Data reporting for policy recommendations

Scenario

The following task is meant to shift your mindset towards reviewing reported data and the information you can acquire from it (or not acquire from it). Please use the next 1.5 hours to familiarize yourself with the datasets in spreadsheet format and following the guiding questions to analyse the reported data with regards to available and not available information for SDG 4.

There will be additional time tomorrow morning.

Scenario

The newly established Ministry of Education in a recently founded country collected data on education as part of its first national census as well as from its education management system and made the data available for public access. The presented data is all the data which can currently be produced by the country. The data has been prepared in several spreadsheets, separated for students' completions, enrollments, literacies, and teacher data. As you will notice, the produced data has limitations due to its format and contents.

Note: The data are fictitious for exercise purposes only.

Guiding Questions – Part I (45 min)

1. What discrepancies, inconsistencies, and/or missing information you can identify in the data and possible reasons behind these inconsistencies or discrepancies?

2. Which type of disaggregation is possible and which would be desirable to have considered?

3. Which SDG 4 indicators can be calculated from the individual spreadsheets?
The basic education structure is: 12 years (6 years primary, 3 years lower secondary, 3 years upper secondary, and the addition of 1 year pre-primary)

4. Within the scope of already collected data, what additional information could have been <u>reported</u>?

Guiding Questions – Part II (45 min)

5. **Table 3 reports the numbers of enrolments across the country by population ages. SDG 4 encompasses the indicator 4.1.5. on overage children. Although it is not possible to calculate the overage population <u>by grade</u> as required by this indicator, it is notable that there are large numbers of learners being overage (as well as underage) for their intended education level.**
   - ➢ Q1: Without calculating the respective overage/underage populations, what reasons do you assume are behind these numbers?
   - ➢ Q2: What actions would you recommend to investigate the problematic situation?
   - ➢ Q3: With your own experiences in mind, what policy recommendations would you propose to mitigate the overage populations subsequently?

6. **Table 5.1 provides the numbers of trained teachers by districts. Calculate the Pupil-Trained-Teacher-Ratio (4.2.c) for <u>lower secondary education</u>. Seeing the results, what policy recommendation would you propose?**

7. **Table 6 provides an insight into education expenditures for the "per-pupil expenditures" and the "proportion by type" and level. Studying the results, what are noticeable issues for each of the expenditure information, and what policy recommendations would you make?**
   - ➢ Hint: Focus on over- vs. underspending by level