GOVERNING COMPLEX EDUCATION SYSTEMS

AGENDA

EDUCATION GOVERNANCE: THE ROLE OF DATA

Nordic Hotel Forum, Viru väljak 3

Tallinn, Estonia

12-13 February 2015

1. Background

The OECD Governing Complex Education Systems project (www.oecd.org/edu/ceri/gces) looks at emerging issues in education and educational governance. One of these issues is the increased prevalence of available data on the education system, including student achievement data, school and teacher evaluation data, and descriptive indicators on system functioning. These data enable central and local authorities to have a better grasp of the situation on the ground, and identify problematic topics or regions in order to suggest or implement targeted policies. They also open new possibilities for teachers and school management to understand difficult topics and receive immediate feedback on students' and school achievement and progress. Finally, publically posted data enable parents to get a clearer picture of how their children might be performing and in general keep in closer touch with the school and the classroom. Through those three channels, data can significantly alter accountability structures in education.

However, the availability of such data does not automatically guarantee its use. The abundance of data can only be meaningful if there is sufficient capacity to gather and interpret it. There are also open questions about which data should be collected, by whom, and for what purpose. Research on this element of governing complex education systems has made clear that effective governance needs to build on rich and nuanced data that are also easily understandable by all stakeholders, not just specialists. In fact, the necessary knowledge system combines descriptive system data (on achievement, graduation, etc.) with research findings that can determine whether something is working, and why. It also includes the wealth of practitioner knowledge available, both formalised and informal. The key is knowing what to use, when, and how.

2. Conference Themes

This GCES project conference will look at key questions on the topic of the use of data in education governance, such as:

1. Which strategies have stakeholders applied to collect, analyse, visualize, and use educational data in complex education systems, and how effective have they been?

2. What are the main challenges arising from use of data in educational governance (trust, accountability, capacity)?

3. What kinds of supports for the use of data are needed at different governance levels?

3. Conference aims:

- To convene international delegates who will explore in depth and challenge the use of data in education governance;

- To host a productive conversation between academia, government and professionals to help come up with collaborative solutions to challenges.

4. Conference overview:

EDUCATION GOVERNANCE: THE ROLE OF DATA THURSDAY, 12 FEBRUARY

Morning Session **Room: Sirius**	
9:00 –9:30	*Registration*
9:30 – 10:00	**Chair: OECD** **Welcome** • Jevgeni Ossinovski, Minister of Education and Research • Andreas Schleicher, Director, OECD Directorate for Education and Skills
10:00 – 11:00	**Chair: Jaak Aaviksoo, Member of Parliament** **Keynote: Education, governance, data** • Marc Tucker, National Centre on Education and the Economy, USA
11:00 – 11:30	*Coffee break*
11:30 – 12:30	**Keynote: Education data, policy and practice** • Kim Schildkamp, University of Twente, The Netherlands
12:30 – 13:00	**OECD and Governing Complex Education Systems** • Tracey Burns, Directorate for Education and Skills, OECD
13:00 – 14:00	*Lunch, Hotel Restaurant*
14:00 – 17:30	**Workshops** (see next page)
18:45	Departure from hotel on foot to the restaurant Olde Hansa (see directions here).
19:00 – 21:00	**Dinner for participants hosted by the Estonian Ministry of Education and Research** Venue: Restaurant Olde Hansa, Vana Turg 1, Tallinn, www.oldehansa.ee

Afternoon Session - Workshops

	Developing data systems Participants will discuss their country data systems: what is collected, how is capacity built for the interpretation of data and how is the system maintained?	Data and trust The workshop will examine how the use of data affects trust on a number of levels: towards teachers, schools, central and local authorities.	Learning analytics The workshop will highlight the European Commission supported LACE project, highlighting research on the use of learning analytics and input on ethical and privacy issues.	Estonian data system (in Estonian) Participants will discuss their expectations for a central education data system in Estonia.
Room	Altair	Arcturus	Vega	Sirius
14:00 – 15:30	**Chair**: Lucie Cerna Lead inputs: - Iain Bradley (UK) - Cláudia Sarrico (Portugal)	**Chair**: Tracey Burns Lead input: - Marc Tucker (USA)	**Chair**: Henno Theisens Lead input: - Peter Karlberg (Sweden)	Lead input/chair: - Margus Kärner, Marko Mölder and Tommy Tomson (Estonia)
15:30 – 16:00	*Coffee break*			
16:00 – 17:30	**Chair**: Henno Theisens Lead inputs: - Darko Zupanc (Slovenia) - Claudia Schreiner (Austria)	**Chair**: Lucie Cerna Lead input: - Astrid Søgnen (Norway)	**Chair**: Tracey Burns Lead input: - Peter Karlberg (Sweden)	Lead input/chair : - Margus Kärner, Marko Mölder and Tommy Tomson (Estonia)

FRIDAY, 13 FEBRUARY

Morning Session **Room: Sirius**	
9:00 – 9:30	*Registration/Coffee*
9:30 – 10:30	**Chair: Jaak Aaviksoo** **Keynote: Data collection systems – the Estonian example** • Aune Valk, Estonian Ministry of Education and Research *and* • Birgit Lao-Peetersoo, Foundation Innove
10:30 – 11:00	*Coffee break*
11:00 – 12:00	**Panel:** *What can and what should we measure in education systems?* *Moderator: Henno Theisens, The Hague University for Applied Sciences*
12:00 – 12:30	**Closing Remarks** • Tracey Burns, OECD Directorate for Education and Skills • Kalmar Kurs, Estonian Ministry of Education and Research

5. **Further information on the OECD's Governing Complex Education Systems project**

   www.oecd.org/edu/ceri/gces

   All project materials, including publications, conference presentations, and background information, can be found on the project website.

6. **Recent Publications from the OECD's Governing Complex Education Systems project**

• Busemeyer, M.R. and J. Vossiek (2015), "Reforming education governance through local capacity-building: A Case study of the LVO programme in Germany", *OECD Education Working Papers, No. OECD*.

• Blanchenay, P., T. Burns and F. Köster (2014), "Shifting Responsibilities - 20 Years of Education Devolution in Sweden: A Governing Complex Education Systems Case Study", *OECD Education Working Papers*, No. 104, OECD Publishing.

• Cerna, L. (2014), "Trust: What it is and Why it Matters for Governance and Education", *OECD Education Working Papers*, No. 108, OECD Publishing.

• Mazurkiewicz, G., B. Walczak, and M. Jewdokimow (2014), "Implementation of a new school supervision system in Poland", *GCES Case Study, OECD*.

• Wilkoszewski, H. and E. Sundby (2014), "Steering from the Centre: New Modes of Governance in Multi-level Education Systems", *OECD Education Working Papers*, No. 109, OECD Publishing.