Education Sector Analysis: An Introduction

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October 2011
Objectives (Sack, 2002)

- Promote **DIALOG** on goals, objectives, needs, methods, resources and constraints
- Provide thorough **KNOWLEDGE** of education sector status and impact of government policies
- Identify strengths and weaknesses, resources and constraints, demands and needs (SWOT)
- Establish database and methodology for planning
Objectives (Sack, 2002)

- Specify (i) areas for investment, and (ii) reallocation of existing resources for improved cost-effectiveness and functioning
- Monitor system performance
- Provide basis for long-term improvements in planning, implementation and monitoring of the system
- Identify methods and means for improved management and policy implementation
Education Sector Analysis: Process and Product

• Description of status
  – National social and economic conditions
  – Magnitude of education system
  – Legal and policy framework

• Assessment of capacity and functioning
  – Human and physical resources
  – Efficiency and cost-effectiveness
Sector Strategy and Policy Development

- Stakeholder consultation
  - Government
  - Parents, teachers, students, employers
  - Donors

- Continual dialog among analysts and decision-makers
Issues (Sack, 2002)

- Are **ASSUMPTIONS** realistic?
- How and by whom is the education sector analysis agenda determined?
  - Stakeholders
  - Donors/funders (EFA; MDG)
- Who benefits?
- How will capacity building for doing education sector analytic work and its application to policy formulation be done?
Raw Materials: DATA (Sack, 2002)

- **SOURCE**: Where are the education data?
  - EMIS
  - National test system
  - Ministries of Education, Labor, Social Welfare/ National Census Agency
  - NGOs

- **ACCESSIBILITY**: Who **OWNS** the data?

- **QUALITY**: How **RELIABLE** and **VALID** are the data?
Desired Outcomes (Sack, 2002)

• **Analyze and interpret the raw information (DATA) on**
  - **Numbers:** students (attendance, gender, ethnicity, age, etc.) by grade; teachers; schools, classrooms, labs
  - **Costs:** teacher pay scale and career structure; books and teaching materials; buildings; maintenance
  - **Financing:** who pays what and how much (parents, students, communities, local and national governments)
  - **Learning results:** achievement scores; transition rates
Tools for Data Analysis (Sack, 2002)

- Flows and quantities: Depend on assumptions, quality of data (including level of aggregation)
  - Descriptive: Annual information on basic status of education (enrollment; personnel; recurrent expenditures; investment)
  - Trend analysis: student flow; projections; simulation models; learning outcomes; financial patterns and revenue streams
  - Demand for education: students and families; employers (local, national and international labor markets)
Tools for Data Analysis

• Comparison
  – Geographic: local, regional, national
  – Demographic: gender, socioeconomic status, ethnicity
  – International: learning outcomes (PISA, TIMMS); rankings of universities (Times Higher Education; Shanghai Jiao Tong University)

• Presentation
  – Tables; charts; figures; pictures
Policy Formulation and Implementation (Sack, 2002)

- Apply data analysis to policy formulation
  - Responsible agencies, legislative bodies
  - Stakeholders

- Policy implementation requires specific sector capacities
  - Relevant institutions
  - Key personnel
  - Clear lines of authority and responsibility
Institutional Capacity (European Commission, 2005)

- Human resources: preparation; experience; level of staffing
- Physical environment: infrastructure; materials
- Enabling environment: financial resources; commitment to high performance/change
- Scope of implementation: local, regional, national
Skill Requirements
(Sack, 2002)

• **Capacity to DO** education sector analysis: the “supply side”
  - Quantitative skills: statistics, data collection and analysis; research design
  - Qualitative skills: functional analysis of institutions; behavioral observation
Skill Requirements
(Sack, 2002)

• Capacity to **USE** education sector analysis in policy formulation: the “demand side”
  – Willingness to base policy on empirical analysis
  – Ability to absorb the logic and rationale of education sector analyses
  – Ability to reconcile technical analyses with political imperatives and pressures; negotiate; compromise
Skill Requirements
(Sack, 2002)

• Communication capabilities (intersection of “supply” and “demand” sides)
  – Presentation skills: speaking; writing; graphics; PowerPoint; multi-media
  – Willingness and ability to communicate analytical results in ways that can be understood by all stakeholders
Strategic Options for Capacity Building (Sack, 2002)

- Education sector analysis should be conceived as a capacity building exercise
- External experts should focus on capacity building and skills development
- Extensive use should be made of local expertise linked to the education sector
- Use tools and methods appropriate for local expertise
- Learning-by-doing, on-the-job training
Resources


Resources


  [www.danidadevforum.um.dk/NR/rdonlyres/05271F2E-C4DF-47FC-B5AD-CDC0BA6F6A76/0/05_SectorGenderanalysis.pdf](http://www.danidadevforum.um.dk/NR/rdonlyres/05271F2E-C4DF-47FC-B5AD-CDC0BA6F6A76/0/05_SectorGenderanalysis.pdf)

  [http://www.danidadevforum.um.dk/en/menu/MonitoringAndIndicators/IndicatorsInSectors/](http://www.danidadevforum.um.dk/en/menu/MonitoringAndIndicators/IndicatorsInSectors/)

  [http://www.danidadevforum.um.dk/en/menu/MonitoringAndIndicators/IndicatorsInSectors/](http://www.danidadevforum.um.dk/en/menu/MonitoringAndIndicators/IndicatorsInSectors/)
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