

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



SPACES FOR REFLECTION AND EXCHANGE FOR EDUCATIONAL IMPROVEMENT.

Background

The learning crisis caused by the COVID-19 pandemic has had a significant impact on the education systems of countries in the region. The increase in learning gaps, inequality in access to quality educational opportunities and the challenges to build more inclusive systems have generated an imperative need to promote a culture of using evidence for decision making and institutional transformation, as well as to develop actions to strengthen the capacities of the actors in the educational ecosystem (governments, public policy managers, school teams and teachers), in areas such as monitoring and evaluation of learning and education management information systems (EMIS).

The Sustainable Development Goals (SDGs) play a key role and become an important frame of reference. In particular, SDG 4 aims to ensure inclusive, equitable and quality education for all by promoting lifelong learning opportunities. The importance of SDG 4 is magnified at times like these, where the learning crisis highlights the urgency of strengthening education systems and ensuring that no individual is left behind in their right to education.

The current situation in the region shows challenges and opportunities in relation to addressing these issues, and although progress has been made in promoting the use of evidence, there are still significant gaps. One of them is highlighted by the report *Who Cares about Using Education Research in Policy and Practice?* conducted by the OECD's Centre for Educational Research and Innovation (CERI) in 2022, which emphasizes the lack of connection between educational research, policy and practice. The report recognized the complexity that countries face in producing and using solid evidence to design more effective policies and programs that can respond to the real needs of students and promote educational equity and quality. Likewise, the organization *Education.org* in its report *A White Paper to Advance Evidence Use in Education (2021)* raises the importance of achieving a "bridge of educational knowledge" that allows the capacity of complete and updated syntheses, with the objective of guiding to a clear policy orientation that can be implemented (at scale).

In this context, and according to what was mentioned in the report *Meeting the Data Challenge in Education* developed by the Global Partnership for Education (GPE) in 2019, Education Management Information Systems (EMIS) are essential aspects to understand the impact of educational policies and programs, to identify areas for improvement, to implement effective strategies and to evaluate progress in educational transformation. However, although efforts have been implemented in some

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



countries in the region, disparities persist in terms of coverage, quality and availability of educational data, because data is not collected and developed to address the main needs of their primary users, leading to a lack of "demand" for data among education *stakeholders*.

One of the objectives of GPE - IDRC at the time of creating the KIX was to contribute to the development of data innovation in the field of education through the improvement of Education Management Information Systems (EMIS) and the strengthening of a culture of evidence use. These are the main tools used by countries to collect, process, analyze and disseminate data to measure learning improvement, schools, students, ministries of education and the education system in general. Along these lines, GPE identifies two main challenges: the availability of data and the use made of these data (AME, 2019).

With this introductory framework, the need to design and implement a cycle of exchange and capacity building for the different actors of the educational ecosystem of the countries that make up KIX LAC is proposed. This cycle will focus on promoting the culture of the use of evidence for informed decision making, as well as on strengthening EMIS capacities. The objective is to address current challenges in the region and promote a data-driven approach to improve educational quality and equity in the post-COVID-19 context.

The cycle will be conducted virtually, using online learning platforms and digital collaboration tools. A series of webinars will be organized where international, regional and national experts will address the topics described above, sharing their knowledge, experiences and best practices. These webinars will be open to the participation of the actors of the educational ecosystem of the countries involved, allowing interaction and exchange of ideas.

In addition to the webinars, virtual workshops will be held in which concepts and tools related to the culture of evidence use, EMIS systems and the challenges of the learning crisis will be worked on in a practical and applied manner. These workshops will allow participants to develop specific skills, analyze case studies and explore innovative solutions to improve decision making and educational management.

SUMMA's resource library on the topics will be updated and will contain relevant resources: documents, reports, case studies and links to tools and training materials. This repository will serve as a continuous reference source, allowing access to updated information and sharing of resources among participants.

Specific objectives

1. Promote a culture of using evidence in educational decision making: Encourage the use of research, grey literature, data and evaluations as a basis for informed decision making in educational practice and policy.

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



2. Strengthen specific skills and capacities: Provide education and training opportunities on topics related to the culture of evidence use, EMIS systems and the challenges of the learning crisis, enabling participants to acquire practical skills and specialized knowledge.
3. Addressing the challenges of the learning crisis: Analyze effective evidence-based strategies to overcome the challenges arising from the learning crisis, such as the gap in access to education, the learning gap and educational inequality.
4. Foster knowledge sharing and collaboration: Create a space for joint learning, promoting collaboration and the exchange of experience, resources and best practices among the different actors of the region's educational ecosystem.

Thematic lines and questions:

Thematic line 1: Culture of the use of evidence for institutional change:

Sub-themes: Structures - processes, Relationships, Quality - relevance, Culture - Mindset and Skills - capabilities.

- What is the role of evidence in the education system, what is it, what is it for and who uses evidence?
- How can institutional change be brought about by a culture of evidence use?
- Why is it important to support the generation and use of evidence?
- How to promote a culture of the use of evidence at all levels of the educational system (more reflective systems) and the generation of cooperation networks among the different actors?
- How to ensure that educational stakeholders have equitable access to relevant and up-to-date information to inform their decisions?
- How does a better distribution of knowledge influence institutional capacity for action?
- What strategies can be implemented to foster the co-production and sharing of evidence among the different actors in the educational ecosystem?

Thematic Line 2: Monitoring and Evaluation of Student Learning | Learning Crisis (how to inform policy decisions)

Sub-themes: Needs assessment - Inclusion, Equity and Justice - and bottlenecks, creation of internal monitoring indicators, framework and architecture for evaluation, strengthening the governance framework and data management.

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



- What is meant by student learning monitoring and assessment systems?
- Why evaluate and monitor learning?
- What are the most appropriate methodologies and tools for monitoring and evaluating learning in the context of the educational crisis?
- How to identify learning gaps and design effective intervention strategies?
- What are the ways to evaluate the progress and impact of educational policies and programs in the post-COVID-19 educational transformation?
- How to assess and monitor learning in a more inclusive and equitable way for minority groups and according to different contexts (children with SEN and children outside the education system, not to fall into the "average child")?
- How should the use of evidence be supported?

Thematic line 3: Data Systems and EMIS (Education Management Information System) to improve educational equity and inclusion:

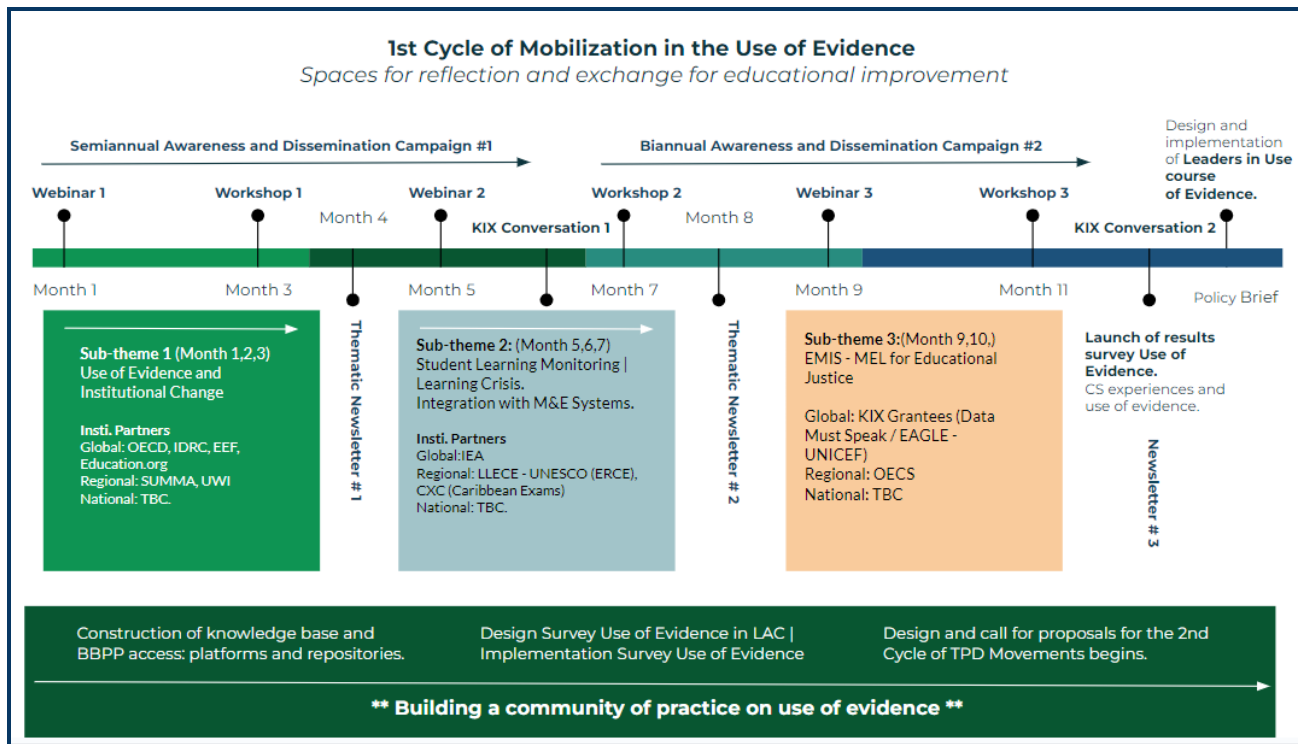
Sub-themes: Availability and use of data, financing for systems, Policies and institutional organization for the use of data in education, International cooperation and knowledge sharing for EMIS, Past and future challenges of EMIS, optimization of existing systems, integrated solutions and technological innovations:

- What is the purpose of data systems and EMIS?
- What are the current challenges in the implementation and effective use of these systems in the region?
- How to increase the interest and sense of need for EMIS systems by the different actors of the educational system?
- How to strengthen the capacities of the actors involved in the development and use of data systems?
- What are the best practices for managing educational programs and institutions through data systems?
- How to reduce the gap between data production and data use in educational management?
- How and why is it relevant to integrate data from different sectors (e.g. poverty, health) with data from the education sector (e.g. infrastructure, costs)?
- How to develop EMIS systems that work in a sustainable way?

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC USE OF EVIDENCE IN EDUCATION



Components and structure of the mobilization cycle



In order to structure these mobilization cycles, the methodology implemented in the first KIX LAC community of practice is expected to be used again, with a strong focus on planning the expected learning during this cycle.

The cycle will be conducted virtually and will last twelve months. Every three months, each thematic line will be addressed, which will be deepened through webinars, workshops, KIX Conversations, among other actions. The cycle will include a total of approximately three webinars, three workshops, two awareness and dissemination campaigns, three KIX Conversations and the design and implementation of the survey on the Use of Evidence in the region will be carried out in coordination with the OECD, and the design of the course for Leaders in the Use of Evidence will begin.

The main activities that will make up the mobilization cycle will be:

Webinars

Objectives: The webinars will provide an overview and update on key topics addressed in the series. Share knowledge, research and best practices related to the culture of evidence use, EMIS systems

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



and the challenges of the learning crisis. Facilitate interaction and exchange of ideas between experts and participants from a global, regional and national perspective.

Methodologies: Presentations will be given by international, regional and national experts on each topic, offering relevant and updated information. Spaces for questions and answers, allowing the active participation of the attendees. Use of interactive tools such as real-time surveys and online discussion groups to encourage participation and exchange of ideas.

Workshops and courses:

Objectives: To deepen the concepts and skills related to the culture of evidence use, EMIS systems and the challenges of the learning crisis. Provide a practical space to apply acquired knowledge and develop specific skills. Encourage collaboration and sharing of country experiences among participants. In terms of methodology, each session will feature practical activities and group dynamics to apply theoretical concepts to real situations. Country case studies, use of SUMMA's Regional Public Goods platforms and analysis of concrete examples to understand the practical application of the topics.

Work in small groups to promote collaboration and the exchange of ideas and solutions. Three workshops per cycle are planned for this phase.

KIX Conversations

Objectives: to obtain in-depth perspectives and experiences from leading experts and practitioners on the themes of the cycle. To share good practices and lessons learned related to the culture of evidence use, EMIS systems and the challenges of the learning crisis. Inspire and motivate participants through success stories and concrete experiences. About the methodology, it will be individual interviews or panel discussions with relevant experts and professionals in each topic. Structured questions to address specific topics and allow an in-depth exploration of them. Recording and subsequent availability of the interviews so that participants can access them at any time.

Awareness and Dissemination Campaigns

Objectives: To raise awareness about the importance of the culture of evidence use, EMIS systems and the challenges of the learning crisis.

Promote participation and adherence to the cycle by the different actors of the educational ecosystem. Disseminate relevant information, resources and results of the cycle to a wider audience. Effective communication strategies, such as the development of promotional materials (brochures, videos, infographics) to disseminate information about the cycle. Use of social media platforms and websites to share related content, create discussions and promote active participation.

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



Thematic newsletters

Objectives: To keep participants informed about advances, resources, research and relevant events related to the culture of evidence use and EMIS systems.

Methodology: Regular sending of newsletters containing updated and relevant information. These newsletters will include thematic articles, interviews, reading recommendations and announcements of related events.

Leadership in the Use of Evidence Course:

Objectives: To develop leadership skills in the field of evidence-based culture, enabling participants to lead change and promote evidence-based practices in their educational contexts.

Methodology: An online training program and face-to-face immersion sessions that combine theoretical and practical modules. Participants will receive reading materials, assignments and activities to complete. Active participation will be encouraged through online discussions, personalized feedback and project presentations.

Partner organizations - Participants of the mobilization cycle

Within the framework of the Mobilization Cycle, it is of vital importance to recognize and value the efforts and collaboration between institutions and projects that address the fundamental themes of the cycle. In this sense, we will count on the participation and support of outstanding organizations at global, regional and national levels that have demonstrated a solid commitment to the use of evidence, the culture of evaluation, monitoring and evaluation of learning. Among them are institutions such as **GPE, IDRC, NORRAG, INNE, UNESCO, OECD, EEF and Education.org**, who have dedicated significant efforts to promote reflection on evidence-based policy and practice in the field of education. At the regional level, we have the collaboration of partners such as the **University of the West Indies (UWI)** and **OECES**, institutions that have stood out for their commitment to capacity building and knowledge generation in education.

Likewise, in the topics of monitoring and evaluation of learning and learning crises, the experience and support of global institutions such as **IEA**, and at the regional level, **LLECE - UNESCO (ERCE) and CXC (Caribbean Exams)** will be called upon. In addition, we have the valuable participation of the Grantees ecosystem of the KIX with the experiences of the projects - **Using data to improve educational equity and inclusion - MICS-EAGLE - and - Data Must Speak | UNICEF** - at the global level who have demonstrated an outstanding commitment to strengthening educational information systems and monitoring of educational programs in the region. Through this solid articulation and collaboration between these institutions and projects, we seek to generate a significant impact on the

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



improvement of educational quality and sustainable development in Latin America and the Caribbean.

References

Abdul-Hamid, Husein. *Data for Learning: Building a Smart Education Data System*. Washington, DC: World Bank, 2017.

Abdul-Hamid, Husein. "What matters most for education management information systems: A framework paper." World Bank. 2014.

Campbell, C., Pollock, K., Briscoe, P., Carr-Harris, S., & Tuters, S. Developing a knowledge network for applied education research to mobilise evidence in and for educational practice. 2019. *Educational Research*, 59(2), 209-227. <https://doi.org/10.1080/00131881.2017.1310364>

Education.org (2021). *Calling for an Education Knowledge Bridge: A White Paper to Advance Evidence Use in Education*. https://whitepaper.education.org/download/white_paper.pdf

Global Partnership for Education. *Meeting the data challenge in education: a knowledge and innovation exchange (KIX) discussion paper*. 2019.

Nelson, J., & O'Beirne, C. O. *Using Evidence in the Classroom : What Works and Why ?*. 2014.

OECD (2022), *Who Cares about Using Education Research in Policy and Practice: Strengthening Research Engagement, Educational Research and Innovation*, OECD Publishing, Paris, <https://doi.org/10.1787/d7ff793d-en>.

"OpenEMIS - Better Data. Better Education" (website), OpenEMIS. <https://www.openemis.org>

Plaut, Daniel, and Molly Jamieson Eberhardt. *Bringing Learning to Light: The Role of Citizen-Led Assessments in Shifting the Education Agenda*. Washington, DC: Results for Development, 2015. <http://www.r4d.org/resources/bringing-learning-light-role-citizen-led-assessments-shiftingeducation-agenda/>

Powell, Marcus, and Michael Trucano. *Rethinking education management information systems: lessons from and options for less developed countries*. Washington, DC: InfoDev, 2006.

UNESCO. *The Data Revolution in Education*. no. 39, 2017, <http://uis.unesco.org/sites/default/files/documents/the-data-revolution-in-education-2017-en.pdf>

UNESCO. *The Investment Case for SDG 4 Data Concept Note Technical Cooperation Group on SDG 4*. UNESCO Institute for Statistics (UIS). 2018.

UNESCO. "Policy paper 34: Fulfilling our collective responsibility: Financing global public goods in education." Paris: UNESCO, 2018.

CYCLE OF KNOWLEDGE MOBILIZATION AND COMMUNITY OF PRACTICE KIX LAC

USE OF EVIDENCE IN EDUCATION



UNESCO. The role of education management information systems in supporting progress towards SDG 4: recent trends and international experiences. France. 2020.

Wako, Tegegn Nuresu. "Educational Management Information Systems An Overview." NESIS/UNESCO. (2003).

World Bank ;SABER-Education Management and Information Systems Rubric. Washington, DC: World Bank, 2014.

World Bank and the UNESCO Institute for Statistics. "A Framework for Assessing the Quality of Education Statistics." Washington, DC: World Bank; Montreal: UIS, 2003.
<https://unstats.un.org/unsd/dnss/docs-nqaf/WB-UNESCODOQAF%20for%20education%20statistics.pdf>