



EdData II

Education Data for Decision Making

www.eddataglobal.org

What is EdData II and why is it needed?

It is commonplace for education systems around the world to make policy and planning decisions without sufficient accurate, relevant, or timely education data, particularly on quality or learning issues. At the same time, what data do exist are often underused.

EdData II is a contract mechanism whose principal role, according to the award document, is to improve “*the accuracy, timeliness, and accessibility, [and use] of data for basic education policy and program planning.*”

This goal is accomplished by collecting primary data and by working to increase “*in-country human and institutional capacity for education data collection, analysis, and dissemination for policy making, systems development, and program planning, monitoring and evaluation at all levels.*”

How does EdData II improve education data collection and use?

Innovative instruments. EdData II has developed innovative survey instruments to evaluate student performance in literacy and numeracy in the early grades, and to evaluate school management effectiveness and district management capacity. Researchers combine data from assessments and use them to identify both the quality of learning taking place in schools and the factors (at school and at home) that are impacting learning. Once these factors are known, stakeholders and policy makers can use them to guide their efforts to improve learning.

Research on reading and mathematics interventions. Many countries are interested in using the instruments described above as a springboard to improve student outcomes in

reading and mathematics, and have redesigned their teacher training accordingly. EdData II has sponsored experiments that combine interventions to improve instruction with data collection to evaluate changes in reading and/or mathematics performance over time.



Data gap assessments. Project teams have assessed host countries’ capacity to collect, process, analyze, and use data for national education sector planning. Systems examined include those for monitoring student achievement, education finances, teacher supply and deployment, school administration, and household and business demands on the school system. The teams document deficiencies and facilitate dialogue among government, civil society, and other donors about ways to close data gaps and streamline collection and reporting.

Information dissemination. EdData II tasks also are charged with communicating and disseminating significant information that they generate. The 2010 Nigeria Education Data Survey (NEDS), which was co-funded by the British Department for International Development, canvassed nearly 27,000 households and linked the education data to a recent

Demographic and Health Survey to obtain cross-sectoral data on the sampled households. The findings were released at a national



dissemination event attended by the Vice President and more than 20 news media outlets, an indicator that interest in policy and strategy applications for the data was very high.

What types of services are available?

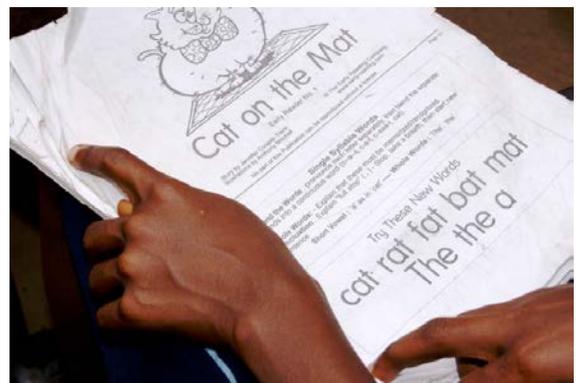
The following are examples of activities that are within the scope of the contract and appropriate for EdData II:

- Collect primary education data (via household, school, or community surveys) on issues of access, quality, or management.
- Analyze or evaluate existing data systems or data sets.
- Develop innovative data collection instruments or techniques.
- Build capacity to collect, analyze, use, or disseminate education data at the donor, ministry, district, or classroom level.
- Generate, evaluate, or assess the formulation of interventions at the national, district, school, or classroom level; experiment with data-intensive instructional models to demonstrate impact of data on instruction.

Experience

EdData II staff have

- Worked with ministries, districts, principals, and teachers to demonstrate how to analyze and use data to formulate strategic plans, guide policy, and even improve teaching in the classroom.
- Developed and evaluated various teaching methods that take maximum advantage of data, to show the impact of data-driven instructional choices and supervision.



- Helped ministries and missions evaluate the relevance and accuracy of existing education data systems.
- Guided ministries on ways to increase the accuracy and usability of existing education data systems by improving data collection and storage practices.
- Showed ministries how to use data for policy dialogue and guidance.
- Designed and led a training course focused on education survey data collection and analysis. An online version of the course, which was offered in Kenya and Liberia, is available from the project website, www.eddataglobal.org.
- Carried out a youth-focused labor market assessment, to help out-of-school youth by highlighting barriers to employment, education, and training. Examined future demand, key players' capacity, current programs, and labor market signals.

More about the assessment instruments

Since 2006, EdData II has promoted assessments that are easy to use, have a scientific underpinning, and have a “common-sense” meaning to parents. As a result, several instruments have been developed under EdData II to capture essential, reliable, and valid education data, while limiting study complexity and cost. They have been piloted in multiple countries, with funding from both USAID and other donors. Recently the project has introduced technology (software and handheld devices) to improve time and cost efficiency in data collection and analysis.

Demand for EdData II Tools

Countries and organizations with a high level of interest in the EdData II methodologies are continually adapting and applying them on their own initiative and with their own sources of funds, in some cases with RTI technical support. In all, as of August 2011, EdData II assessments—EGRA, EGMA, SSME—or similarly inspired tools had been applied in 44 countries and in 80 languages.

The **Early Grade Reading Assessment (EGRA)** is a one-on-one oral assessment requiring about 15 minutes per child. It is a simple diagnostic of individual student progress



in reading. The EGRA instrument typically is adapted for use in a particular country and language. A primary use of EGRA is to

establish national or regional reading performance measures. The results then can feed into policy dialogue activities to inform education stakeholders of the current status of students’ reading performance and to raise awareness about the importance of reading in the early grades.

The **Early Grade Mathematics Assessment (EGMA)** is the math equivalent of EGRA. This assessment tool measures students’ foundational skills in numeracy and mathematics, including number identification, quantity discrimination (larger and smaller), missing-number identification, word problem solving, addition and subtraction, shape recognition, and pattern extension. The skills EGMA assesses assist in building the math foundation that students need in order to accomplish further tasks, such as retrieving information from graphs or measuring. By assessing children earlier than third or fourth grade, EGMA can help ensure that children obtain the understanding they will need for success in subsequent grades.



EdData II staff also have developed streamlined “**mini-EGRA**” and “**mini-EGMA**” tools for rapidly assessing sample populations or for incorporating into other data collection instruments.

The **Snapshot of School Management Effectiveness (SSME)** paints a multifaceted picture of school management practice. Management data collected by the SSME include pedagogical approach; time on task;

interactions among students, teachers, administrators, district officials, and parents; record keeping; discipline; availability and condition of school infrastructure; availability of pedagogical materials; and safety. Data are collected via direct classroom and school observation; student assessment; and interviews with parents, teachers, principals, and parents. By collecting information on just the most crucial school effectiveness factors and by applying innovative and simple



data-collection methodologies, the SSME produces a rich data set at low cost. One trained individual can assess a school in just one day. Although the basic SSME methodology can be applied in any school system, the SSME is designed to be adapted to reflect the issues and the structures unique to each country.

The **Education Management Assessment (EMA)** is used to identify what management skills educators have and what management-related training they feel they need. Such information is required at both the national and subnational levels (e.g., provinces, districts, schools) in countries wishing to both decentralize and improve education. Participants assess their strengths and weaknesses in particular skills, and rate their own performance on “objective” indicators. For example, the instrument rates capacity in curriculum

planning and management, teacher support, and operation of education management information systems, and asks how long it takes districts to give curriculum-related advice to schools. The results show the government which capacities are most lacking across all districts or schools, and therefore require the most technical support, by level.

Synergy of EdData II Tools

Combined implementations of EGRA, EGMA and SSME being piloted in Morocco, Rwanda, and Zambia are expected to provide rich data sets that will afford policy makers, civil society, and donors a clear picture of students’ foundational reading and numeracy skills and also of the management and teaching practices that are impacting student performance in a given region or country.

More Information

Sandra Bertoli, USAID Contracting Officer’s Technical Representative, sbertoli@usaid.gov

Amy Mulcahy-Dunn, Project Director, amulcahy-dunn@rti.org
Jennifer Spratt, Senior Technical Advisor, spratt@rti.org
Amber Gove, Team Leader, Teaching & Learning, agove@rti.org
RTI International
P.O. Box 12194
3040 Cornwallis Road
Research Triangle Park, North Carolina 27709-2194, USA

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