

# SUMMARY DOCUMENT: KNOWLEDGE AND INNOVATION EXCHANGE (KIX) WORK ON DATA



# INTRODUCTION

The GPE Knowledge and Innovation Exchange (KIX) is a joint endeavor between the Global Partnership for Education (GPE) and the International Development Research Centre (IDRC) that connects expertise, innovation, and knowledge to help partner countries build stronger, transformational education systems.

KIX is comprised of two main components. **The KIX learning exchange** is comprised of four regional hubs that surface shared policy challenges, and support knowledge mobilization and exchange between partner countries on responses to those challenges through varied format events including workshops, presentations, podcasts, and capacity building activities. **The KIX funding mechanism** provides multi-country grants that invest in knowledge generation and innovation, and scale proven approaches, in a range of thematic areas.

This document provides a summary of learning exchange activities and investments in grants – i.e., both KIX components – in the thematic area of **Data Systems/Use/Availability**.

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# KIX LEARNING EXCHANGE

## KIX AFRICA 19 REGIONAL HUB

[HTTPS://WWW.GPEKIX.ORG/REGIONAL-HUB/KIX-AFRICA-19](https://www.gpekix.org/regional-hub/kix-afrika-19)

## VIRTUAL ROUND TABLES

### Takeaways and Policy Proposals from KIX Africa 19 Learning Cycles

Virtual round table – October 14, 2021

The objective of this round table was to bring together Ministry of Education focal points and country representatives to review, synthesize, and make plans to act on the national policy recommendations that arose during the capacity strengthening and knowledge exchange in the four communities of practice learning cycles and workshops held between May and October 2021. The following topics were discussed: (i) Educational Management Information Systems; (ii) Early Childhood Education; (iii) Inclusive Education; and (iv) Teaching and Learning. Full recording of the event is available.

### High-Level Dialogue on Strengthening National Educational Management Information Systems

Virtual round table – September 16, 2021

The KIX Africa 19 Hub and the Pan-African Institute of Education for Development at the African Union hosted this virtual dialogue that explored the role that Regional Economic Communities (RECs) could play in addressing the implementation of educational management information systems (EMIS) across Africa amidst the COVID-19 pandemic and other contextual challenges. This event was aligned with the Hub's "KIX Data Challenge Strategy" of creating a coalition of education stakeholders, at regional level, to facilitate and support the strengthening of national EMIS capacities.

## VIRTUAL WORKSHOPS

### Learning Series on Scaling Impact in Education through Institutionalization and Innovative Partnerships, A Case Study from Côte d'Ivoire – Session 3: Data and Continuous Learning for Scaling through Institutionalization

Virtual workshop, Session 3/3 – June 15, 2022

The KIX Africa 19 and 21 Hubs organized a three-session workshop (June 1, 8, and 15, 2022), featuring the Brookings Institution and the Jacobs Foundation, on scaling impact in education through institutionalizing and sustaining initiatives within existing education systems. The workshop profiled a case study from Côte d'Ivoire to explore the topic through a concrete example and to offer transferable lessons applicable to other countries and contexts. The third day/session of this event focused on the use of timely data to support scaling processes.

## Confronting the Data Challenge: Strengthening Our Systems for Innovative Data Usage and Management

Virtual three-session CoP workshop – May 11, 18, 25, 2021

The objective of this KIX Africa 19 Hub community of practice (CoP) workshop –organized by the African Union (AU), in collaboration with UNESCO-IICBA– was to strengthen national education systems for innovative data usage and management. The CoP sessions included interactive capacity strengthening by technical experts and brought together thirty Ministry of Education officers and other representatives from fifteen countries to confront their challenges in gathering, managing, storing, and using education data. Derived from this CoP workshop, a report was developed and published.

## NATIONAL DIALOGUES

### KIX Malawi National Dialogue

KIX National Dialogue – May 19, 2022

This dialogue –organized by the Malawi Ministry of Education (MoE), the Malawi National Commission for UNESCO, and the KIX Africa 19 hub– focused on the role of evidence-based policymaking and action towards accelerating access to equitable and quality education in Malawi. One of the main topics discussed was EMIS, with key presentations on the subject by Lukman Jaji, education policy officer representing the African Union, and James Nakufu, Deputy Director at the MoE for EMIS. More than sixty stakeholders involved in education in Malawi attended the event.

### KIX Ethiopia National Dialogue

KIX National Dialogue – January 29, 2022

This dialogue brought together more than 25 participants from different directories of the Ministry of Education (MoE), the National Commission for UNESCO, the Ethiopia Teachers Association, and the UNESCO International Institute for Capacity Building for Africa (IICBA). The participants spent the day deliberating over evidence and identifying priorities and promising practices in four themes selected by the MoE: (i) education management information systems (EMIS); (ii) education planning; (iii) school improvement programs; and (iv) early childhood education. Ato Sebsibie Lema, EMIS Director at the MoE, shared progress as well as challenges related to education management information systems in Ethiopia.

### KIX Kenya National Dialogue

KIX National Dialogue – September 22, 2021

This dialogue –organized by the Kenya Ministry of Education (MoE), the Kenya National Commission for UNESCO, and the KIX Africa 19 hub– focused on fostering a shared understanding on the role and functioning of the regional KIX Africa 19 Hub towards strengthening national education systems and accelerating educational progress. Participants discussed translating policy into practice and examined the role of the hub in strengthening capacity within the thematic context of three themes selected by the MoE: (i) education management information systems (EMIS); (ii) early childhood education; and (iii) teaching and learning. Hezron Momanyi, Director of the Central Planning Unit at the MoE, shared progress as well as challenges related to education management information systems in Kenya. More than thirty stakeholders involved in education in Kenya participated in the event.

# DIGITAL TOOLS

## KIX Africa 19 Hub Digital Repository

KIX Africa 19 Hub Digital Repository. The repository is a tool to facilitate the exchange of knowledge and resources in education in the hub's 19 member countries including stakeholders and the general public. It contains evidence-based resources on education innovations from the countries that are covered by the Africa 19 hub across East, West, and southern Africa. One of the main thematic sections in the repository is 'Data Management

## KIX AFRICA 21 REGIONAL HUB:

[HTTPS://WWW.GPEKIX.ORG/REGIONAL-HUB/KIX-AFRICA-21](https://www.gpekix.org/regional-hub/kix-africa-21)

# VIRTUAL WORKSHOPS

## Learning Series on Scaling Impact in Education through Institutionalization and Innovative Partnerships, A Case Study from Côte d'Ivoire – Session 3: Data and Continuous Learning for Scaling through Institutionalization

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## KIX EUROPE, ASIA AND PACIFIC HUB:

[HTTPS://WWW.NORRAG.ORG/KIX-EAP/](https://www.norrag.org/kix-eap/)

# WEBINARS

## 13<sup>th</sup> KIX EAP Webinar: Data that speaks, school reforms that follow

Webinar – May 31, 2022

This event illustrated how data has been used in some of the countries of the EAP region to understand (i) what the root causes are for poor student performance and (ii) what we can learn from those schools that are doing exceptionally well despite being resource poor. More than 190 participants from 45 countries attended the event. Work from two KIX global grants – MICS-EAGLE and Data Must Speak – was presented.

## **9<sup>th</sup> KIX EAP Webinar: Using ‘Evidence’ in Educational Planning and Management**

Webinar – May 27, 2021

This webinar was organized in collaboration with UNESCO International Institute for Educational Planning (UNESCO IIEP) and was attended by more than 200 experts from over 60 countries. The event featured three presentations followed by open discussions on how to best use evidence and data for planning and management in education. Some of the topics discussed included ‘how to assess data before using it’, ‘issues of data sharing’, and ‘tools to gather data and evidence to inform decision-making’.

## **4<sup>th</sup> KIX EAP Webinar: Using data to improve learning – Engaging with policy and reform**

Webinar – October 29, 2020

This webinar was organized in collaboration with the Australian Council for Educational Research (ACER) and was attended by 128 participants from 38 countries. The event featured four presentations followed by open discussions on how to use of data to define, measure, understand and improve learning outcomes. Part of the open discussion revolved around the topic of ‘the low investment on teachers’ use of learning data’.

## **1<sup>st</sup> KIX EAP Webinar: Implementing Monitoring, Evaluation & Learning (MEL) during COVID-19 – Thoughts, Ideas & Reflections**

Webinar – July 22, 2020

This webinar –organized by NORRAG and facilitated by FHI 360, a strategic partner of the KIX EAP hub– brought together 103 participants from more than 35 countries to discuss Monitoring, Evaluation and Learning (MEL) practices during COVID-19 pandemic. The event revolved around three main topics: (i) Guiding Questions for Adapting MEL Plans; (ii) Technology Options for Data Collection; and (iii) Best Practices for Remote Data Collection.

# **VIRTUAL CONFERENCES**

## **Global Public Goods and the KIX Initiative: Opportunities and Challenges of Knowledge Production and Uptake at the National Level**

Virtual panel – September 16, 2021

This virtual panel –held within the context of the **2021 Conference of The Education and Development Forum (UKFIET)**– featured members from the KIX EAP hub (the KIX EAP hub Director and three National KIX representatives) together with colleagues from GPE and IDRC. The panelists engaged in a reflection and lively discussion on the promise and realities of knowledge production, uptake, and dissemination in GPE partner countries of the EAP region. A significant part of the panel revolved around discussing potential reasons for a limited use of global data and databases at the country level.

# **VIRTUAL WORKSHOPS**

## **Using Education Data for Policy and Practice**

Virtual workshop – March 23, 24, 2022

This virtual workshop provided an opportunity to learn more about the structures of data systems in KIX EAP countries and on how EMIS can be strengthened taking data and equity issues into consideration. Participants explored existing global and local education databases and learned how to use data to identify gaps and inequalities in their education systems. Participants

were introduced to a range of global online data platforms and types of data, and learned how data can be disaggregated, exported, and displayed for different audiences. James Shoobridge –Senior Education and Information Systems Adviser– led this event. 51 people –including education officers from all ministry levels, academics, and policy experts– from 14 KIX EAP countries participated in the workshop. Derived from this event, a [report](#) was developed and published.

## VIRTUAL COURSES

### [Second KIX EAP Learning Cycle: Equitable Access to Education with Geospatial Data](#)

Virtual course – June 15 to July 16, 2021

This learning cycle was a professional development opportunity aimed at enabling participants to challenge the different aspects of equitable access to education by harnessing the power of geospatial data in their daily work. 51 country representatives from 10 KIX EAP countries participated, and it was facilitated by IIEP-UNESCO. Case studies of [Cambodia](#), [Kyrgyz Republic](#), and [Maldives](#) were developed and published. Preliminary case studies of [Bangladesh](#), [Bhutan](#), [Moldova](#), [Papua New Guinea](#), and [Sudan](#) have been shared too. Moreover, derived from this event a [synthesis note](#) was published too.

## MISC.

### [KIX Grantee in Focus: Data Must Speak Positive Deviance Research](#)

Short video – February 2022

The KIX EAP hub produced a video to succinctly present the work of the KIX global grant '[Data Must Speak](#)' (DMS) in Lao PDR (part of the KIX EAP hub). In the video, Renaud Comba (UNICEF Innocenti) briefly describes DMS research and brings in Nhat Linh Nguyen (UNICEF, Lao PDR) and Panya Chanthavong (Ministry of Education and Sports, Lao PDR), to –respectively– explain the methodology and relevance of the project for Lao PDR.

## KIX LATIN AMERICA AND CARIBBEAN HUB:

[HTTPS://WWW.SUMMAEDU.ORG/EN/KIXLAC/](https://www.summaedu.org/en/kixlac/)

## WEBINARS

### [Effective Teaching Practices in Teacher Training Curricula](#)

Webinar – March 24, 2022

The objective of this webinar –held within the framework of the teacher training reform project at the University of the West Indies– was to initiate a discussion on reforming teacher education in the Eastern Caribbean by promoting the introduction of effective pedagogical practices that enhance student learning and impact student performance in terms of feedback, collaborative learning, and metacognition. Among other topics, Amy Faux –International Project Manager, EEF– presented the work EEF has been doing in relation to research, data collection and effective tools for teacher training.

## [Use of Evidence in Times of \[Post\] COVID: Educational Tools and Experiences](#)

Webinar – August 3, 2021

During this webinar, education specialists presented platforms developed and actions implemented in educational systems in countries of Latin American and Caribbean, derived from their experiences addressing the COVID-19 pandemic. A significant part of the discussion revolved around the idea that it is not enough to have data and evidence, since additional work is needed to 'translate' said data and evidence into recommendations or formats –adapted to the local context– that are useful for decision-makers.

## [Launch of GEM Report 2020 in the Caribbean](#)

Webinar – January 28, 2021

This high-level launch of the [GEM Report 2020](#) in the Caribbean –organized jointly by SUMMA, the KIX LAC Hub, GEM Report, OREALC/UNESCO Santiago, and the UNESCO Cluster Office for the Caribbean– was an opportunity to present the key findings and recommendations of the report for the English and Dutch speaking Caribbean countries. The objective of the event was to engage Caribbean countries in informed policy dialogue using data on inclusion in education in the region derived from this report. A significant part of the dialogue revolved around the idea that as Caribbean countries build back their educational systems from the COVID-19 pandemic, they need to know where to invest their limited resources and, thus, they require better data on inclusion in education. The recommendation given to the governments of the region was to prioritize data collection/systematization/use for better decision-making.

# VIRTUAL CONFERENCES AND SYMPOSIUMS

## [2nd KIX LAC Colloquium: Educating in Times of Crisis and Emergency](#)

Virtual symposium – June 22, 2022

The objective of this event was to create a space for reflection and gathering around the various ways in which countries of Central America and the Caribbean have responded to educational challenges in times of crisis and emergency at different points in history. The event included the presentation “INEE and the Learning Agenda: Networking and Research Support” where Sonja Anderson –INEE Data and Evidence Coordinator– and Nathalie Bienfait –INEE FLC Communication Assistant– talked about the work being carried out by the ‘INEE Reference Group on Education in Emergencies Data’ (global data reporting, data sharing/analysis/use, data standards, among other topics).

## [2nd KIX LAC International Conference: Post-pandemic education – How has teaching been affected? Responses and innovations to ensure comprehensive learning in Latin America and the Caribbean](#)

Virtual conference – May 31 and June 1, 2022

This event brought together high-level professionals and academic experts to discuss strategies, research, and innovations to address the challenges of comprehensive learning recovery from a global, regional, and national perspective. Specifically, the conference presented the progress and results of different KIX supported projects being implemented in LAC, including (but not limited to): [Using data for improving education equity and inclusion \(MICS-EAGLE\)](#) in Guyana and Honduras.

## [Innovative regional data and information initiatives in the OECS](#)

Virtual Conference, Session 3, Day 3 – April 14, 2022

This virtual panel –held within the context of the [OECS Human Data for Development Conference](#)– featured, among other panelists, Javier Gonzalez (Director, SUMMA). He discussed the projects that SUMMA is developing related to the collection, dissemination, and use of data for policy development. Some of these projects are being implemented under the KIX LAC Hub umbrella, such as the regional survey ‘[The Teacher’s Voice](#)’ that was carried out among more than 200 thousand teachers

from 21 countries in the region, or the '[Edu Data initiative](#)', a platform of educational, social, and economic indicators of the KIX LAC countries.

## PODCAST EPISODES

### [“KIX LAC Conversations”: A conversation with Rossny Peña](#)

Video podcast episode – July 2022

This episode, hosted by Maciel Morales Aceitón (Researcher, KIX LAC), featured Rossny Antonio Peña Almanza (Head of the Department of Educational Research, Ministry of Education of Nicaragua). The topic discussed was “The development of educational research in Nicaragua”. The objective of the conversation was to talk about the Network of Educational Researchers of Nicaragua (RIENIC; focused on strengthening and developing a research culture in the country’s educational community), to invite new generations to get involved in research topics, and to discuss the importance of using data and evidence for decision making.

### [“KIX LAC Conversations”: A conversation with Neva Pemberton and Claudia Louis](#)

Video podcast episode – February 12, 2021

This episode, hosted by Ivana Zacarias (Researcher, KIX LAC), featured Neva Pemberton (Technical Specialist, Education Development Management Unit, OECS Commission) and Claudia Louis (Chief of the Planning Unit, the Ministry of Education of Saint Lucia). The topic discussed was “COVID-19 and equity in education”. The objective of the conversation was to discuss challenges, strategic responses, and opportunities to build back better in Eastern Caribbean countries. One of the main challenges identified during the conversation was that there isn’t enough data to make evidence-based decisions to strengthen equity in education in these countries. Thus, it was recommended to prioritize efforts related to data collection and availability.

## PUBLICATIONS

### [Teaching under construction: Challenges in teacher professional development in Central America and the Caribbean](#)

Policy brief – August 2021

In this policy brief, the author addresses the challenges of teacher professional development (TPD) in Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, Saint Lucia, and Saint Vincent and the Grenadines (such as the low requirements to become a teacher, the need of further training and shortage of teachers in certain areas, unequal distribution of trained teachers, limited opportunities for in-service development, among others), and proposes policy recommendations to surpass them. The recommendations include a section on ‘Developing EMIS to collect and systematize data about the teacher education system’. Author: Ivana Zacarias.

### [Expanding the right to education in Central America and the Caribbean](#)

Synthesis report – 2021

This document summarizes the results of the first stage of a study on the main educational challenges in Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, St. Lucia, and St. Vincent & the Grenadines. A qualitative inductive-based methodology was used, through which 51 institutional documents and databases were analyzed, and 16 interviews were conducted with representatives from the 8 countries. The report includes a section on ‘Institutional and Technical Capacity Building’ where the authors establish that data collection and systematization is one of the main challenges faced by many of these countries. Authors: Javier González, Raúl Chacón, Ivana Zacarias, Manuel Sepúlveda, Carlene Radix, Sonia Rees,

## **Country reviews – KIX LAC**

### **Reports – 2021-2022**

These documents try to identify the main challenges and opportunities in the education system of the reviewed country. So far, country reviews for Dominica, Haiti, Honduras, Grenada, Guyana, Nicaragua, Saint Lucia, and Saint Vincent and the Grenadines have been developed and published. The Honduras and Nicaragua reviews include sections on ‘data systems’ and ‘data use’.

## **MISC.**

### **Online regional survey: The Teacher’s Voice for Latin America and the Caribbean.**

Data collection, systematization, analysis, and dissemination exercise to inform policymaking in the LAC region. During 2021, more than 200,000 teachers of the LAC region responded to this survey. It allowed to identify challenges, gather lessons, and propose strategies for educational improvement in times of COVID. This exercise provided updated and comparable information to support decision-making, generated regional collaboration, and promoted the exchange of experiences and lessons learned among countries. It also offered valuable information on teachers’ strategies to maintain the link with their students and management teams during the pandemic; on the way in which distance school work is organized; on the types of pedagogical activities and the availability of digital resources available to teachers; on curricular prioritization practices and availability of support materials for students and teachers; on their socio-emotional well-being; and on the main challenges and needs of teachers in the region. A policy report on Teacher Professional Development and COVID Responses in Education will be presented with the results of the survey in the coming months as part of a significant knowledge mobilization effort on post-COVID learning responses and recovery in LAC.

### **EduData (platform under development)**

EduData is a platform containing educational, social, and economic indicators of the KIX LAC countries, which aims to make visible the educational gaps in these countries, highlight their progress, and provide policy and practical alternatives that respond to the challenges previously identified in each country. Its main objective is to provide an interactive web platform for LAC countries that makes indicators of interest to the education sector visible and makes educational resources available to contribute to evidence-based decision-making. At its launch it is expected to contain 20 years of longitudinal data and will present five dimensions of indicators for the ten countries associated with the KIX LAC Hub: (i) Socioeconomic Development; (ii) Science and Technology; (iii) Education; (iv) Demographics; and (v) Covid-19 and Education. The platform is on its final stage of development and will be officially launched soon.

# KIX GRANTS:

# [HTTPS://WWW.GPEKIX.ORG/PROJECTS](https://www.gpekix.org/projects)

## GLOBAL GRANTS<sup>1</sup>

### Data Must Speak about positive deviant approaches to learning

**Problem.** There is a global learning crisis in which many children do not reach expected standards –in terms of Foundational Literacy and Numeracy (FLN), and other performance indicators– even when attending school.

**What is KIX doing?** By adapting and scaling DMS (Data Must Speak), a proven UNICEF–led innovation on data use in the education sector, KIX aspires to generate knowledge and improved practices on how to best unlock and use increasingly available education data to elevate school-level performance in **Burkina Faso, Ethiopia, Laos, Madagascar, Nepal, Niger, Togo, and Zambia.**

DMS incorporates the concept of “positive deviance”: how in similar contexts, and with equivalent resources, some schools achieve better results than others. These outperforming schools are known as “positive deviant” schools.

For 36 months, the UNICEF Office of Research–Innocenti –by using available data from education systems– will identify positive deviant schools and factors; and will promote policies and systems to incentivize the scaling of positive deviant practices and behaviors in participating countries.

**What do we hope to see?** Realistic levers and incentives for optimal scaling of positive deviant practices and behaviors identified; DMS adapted and optimally scaled within project countries; ultimately, increased school performance in these countries.

### Data use innovations for education management information systems in the Gambia, Uganda, and Togo

**Problem.** The education sector –in contrast to the health sector– lacks a general purpose “turnkey” management information system used sustainably and at scale in many low-income countries. Thus, usually data is not systematically collected, does not meet international standards, and is not well-used in these countries.

**What is KIX doing?** Over the course of 42 months, a consortium comprised of University of Oslo, UNESCO–UIS, Save the Children Uganda, HISP Uganda, and HISP West and Central Africa, will strengthen the capacity of ministries of education (MoEs) in the **Gambia, Togo, and Uganda** to adapt open-source health information systems to local and national education sector needs for better policy formulation, planning, and implementation.

Specifically, the project seeks to adapt and implement DHIS2 (District Health Information Software 2), a proven management information system used in the health sector, in the education sector in participating countries. This innovation will enhance demand for data and information use at all levels of the education system and provide tools that make the display and

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<sup>1</sup> The three Global Grants on Data Systems were presented in July 2021 at a side event of the “Global Education Summit: Financing GPE 2021–2025”. The complete [recording](#) of this side event is available. In addition, a [blog post](#) derived from these presentations was developed and published with the title “Data strengthening and utilization in GPE-partner countries: Lessons from three KIX-funded projects”.

interactive use of digital data in management information systems accessible and useful to decision-makers.

**What do we hope to see?** Adapted and scaled DHIS2 within project countries; increased capacity of MoEs to adapt and scale up effective open-source information systems; enhanced demand for data and information use at all levels of the education system; ultimately, improved -data-driven- policy formulation, planning, and implementation.

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## Using data for improving education equity and inclusion

**Problem.** In many developing countries, there continue to be major issues related to education quality and access. Children who are disadvantaged due to gender, language, poverty, disability, and location are more frequently and severely impacted.

A lack of data analysis in the education sector, and inadequate technical capacity to use data within ministries of education (MoEs), worsen the situation since policymakers must rely on incomplete information to inform their decisions.

**What is KIX doing?** Over a period of 36 months, UNICEF will adapt, scale, and implement MICS-EAGLE (Multiple Indicator Cluster Survey-Education Analysis for Global Learning and Equity) -a proven initiative that analyzes educational information for global learning and equity- to improve equity and quality analysis, and to assess whether and to what extent the marginalization of specific groups affects their access and learning in **30 developing countries**<sup>2</sup>.

The MICS-EAGLE initiative will enhance the capacity of government officials to use of data from existing household surveys to analyze the education sector and will encourage policymakers to leverage the resulting knowledge on gender, equity, and inclusion to inform their policy decisions.

**What do we hope to see?** Country-specific evidence of how marginalization of particular groups of children affects their access and learning; enhanced capacity of government officials to use data to inform decision and policymaking; and, ultimately, improved equity and inclusion in education in participating countries.

# REGIONAL GRANTS

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<sup>2</sup> Bangladesh, Benin, North of Sahara, Chad, Democratic Republic of the Congo, Gambia, Georgia, Ghana, Guinea-Bissau, Guyana, Honduras, Kyrgyzstan, Laos, Lesotho, Madagascar, Malawi, Mongolia, Nepal, Pakistan, Sao Tome and Principe, Sierra Leone, Sudan, Togo, Uzbekistan, Yemen, Zimbabwe, Central African Republic, Kiribati, Samoa, Tonga, Tuvalu.

## Data-driven school improvement – opportunities, challenges, and scalable solutions

**Problem.** Data compilation, processing, and reporting practices –as part of education management information systems (EMIS)– can provide useful information and evidence to help decisionmakers better understand the needs and requirements for the improvement of education systems. However, the potential to use data to inform policy and to improve individual schools remains largely untapped

**What is KIX doing?** By reviewing and adapting SIF (School Improvement Framework), a proven EMIS-based governance innovation for improved data utilization and policy/decision-making originally implemented in two provinces of Pakistan, KIX seeks to strengthen the organization, interpretation, and use of data by diverse decisionmakers –at the school level and across levels of government– for school betterment in **Laos, Nepal, and Pakistan.**

In a nutshell, SIF organizes and translates data into actionable information for the diverse stakeholders in the education system (in addition to compiling information on key educational indicators).

Over a period of 24 months, the Society for the Advancement of Education (SAHE) will use quantitative and qualitative approaches to identify –and generate– the key conditions and criteria to successfully adapt and scale SIF in participating countries.

**What do we hope to see?** Strengthened capacity of education managers, and other key stakeholders, to implement/scale SIF and to interpret/use data for policy/decision-making in the three participating countries; ultimately, improved education systems and schools.

## **KIX COVID-19 OBSERVATORY FOR AFRICA:**

**[HTTPS://WWW.ADEANET.ORG/EN/KIX-OBSERVATORY](https://www.adeanet.org/en/kix-observatory)**

### KIX Observatory on COVID-19 Responses in Africa's Educational Systems.

Data and information collection, exchange, systematization, analysis, and dissemination project to inform policymaking in Africa. **The Observatory** is a one-stop-shop for the learning and sharing of information and data to promote evidence-based policies, strategies, and practices that effectively meet the education needs created by COVID-19 in African countries. It also seeks to strengthen the resilience of education systems in Africa to future pandemics/crises. Since its launch in November 2020, this project has been collecting, synthesizing, and disseminating information and data on national education responses to COVID-19 –at the primary and secondary level– of 41 GPE partner countries in Africa.

and activities related to Teacher Training and Support (particularly regarding distance learning) implemented during the COVID-19 Pandemic by diverse African countries with knowledge and evidence sharing purposes.

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