

KIX EAP LEARNING CYCLE ON DIAGNOSTIC TOOLS FOR IMPROVING EDUCATION POLICY PLANNING

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 APPLY NOW

FOR INTERESTED

- educational planners and managers, policy-makers and analysts in education,
- working for government, university, research institution, or civil society organization,
- based in one of the [KIX EAP countries](#) and with access to internet

STARTING ON 20 SEPTEMBER 2022

The Knowledge and Innovation Exchange (KIX) Europe, Asia and Pacific (EAP) Learning Cycle on ‘Diagnostic tools for improving education policy planning’ is a professional development opportunity proposed by the UNESCO International Institute for Educational Planning (IIEP) in the framework of the KIX EAP programme hosted by NORRAG. This professional development course is proposed to Ministry of Education planners and managers, researchers and civil society representatives of the 21 KIX-EAP countries taking part in the KIX EAP Hub region.

This Learning Cycle focuses on identifying **system bottlenecks for improved education policy planning**, with a special focus on the use of **diagnostic tools for system performance analysis**. The learning objectives pursued are:

- To learn about and understand the added value of diagnostic tools;
- To examine and contrast different diagnostic tools available, their similarities and differences, and the agendas they might implicitly carry;
- To apply basic identification techniques to navigate the IIEP diagnostic tools: Education Policy Trees and Education Policy Toolbox;
- To lead an analysis on level completion, focusing on determinants of access and drop-out/ push-out

- To combine different sources of information, analyse the results, and identify key policy options for national dialogue;
- To engage in discussion within country and with other countries about the identification of system bottlenecks and exchange on policy options;
- To produce policy-relevant case studies that are published online, in English, to be disseminated widely by the KIX EAP hub.

Specifically, this course will enable participants to lead a guided analysis of key bottlenecks in their education system, and identify cause-and-effect relationships that might be transformed by the implementation of targeted policies and programmes. Using the IIEP diagnostic tool, the education policy trees and the toolbox, participants will be able to identify promising policy options for addressing issues identified in the diagnostic phase.

To draw the full benefits of this course, participating country teams should ideally have direct access to the EMIS database, learning assessment data, as well as data on human resources, enrolment, student characteristics, etc.

A Certificate of participation will be issued by IIEP, upon successful completion of the **knowledge report**.

FORMAT

The online course will start on 27 September 2022 and end at the beginning of November. This course will be offered in English. The KIX EAP Hub can provide interpretation into Russian and Arabic, if needed. Please email your requests to norrag.kix@graduateinstitute.ch

The participants will meet twice a week. Five 90-minute sessions on Tuesdays will combine theory with practical exercises so that the participants can directly put in practice the elements presented by the instructors. Some sessions will be more theory-heavy, others more practice-oriented.

On Fridays, participants will meet for 90-minute sessions with an open format to facilitate peer-exchange and peer-learning. Participants are expected to share their weekly outputs, exchange ideas, questions, suggestions, and share national experiences and resources. These sessions will support not only capacity development but also knowledge production. The total expected time commitment from the participants will thus be around 5-6 hours per week.

In the preparation of their knowledge report, teams will receive the support of trainers to produce relevant analyses, tables and charts, which will feed into the knowledge report. These coaching sessions are expected to provide participants with more tailored support, and are scheduled ad hoc, at mutually agreed times.

The course draws on free, open-access literature and resources such as the IIEP Education Policy Toolbox <https://policytoolbox.iiep.unesco.org/>.



INSTRUCTORS

The course will be taught by instructors with extensive experience in applied policy research.



Amélie A. Gagnon is a Demographer, leading the IIEP Development Unit, and designing innovative tools, guidelines and methodologies to improve the efficiency of educational planning and management in Member States. Amélie has almost 20 years of experience in education statistics, EMIS, household survey and census data management, and has also worked at the UNESCO Institute for Statistics Canada.



Carolina Alban Conto is a Development Economist, leading the Research and Development programme of IIEP's Africa office, which is responsible for generating applied knowledge and tools for improved education policymaking in the continent's member States. Carolina has 15+ years of experience directing and conducting research in education and the social sector, promoting evidence-based decision-making, and building strategies for policy innovation. She has worked in universities, governments, UNESCO, UNICEF, World Bank, and OECD.

ELIGIBILITY

- Applicants must be from one of the [21 GPE KIX EAP countries](#)
- Have at least three years of prior educational planning, policy analysis, research, or management experience in education
- Must have access to Internet and reliable computer
- Can commit to weekly meetings, group work, and a strong motivation to collaboratively produce a data-based policy analysis
- Priority will be given to applicants who are already constituted in teams of 3-5 persons (ideally gender balanced), and have access to EMIS data.

The KIX EAP hub, hosted at NORRAG in Geneva, will collect all applications and review them with the national KIX coordinators or national KIX Steering Committees for nomination. Ideally, each team consists of 3-5 participants, including representatives from government (ideally EMIS or Planning Unit at the Ministry of Education), research institution (university, civil society, or applied research) and civil society, associations, private foundations, or international organizations.

COURSE SCHEDULE

Participants and instructors will meet twice per week: on Tuesdays for lectures and hands-on workshops (90-minute sessions) and on Fridays for exchanging experiences and progress on the knowledge reports.

20 September	Logging on the online training platform (self-paced)
27 and 30 September	Week 1: Diagnostic tools in the education sector
4 and 7 October	Week 2: Data architectures, EMIS requirements, data need assessments
11 and 14 October	Week 3: Examining key determinants of educational completion
18 and 21 October	Week 4: Bottlenecks, root causes, and policy options
Week of 24 October	BREAK
4 November	Week 5: Teams present their work based on their use of the IIEP Education Policy Toolbox
11 November	Deadline to submit Knowledge report and respond to the course survey

COURSE FEES

There are no course fees. The course is funded by a Knowledge and Innovation Exchange (KIX) grant from the Global Partnership for Education (GPE). The GPE KIX Initiative is administered by the International Development Research Centre (IDRC) in Ottawa (Canada) and NORRAG, based in Geneva (Switzerland), serves as the hub for the Europe – Asia – Pacific region.

KNOWLEDGE REPORT

[SUBMITTED BY PARTICIPATING COUNTRY TEAMS]

A Knowledge Report is expected to be prepared progressively by the participating teams throughout the course and culminate into a 10-page (approx.) document in English.

One of the course's objectives is that every participating team is able to use education statistics, data, and other types of evidence to generate an analysis that identifies policy options to discuss with stakeholders.

The knowledge report serves a dual purpose:

1. It allows participants to demonstrate their learning of the course content through the application of skills gained to conduct the relevant analysis on the policy context of their own country.
2. It allows participants to contribute with relevant analysis aimed at influencing education policy and practice changes in the country.

The knowledge reports should be written for the consumption of an external audience (non-Learning Cycle participants) to help national, regional, and international policy stakeholders understand the policy context of the country.

The knowledge reports are relatively short and are expected to:

- Describe the availability and quality of education data in the participants' country;
- Combine evidence from different sources to analyse and sustain a robust description of the different bottlenecks identified in the education system, using the IIEP Education Policy Toolbox;
- Identify a priority intervention area and possible policy options to address root causes of diagnosed items.
- Provide an opportunity for analysing local challenges and identify potential policy solutions to address them.

A detailed suggested outline for the Knowledge Report is provided in the Appendix.

APPLICATION

All applications should be submitted through this [Application Form](#).

Please ensure to check the knowledge report requirements before submitting the application.

Team applications of 3-5 participants are recommended, noting that all team members will have to submit individual applications.

Deadline to submit your application is 22 August 2022. For more questions, please reach out to the KIX EAP hub at norrag.kix@graduateinstitute.ch or to the National KIX Coordinator in your country.

MONITORING, EVALUATION AND LEARNING

Participants will be invited to fill in surveys and quizzes to help the training team and organizers to identify impacts, strengths, and improvement points for future online activities.

APPENDIX. KNOWLEDGE REPORT SUGGESTED OUTLINE

INTRODUCTION

Based on the documentation produced when applying to the course and Week 1 discussions, the team can use this introduction to recall the interest of the participants to register to this learning cycle on diagnostic tools, and how the topic can be of interest to the country.

Participants can recall the existence of diagnostic reports produced in their country prior to the Learning Cycle, and explain the context in which they were produced and how they were subsequently used.

The introduction can conclude on the fact that the Learning Cycle focuses mainly on issues related to completion, and to this purpose the team will either focus on population at large, or focus on a specific marginalized sub-group (e.g. girls, ethnic groups, etc.). The team should also be very specific on which administrative area (e.g. national, sub-national, district) the analysis will focus on, and on which educational level (or specific programme).

Section 1. Introduction (1.5 page approx.)

Based on group work and Week 2 discussions, this section will focus on explaining in a succinct manner (this Learning Cycle is not focused on using a data quality assessment framework) which national entity oversees the production of which education data and statistics, through which medium and at what frequency.

This section could be a brief text, with a table or a chart that would tell, for example, that regular education data on enrolment by age, sex, and grade, is produced by the EMIS team at the Ministry of education, through the national school census, led every year right after the start of the school calendar, etc.

Section 2. (part A) Examining level completion (2 pages approx.)

Based on group work and Week 3 discussions, this section will detail how the team identified and examined indicators related to levels 1 and 2 of the IIEP Education Policy Trees, and document their choices in selecting the pathways through the decision trees.

Section 2. (part B) Examining level completion (2 pages approx.)

Based on continuous group work and Week 4 discussions, this section will detail progression through the different constraints of the education system, and identify the potential root causes.

Section 3. Potential policy options (2 pages approx.)

The report will conclude with a section of potential policy options that have been documented as promising to address the constraints identified by the analysis.

The team can conclude on how issues might be prioritised, and which policy options have a potential for making changes in the national education policy context.

