

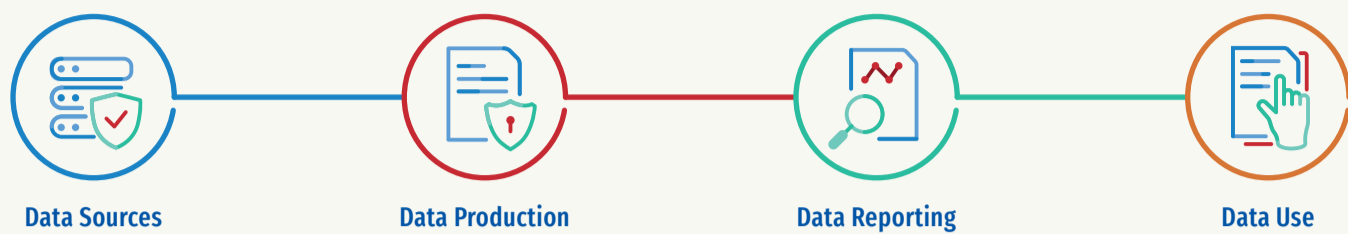
DATA FOR EDUCATION

A Guide for Policymakers to Leverage Education Data









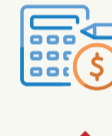









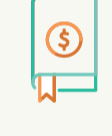

Large development targets like SDGs are tracked and met by reporting on and monitoring country-level data. The agenda 2030 called for the use of multiple sources to monitor progress in the SDG targets. This calls for sound data strategies that breaks silos.






Education Data Ecosystem



Identifying the distinct sources of data is a prerequisite for education stakeholders to leverage this data effectively

WHAT?	WHO?	WHY?
 <p>ADMINISTRATIVE RECORDS</p> <p>Schools Infrastructure Location Schools materials Type (public/private/NGO)</p> <p>Teachers Number of teachers Gender Age Qualifications Teacher attendance Teaching grade level</p> <p>Students Number of students Gender Age Schools materials Type (public/private/NGO)</p>	 Ministry of Education  Ministry of Finance	 Monitoring & Evaluation  19 SDG4 Indicators
 <p>FINANCIAL & EXPENDITURE</p> <p>Resources Sources of funding (private/public) Total Expenditure Type of Expenditure (current/capital)</p>	 Ministry of Education  Ministry of Finance	 Budget allocation  Efficiency of resources  5 SDG4 Indicator
 <p>SURVEYS & POPULATION CENSUSES</p> <p>Literacy Educational attainment Expenditure and consumption patterns</p> <p>Household and individual level socioeconomic indicators Labor market indicators</p>	 National Statistics Office	 Context / Socioeconomic factors  Data on those outside the formal education system  13 SDG4 Indicators
 <p>LEARNING ASSESSMENTS</p> <p>National school-based assessments Test scores Student socioeconomic</p> <p>Characteristics Teacher / parent surveys International assessments</p>	 Ministry of Education International Agencies	 Insights on quality and equity of education  10 SDG4 Indicators

Relevant, comparable, and accessible data are necessary inputs for education data to be used effectively for evidence-based policymaking

IS THE DATA...		
RELEVANT	COMPARABLE	ACCESSIBLE
 <p>Does the data source include the required information?</p>	<p>...over time?</p>	<p>...to all users/open access?</p>
 <p>Is the data available for the groups of interest (i.e., school, student, teacher, private and/or public schools etc.)?</p>	<p>...across countries / provinces?</p>	<p>... in a user-friendly format?</p>
 <p>When was the data published (latest year available)?</p>		<p>...in a timely manner?</p>
<p>Is it interoperable with other data sources via a common identifier?</p>		

Bottlenecks and Solutions

