bonuses, benefits)
- **Teaching assignment** (subjects taught, grade levels taught, teaching shifts, total hours per week)
- **Non-teaching assignments** (admin roles, extracurricular activities, mentorship, total hours per week)
- **Performance evaluations** (annual performance reviews, student performance and feedback, peer reviews and feedback)
- **Professional development** (participation in in-service training, workshops, seminars, and conferences attended, continuing education courses, subjects and topics of professional development, impact of professional development on teaching practices)
- **Teacher feedback** (surveys on job satisfaction, feedback on school management and policies)
- **Compliance** (with certification renewal requirements, participation in mandatory training sessions)
- **Mobility** (vacancies, by territory, subject taught)



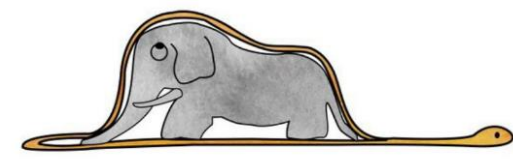
An example of using teacher data for recruitment plans

Distribution of teachers by type of contract and by age
(from EDA/RED Lebanon 2021)



Number of teachers
+
Type of contract
+
Age:

“Many teachers with stable/indefinite-term contracts will retire in the next years”



3.2 An EU MS Perspective on EMIS

Keynote speech from Marcin Nowak,
Poland





Some recommendations for an effective EMIS



3.3 International and EU standards

EU accession process and
chapter 26 requirements

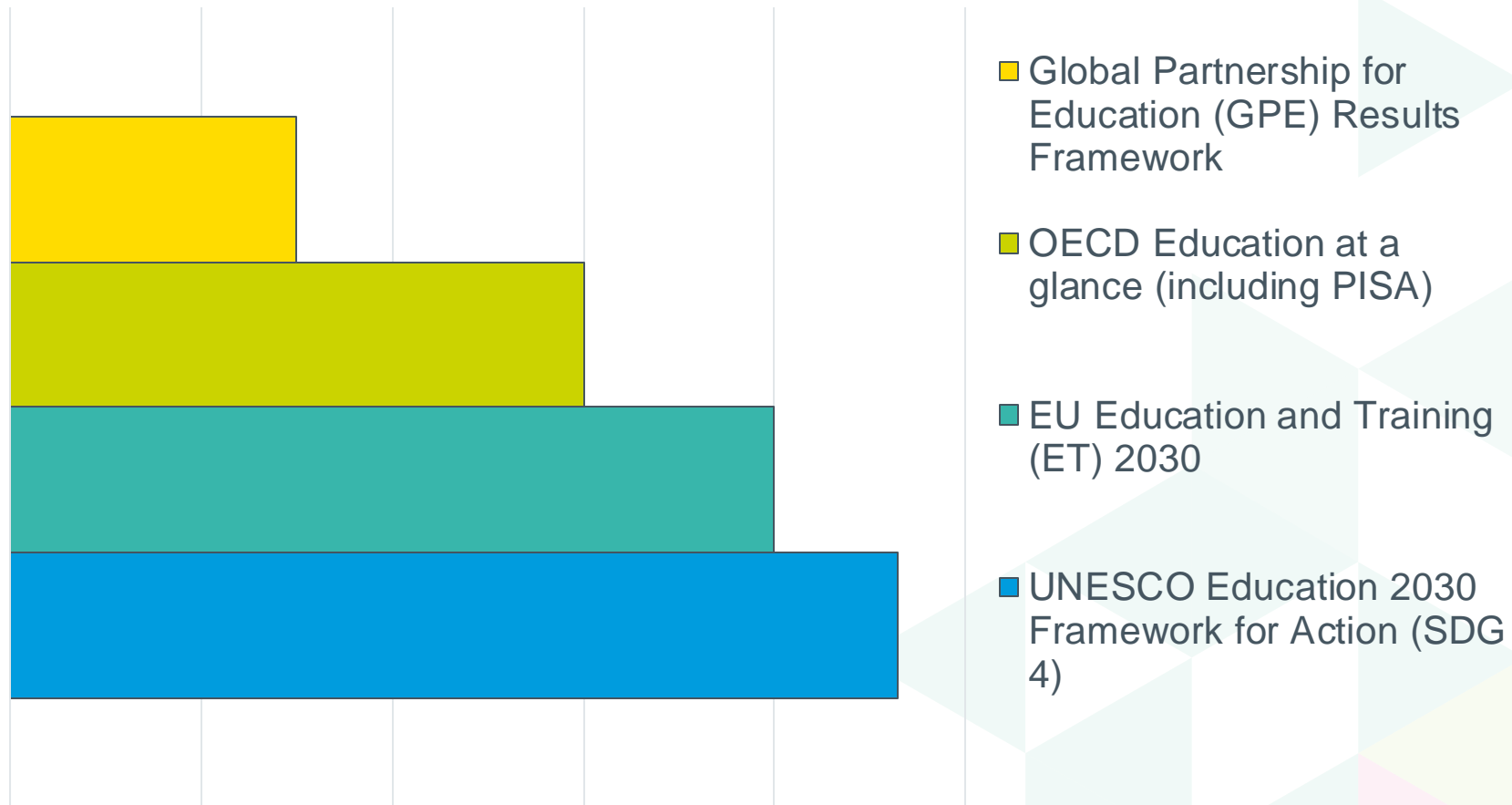
Simone Rave, DGNEAR,
European Commission





Your views... on international indicator frameworks

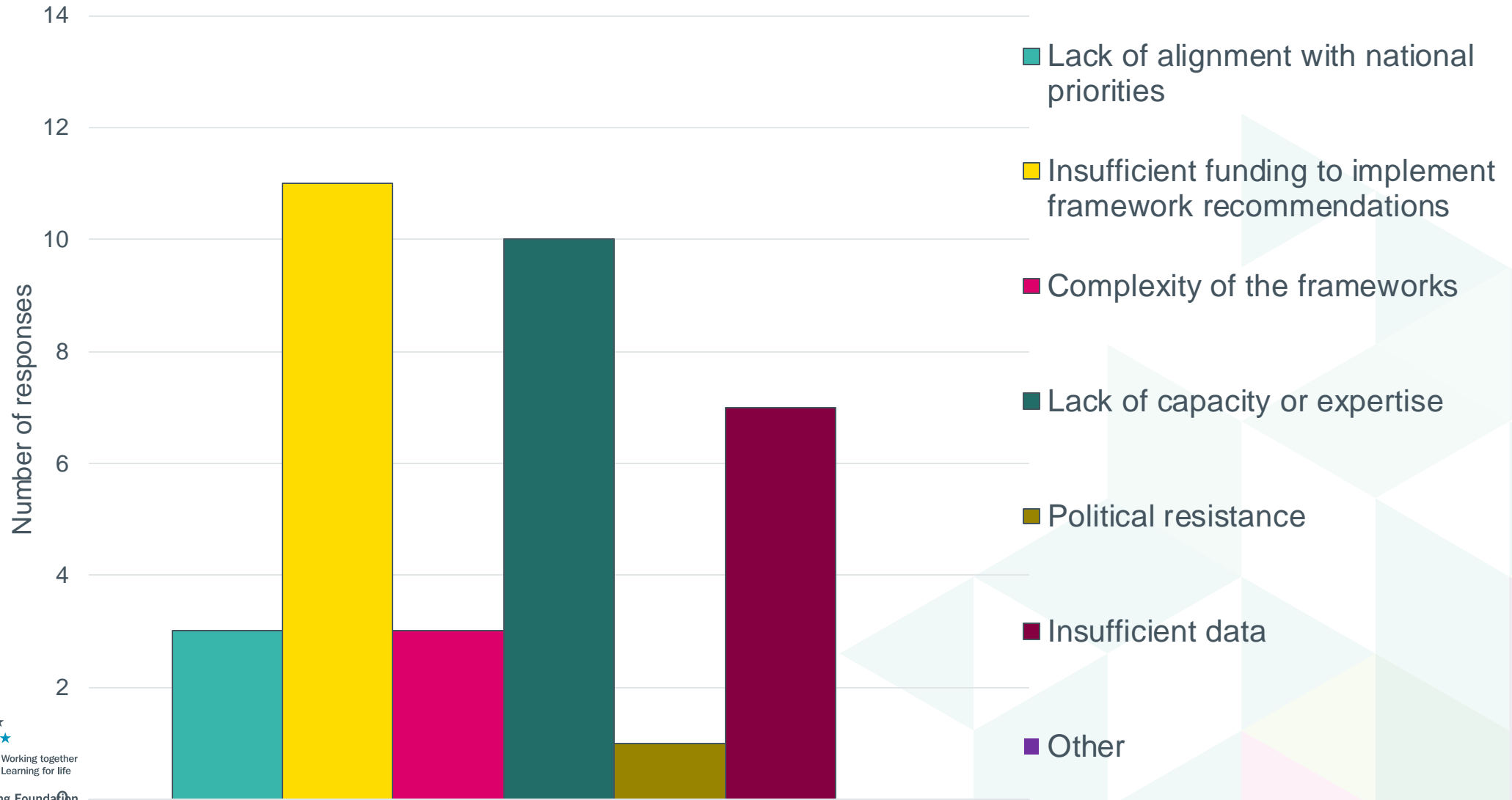
Which of the following indicator frameworks is more influential when defining your country's education objectives? (Please rank from 1= most important, 4= least important)





Your views... on alignment challenges

What are the primary challenges in aligning your country's education policies with international and EU frameworks?





(other) international indicators frameworks

UNESCO's Education
2030 Framework for
Action (FFA):

- SDG4

OECD:

- Education at a Glance
- PISA

World Bank:

- Education Statistics (EdStats)
- Human Capital Index (HCI)

European Union:

- Education and training monitor

IEA:

- TIMSS
- PIRLS

Global Partnership for
Education (GPE)
Results Framework

UNICEF:

- MICS

UNESCO Institute for
Statistics (UIS):

- Global Education Indicators (GEI)

For the record: The EU ET 2030 indicators

1. **Low-achieving 15-year-olds in basic skills** (reading, mathematics, science) should be less than 15% by 2030.
2. **Low-achieving eighth-graders in digital skills** should be less than 15% by 2030.
3. **Participation in early childhood education and care** should be at least 96% by 2030.
4. **Early leavers from education and training** should be less than 9% by 2030.
5. **Tertiary level attainment** among the 25-34 year-olds should be at least 45% by 2030.
6. **Exposure of VET graduates to work-based learning** should be at least 60% by 2025.
7. **Participation of adults aged 25-64 in learning** should be at least 47% by 2025.

Session 4

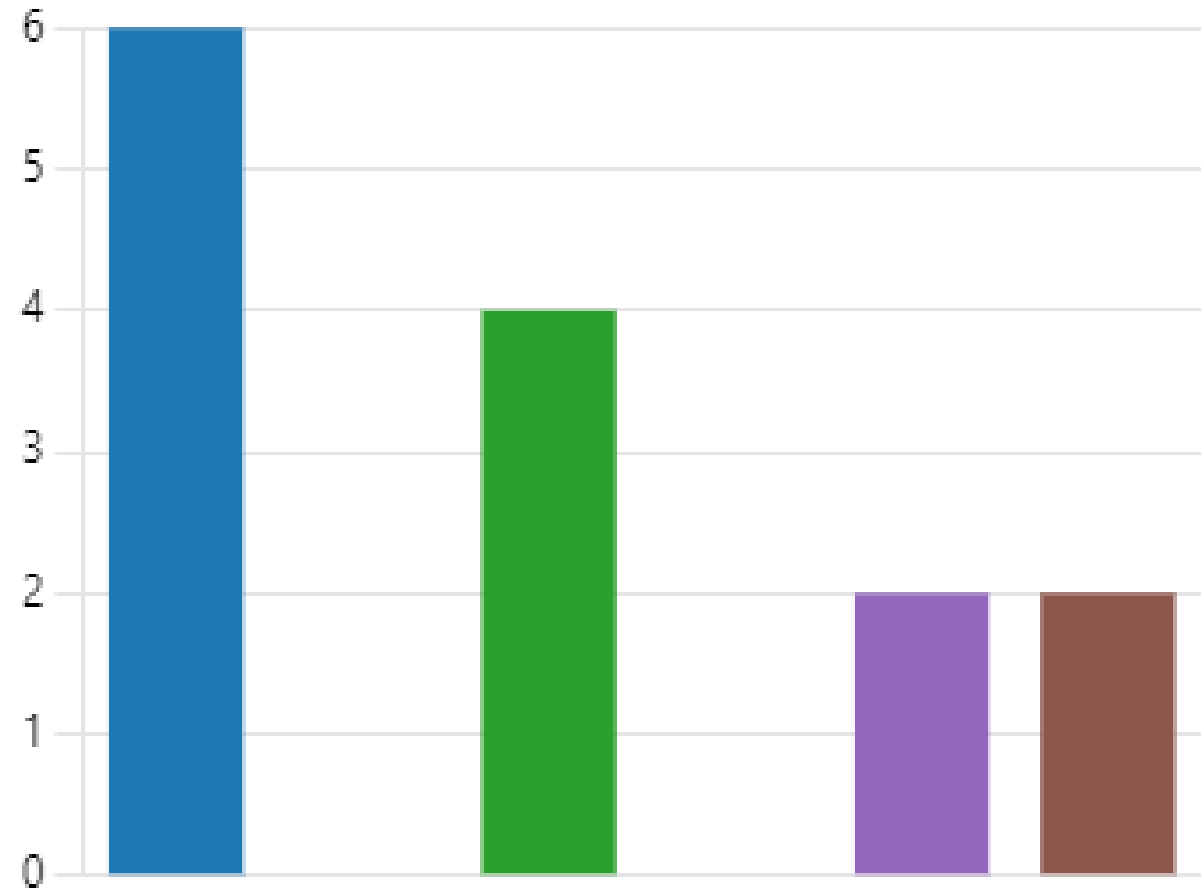
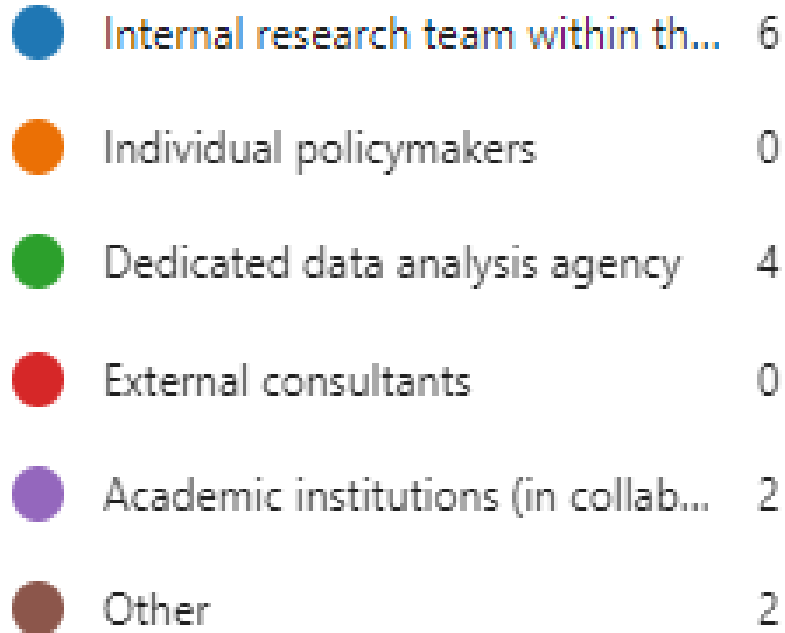
Governance mechanisms and tools around evidence





Your views... on actors responsible for analysis

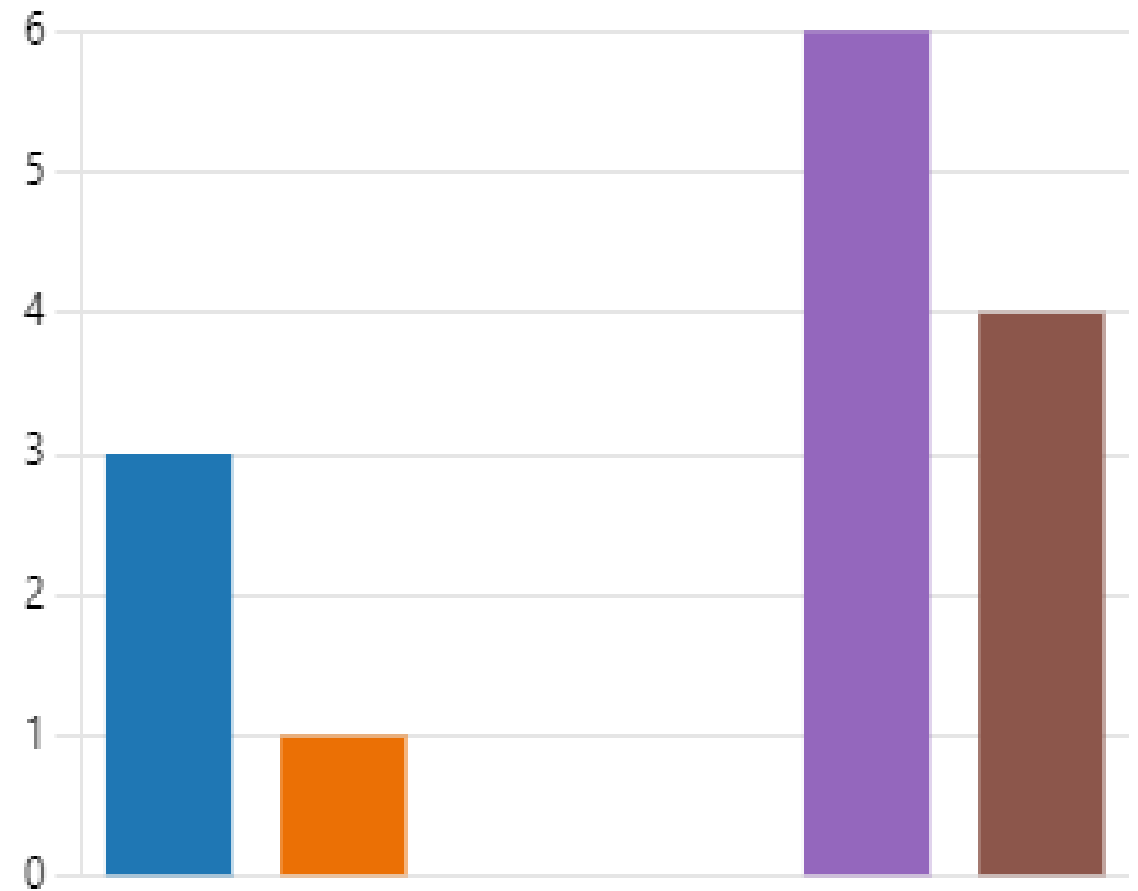
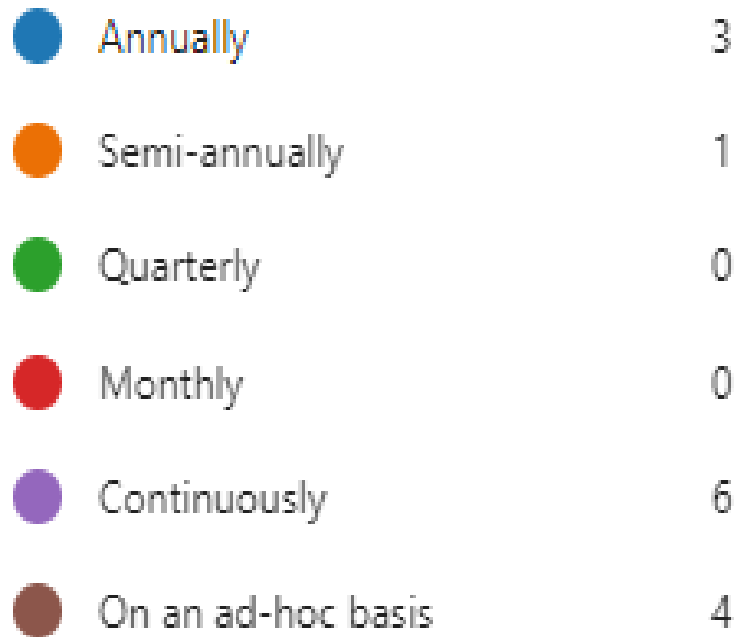
Who is primarily responsible for analysing education evidence in your country?





Your views... on frequency of analysis

How often is evidence processed and analysed to inform policy decisions in education?

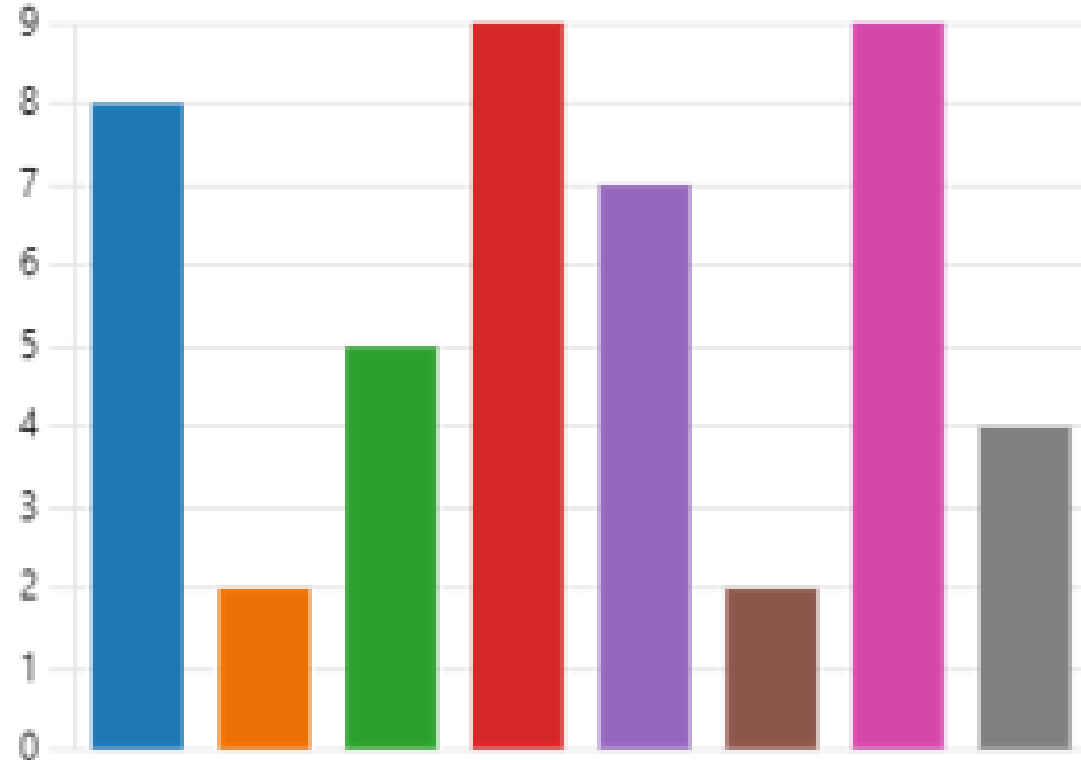




Your views... on analytical products

What types of analytical tools are regularly produced? (Select all that apply)

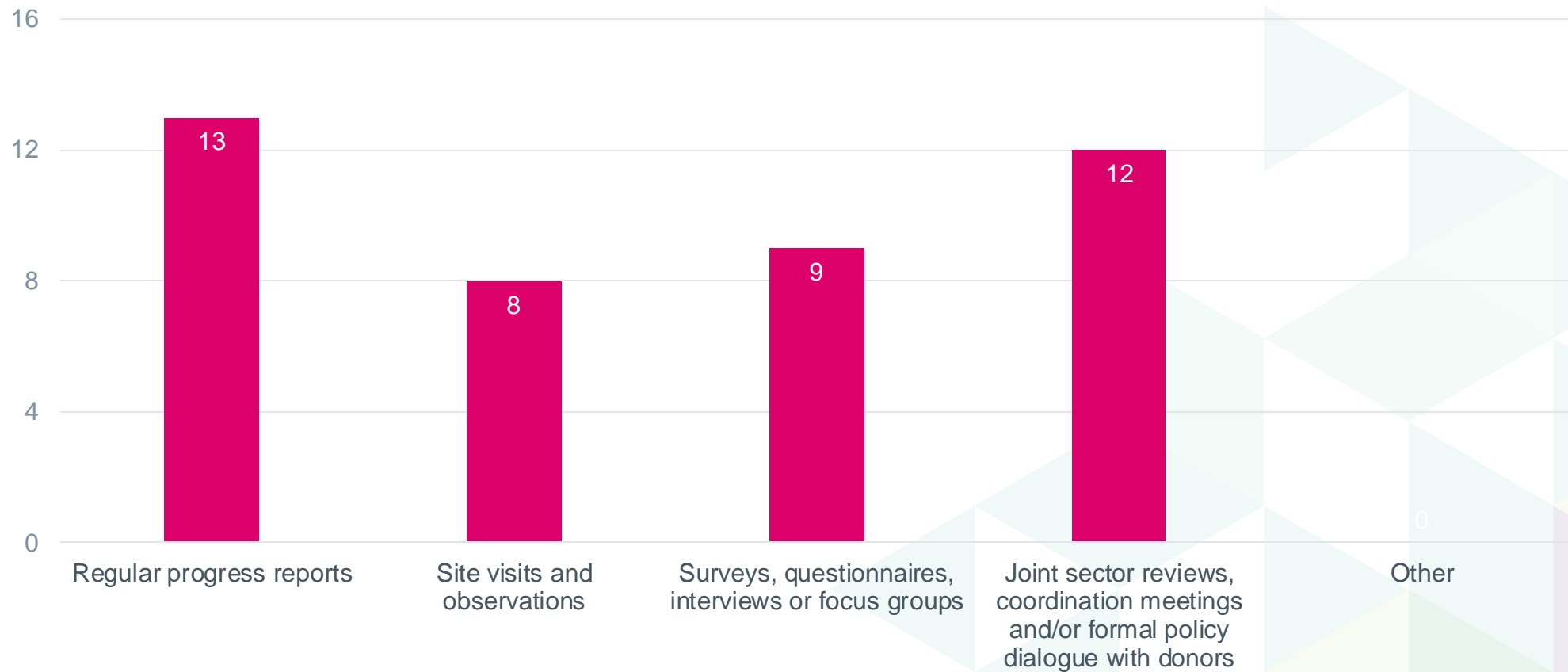
- Comprehensive reports
- Policy briefs
- Factsheets
- Data dashboards
- Infographics
- Case studies
- Evaluation reports
- Research articles





Your views... on policy monitoring

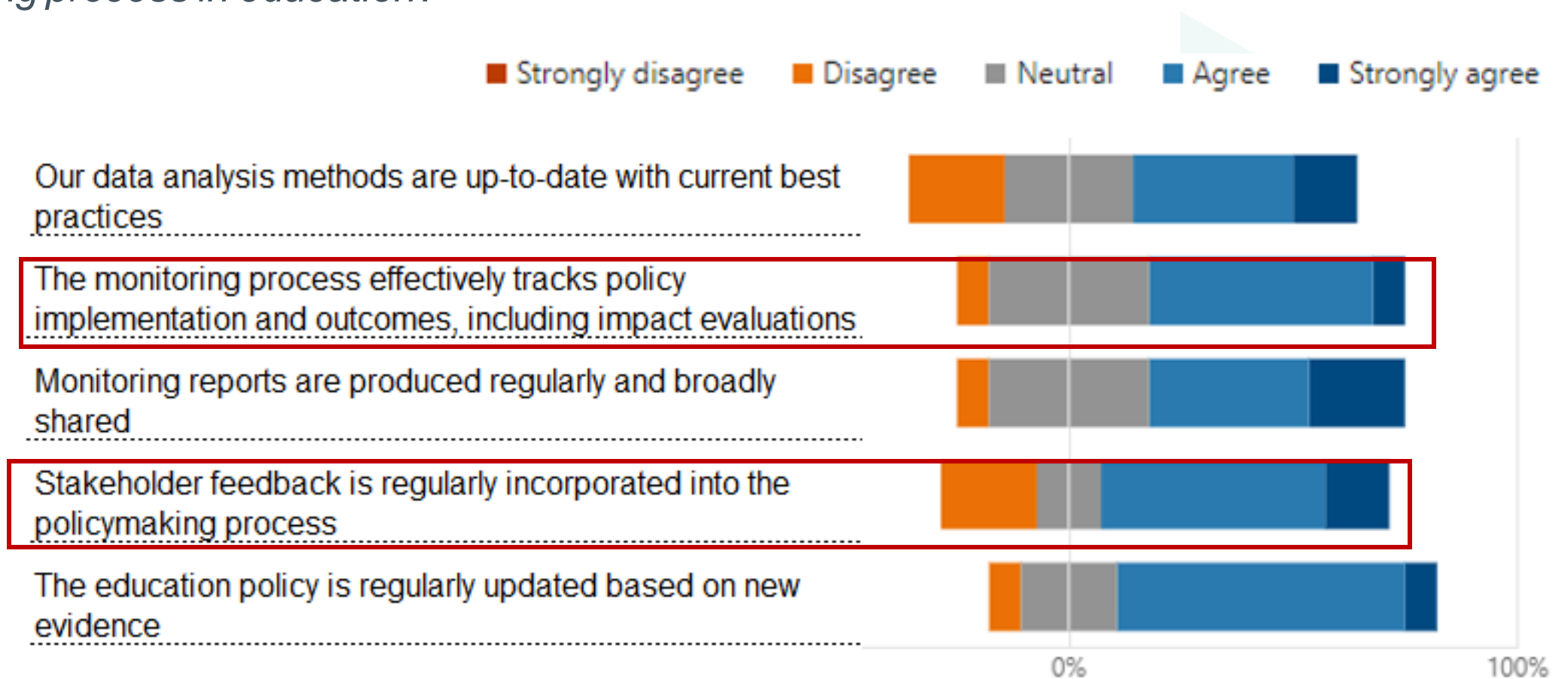
How is policy monitoring typically conducted in your country?





Your views... on the evidence-based policy-making process

To what extent do you agree with the following statements about your country's evidence-based policymaking process in education?





Plenary discussion

1. *Outputs*: What obstacles do you face with the production of different analytical products?
2. *Dissemination*: What challenges do you face with the dissemination and effective use of these analytical products?
3. *Incentivising frameworks*: To what extent do the international and EU policy frameworks provide an incentive for the best use of evidence in education policies?



Recommendations from the research

Analytical products:

- Enhance relevance and customisation
- Strengthen/prioritise institutional capacity for analysis

Dissemination:

- Improve accessibility and communication
- Facilitate exchanges between research institutions/agencies and policymakers through advisory bodies, and mechanisms, calls for evidence, evidence services within the government
- Foster partnerships and networks between education stakeholders who produce and use evidence

International and EU frameworks:

- Advocate for evidence-based policymaking in education following international and EU frameworks
- Promote coordination through participation in regional and global hubs
- Recognise and reward good practices

Session 4.2 What could be next?



Country group reflection (1h)



- ❑ *Key takeaways from this workshop:* Wrap up interesting **ideas**/practices to take back **to improve the use of evidence in education policies** (30 min).

- ❑ *Next steps and recommendations:* agreement on content and/or deadlines for feedback on the **country snapshots**, for sending inputs for **RED** (pillar 1) and **Capacity Building** (pillar 2) (30 min).

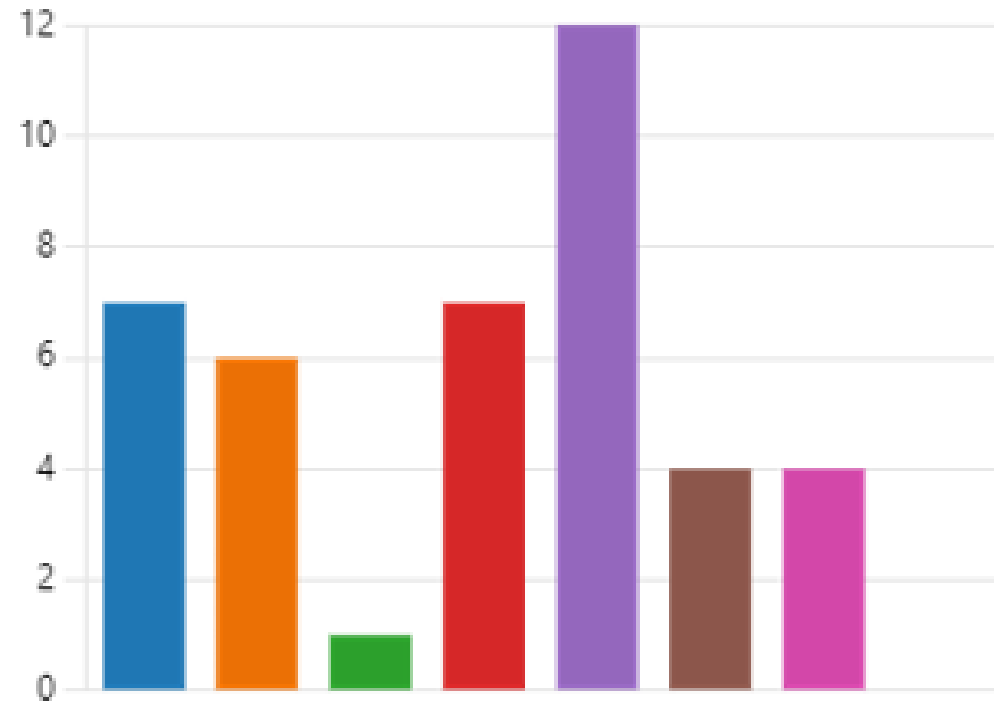
- *Please remember to identify a rapporteur for reporting back*



Your views... on incentives from international partners

What specific supports or resources provided by international, including EU partners are most beneficial for using evidence in education policies? (Please select at most 3 options)

- Technical assistance and expertise
- Training and capacity-building programs
- Access to research and data
- Networking and collaboration opportunities
- Financial support and grants
- Policy guidelines and recommendations
- Monitoring and evaluation tools
- Other





For further reference, from the research on the use of evidence in education policies

- European Education and Culture Executive Agency, Eurydice, Böhm, F., Delhaxhe, A., Riiheläinen, J. (2017). [Support mechanisms for evidence-based policy-making in education](#)
- European Commission. (2023). Better regulation toolbox [Better regulation toolbox](#)
- European Parliament. (2021). [Evidence for policy-making: Foresight-based scientific advice](#)
- OECD. (2024). [Yes Minister, Yes Evidence](#)
- OECD. (2023). [Who Really Cares about Using Education Research in Policy and Practice?](#)
- OECD. (2007). [Evidence in Education \(Linking Research and Policy\)](#)
- UNESCO. (2024). [Improving the use of evidence for education policy, planning and implementation: strategic review](#)

Other interesting references for evidence-based education policies

- Biesta, G. (2007). [*Why 'What Works' won't work: Evidence-based practice and the democratic deficit in educational research.*](#)
- Brown, C. (2016). [*Evidence-Informed Policy and Practice in Education.*](#)
- European Commission, Directorate-General for Education, Youth, Sport and Culture. (2023). [*Education and training monitor 2023 \(annual reports\).*](#)
- European Commission, European Education and Culture Executive Agency. (2023). [*Promoting diversity and inclusion in schools in Europe.*](#)
- UNESCO. (2019). [*Use of learning assessment data in education policymaking.*](#)
- UNESCO. (2023). [*Global education monitoring report, 2023: technology in education.*](#)
- World Bank. (2018). [*LEARNING to Realize Education's Promise.*](#)
- World Bank. (2023). [*Cost-effective Approaches to Improve Global Learning.*](#)

