RESEARCH FRAMEWORK FOR COUNTRY CASE STUDIES

UNESCO Bangkok
Introduction

• LEAP Objective: To improve the quality of learning and develop capacity of Member States in designing and implementing education policies to improve education outcomes through evidence-based policymaking

  • LEAP technical workshop (14-18 September 2015)
  • Country case studies (September – December 2015)
  • A regional synthesis report (early 2016)

• The country case study follows the technical workshop held to build capacity of the participating countries/delegates in collecting, analyzing and utilizing international/national student assessment data for policy formulation and implementation The Framework is to guide country case study preparation.

• The outline of Country case study will also be shared with the authors.

• All participants had been asked to submit country background papers, which will be part of the final case studies – 6 countries submitted so far.
Methodology

- Secondary Analysis of existing datasets and reports:
- Possible sources of data needed:
  - National Population Census (Reports/Briefs)
  - Data from National/International large-scale student assessments
  - Data from National Household survey reports such as DHS, LFS, LSMS, etc
  - Annual Education Statistics reports/briefs
  - Any special studies/surveys conducted on the subjects concerned
  - National Education Policy documents
  - M&E framework/reports (for education)
  - Budget documents including notes on demand for Education Sector
  - Other ad-hoc studies at sub-national level focusing on student learning
  - Other relevant document/studies/reports
Primary Data

• The country case study may benefit if some primary data are also collected.
• The main purpose is to provide further support to any observation or conclusions made from secondary analysis.
• Can help tease out the enablers of learning by highlighting factors that contribute to learning in different contexts (home, school, community) and barriers to learning.
• Due to limited time- not advisable to do large-scale surveys
• Instead, use focus groups, discussions, informal interviews, observations, etc
• Target groups can include: community opinion leaders, heads of household, NGOs, teachers in rural and remote schools, inspectors, etc
Structure of the Country Case Study Report

• Part I: Background (2-3 pages)
  • Information relevant to study- socio-economic and demographic profile of the country
  • Overview of the education system
  • National education targets and progress achieved so far
Structure of the Country Case Study Report- Con’t

• **Part II: Student Learning Assessment- Critical review/analysis**
  - This section will contain quantitative and qualitative analysis based on existing national/international assessments in order to identify effective policies and contextual issues that enables or hinders the learning process
  - This section will have:
    - An overview of student learning assessments in the country and policies that are related to learning assessments
    - Analysis: this section will explore the analytical questions and issues that can be taken (based on the technical sessions already covered in this workshop)
  - Country author can come up with list of analytical questions he/she would like to use in their country report
  - The analysis must also take into account the other contextual issues based on the background questionnaires from the assessment used; socio-economic, health and other relevant information from other survey data that exists and the **primary data collected**.
Structure of the Country Case Study Report- Con’t

- **Part III: Policy Implications**
  - Based on the analysis of student assessments, this section will raise policy issues and possible impact of current national policies on student assessment

- **Part IV: Challenges for Evidence-Based Policymaking**
  - This section will look at challenges and constraints in conducting assessments
  - Use of evidence effectively in policy making process
  - Challenges with dissemination of data to the community and other stakeholders
1. What are the analytical questions/issues you would like to analyze?
   - What are the urban/rural learning gap?
   - What factors influence students’ learning achievement?

2. What are the data sources for your analyses?

3. What types of statistical analysis would you like to use in your case study (e.g., correlation, regression)?

4. What is your planned timeline considering the project deadlines (25 September for country background report & this action plan, 1 November for draft country report, 15 December for final country report)?