Which indicators to guide and evaluate educational policy?

European Union funded Regional Programme Supporting Education Reforms & Skills in the Eastern Partnership region (SER)

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Robert Rakocevic, Head of the European and International Relations Mission at the DEPP
The DEPP directorate: a double position and a double function

A department of the Ministry of National Education and Youth

collaborates with other departments to assist in the development and oversight of public policies

This position ensures relevance, responsiveness to policy needs, access to management data, and connection with the information system...

Almost 200 agents, including:

- Around 30 provided by the National Institute of Statistics
- Around 20 teachers released part-time (for the pedagogical aspects of evaluations)
- Various other profiles: analysts, statisticians, HR agents, IT specialists...

A ministerial public statistical service responsible for education statistics

... is part of French and European public statistics;
... complies with the 16 principles of the European Statistics Code of Practice;
... is controlled by the Public Statistics Authority

... ensures professional independence in the design, production, and dissemination of public statistics

Work:

- Statistical data
- Indicators (national, international)
- Student assessments (primary & secondary education)
- Quantitative (and sometimes qualitative) studies
- Evaluation of educational public programmes...
Why do we make indicators?

Bring rationality to the public debate

Honor our international commitments: to compare and allow for comparison

Assist national decision-makers in steering and overseeing the educational system

Assist schools & local governments in assessing their resources and outcomes

Collaborate with researchers on the evaluation of policies and programs

*Without data, you are just another person with an opinion* – A. Schleicher (OECD)
What domains to cover by the indicators for policy-making and evaluation?

As much as possible, but without forgetting the most important ones...

<table>
<thead>
<tr>
<th>Students and apprentices</th>
<th>Staff</th>
<th>Schools</th>
<th>Territorial units</th>
</tr>
</thead>
<tbody>
<tr>
<td>School pathways, qualifications, outcomes, skills and competencies, well-being, full cost of their education...</td>
<td>Their profiles, career trajectories, remuneration, practices, access to training, their well-being...</td>
<td>Profiles of the students they enroll, their range of courses offered, their geographical location, the characteristics of staff, resources, facilities, outcomes...</td>
<td>Different typologies (rural/urban; administrative levels...)...</td>
</tr>
</tbody>
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... and striving to overcome numerous challenges!
A few reflections on some of the challenges...
Collaborate upstream on the content of admin databases…

...in order to maximize the use of existing, robust and well documented data when measuring a phenomenon…

... and to reuse it another time

A school leader receiving yet another survey questionnaire...
A good indicator = a set of indicators… even in one single domain…

Example with spending indicators (in completely fictional countries, of course !)

Source : OECD, EAG 2023

Comprehensiveness
… but an indicator can only effectively serve its purpose by reflecting the intentions behind its design and accurately measuring the intended metrics.

- Average score in mathematics within the PISA 2022 sample
- Average score in mathematics of a school practicing comprehensive standardized assessment in 2022
- The effect size of a randomized regional experiment aimed at enhancing mathematics skills in 2022
Reflect on and measure educational goals and priorities

How successful our educational systems really are?

Source: Eurostat Database
How can we accurately measure the results of schools to evaluate the specific impact of each one, knowing that they do not serve the same student profiles?

Ex. « Value-added indicators » (IVAL / IVAC) calculated by the DEPP

Value added* = Observed rate – Expected rate

*A school has a positive value added if its observed rate exceeds the "expected" values, and negative in the opposite case.

Info on IVAL/IVAC:
https://www.education.gouv.fr/les-indicateurs-de-resultats-des-colleges-et-des-lycees-377729

More methodological inputs:
https://www.insee.fr/fr/information/5008703?sommaire=5008710
It is essential to have robust indicators to analyze equity (both in terms of resources and outcomes), diversity, and segregation

- Of special interest is to have a **quantitative** variable that allows describing a group of students from a socioeconomic and cultural perspective.
- Ex. The **Social Position Index (IPS)** calculated by the DEPP allows for the assessment of students' social status based on their parents' occupations and social categories (PCS).
Deepen evidence on VET

An equitable distribution of skills among the upper secondary education tracks?

Different indicators in the *InserJeunes* information system for each VET school in France:

On the added-value of VET school on the employment rate of their graduates (methodology):
Here you will find the analysis of various indicators conducted by the DEPP

https://www.education.gouv.fr/etudes-et-statistiques-1145
Thank you for your attention!

robert.rakocevic@education.gouv.fr