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REPUBLIC OF ESTONIA  
MINISTRY OF EDUCATION  
AND RESEARCH



OECD

## ENHANCING DATA-INFORMED STRATEGIC GOVERNANCE IN EDUCATION IN ESTONIA



# SESSION 2: USING INDICATORS FOR STRATEGIC MONITORING ACROSS THE SYSTEM

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***Indicators and principles for strategic education monitoring in Estonia***

***Estonia Stakeholder Webinar, 29 April 2021***



# The education strategy as the starting point to define indicators



What are the goals of the education monitoring strategy?



Which indicators should be used to measure it and how should it be calculated?





## The three goals of the Estonian Education Strategy



- **Goal 1:** Learning opportunities are diverse and accessible and the education system enables smooth transitions between levels and types of education
- **Goal 2:** In Estonia, there are competent and motivated teachers and school heads, a diverse learning environment and learner-centred education.
- **Goal 3:** Learning options are responsive to the development needs of society and the labour market



## A CME1 total set of 22 proposed indicators...



### Input:

- Expenditure on education
- Teaching profession valued in society
- Teacher collaboration
- Teacher salaries

### Process

- Pre-schooling
- Teacher support
- Completion/drop-out rate
- Short-term learning mobility
- Education personnel practices
- Work experience when studying
- Adults in lifelong learning

### Output

- Subjective well-being of participants
- Educational attainment
- Student performance
- Collaborative problem-solving
- Self-directed learner
- Global competencies
- Effectiveness of educational personnel practices
- Teacher retention
- Digital competencies
- Employed recent graduates
- Employment in growth areas of Smart specialisation

## Slaid 4

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### CME1

Just a thought: should we say that these are "proposed indicators to be prioritised" or "core indicators"?

COSTINOT Manon, EDU/IMEP; 28.04.2021



...mapped to each of the goals of the education strategy



**Goal 1:** Learning opportunities are diverse and accessible and the education system enables smooth transitions between levels and types of education

- Expenditure in education
- Teacher support
- Pre-schooling
- Completion/drop-out rate
- Short term learning mobility
- Educational attainment
- Subjective well-being of participants
- Student performance
- Self-directed learner
- Collaborative problem solving
- Global competencies

**Goal 2:** In Estonia, there are competent and motivated teachers and school heads, a diverse learning environment and learner-centred education

- Expenditure in education
- Teacher collaboration
- Teacher salaries
- Teaching profession valued in society
- Education personnel practices
- Effectiveness of education personnel practices
- Subjective well-being of participants
- Teacher retention

**Goal 3:** Learning options are responsive to the development needs of society and the labour market

- Expenditure in education
- Adults in lifelong learning
- Work-experience when studying
- Digital competencies
- Employed recent graduates
- Employed graduates in growth areas of smart specialisation



# The indicators can be used at various levels of the education system to ensure



## School level

- Responsible for the individual learner and the learning environment
- Interested in indicators that measure learning progress, or the conditions of the learning environment that impact performance



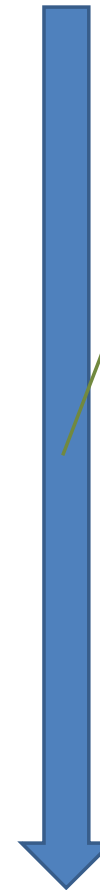
## Local or regional level

- Depending on the governance structure and level of autonomy, regions may be responsible for education performance, the allocation of resources across schools at regional level, and the definition of regional education policy



## National level

- Responsible for education performance, the allocation of resources across regions and defining education policy at national level.



Aggregation

Actionability and relevance define the level(s) at which an indicator is considered useful



# Actionability and relevance define the levels at which indicators may be used



- Teaching profession valued in society
- Teacher collaboration
- Teacher support
- Completion rate
- Short-term learning mobility
- Education personnel practices
- Work experience when studying
- Subjective well-being of participants
- Students' performance
- Collaborative problem-solving
- Self-directed learner
- Global competencies
- Effectiveness of educational personnel practices
- Digital competencies

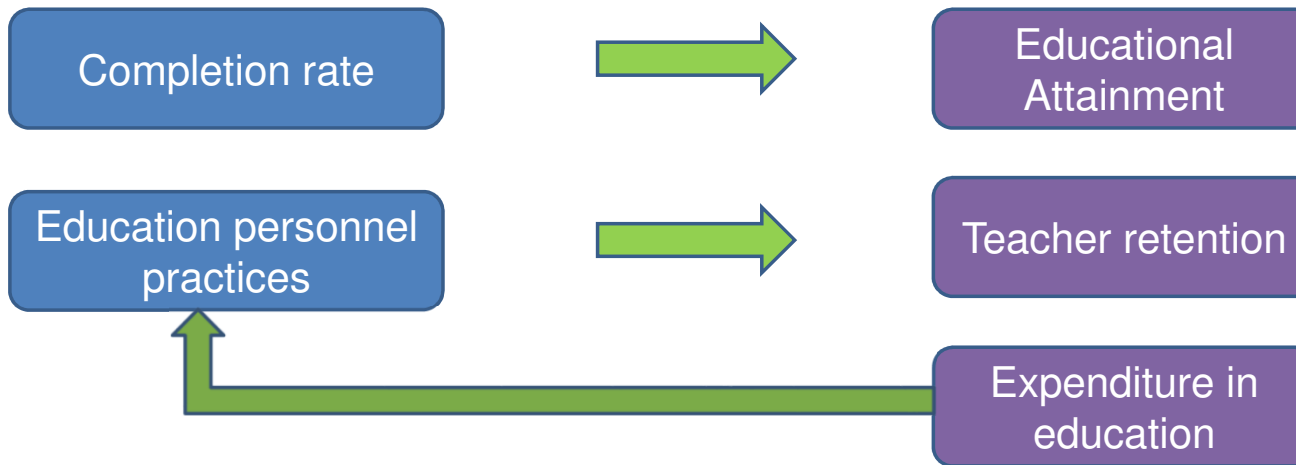


- Expenditure in education
- Teacher salaries
- Pre-schooling
- Drop-out rate
- Educational attainment
- Employed recent graduates
- Employment in growth areas of Smart specialisation
- Adults in lifelong learning





Indicators at all levels are interrelated and cannot be analysed in isolation. Some examples:





## Break out room discussions: Questions and method



- **Questions**

- How can schools be supported to use these indicators? And more broadly to develop and evidence-informed mindset?
- How can schools balance the use of data collected by schools themselves and national data sources for school development purposes?

- **Method**

- Open discussion
- 20 minute each question
- Moderator from Ministry
- At the beginning: choose a rapporteur to present answers to questions in final plenary (in English or Estonian):
- Suggest to write them in webinar chat



AITÄH