



Ministry of Basic and Senior Secondary Education Inclusive Data Charter Action Plan February 2019

1. Introduction

The 2030 Agenda for Sustainable Development, adopted by all world leaders, made the commitment to Leave No One Behind. In order to meet this promise there is an acknowledgement that the data used to measure progress must be disaggregated, especially at the point of collection. At present, very little data is routinely disaggregated. To realise this promise, we first need data that is timely, comprehensive and disaggregated – to better understand where all populations are, their circumstances and how we can capture them in the data we collect.

The government of Sierra Leone, through the Ministry of Basic and Senior Secondary Education, welcomes the development of the Inclusive Data Charter (IDC) and is pleased to be signing up to it along with other governments and organisations, around the world. By becoming a champion of the IDC, the Ministry of Basic and Senior Secondary Education commits to improving its own data and contributing to greater collaboration among diverse stakeholders to improve data for sustainable development. It also commits to working alongside other IDC Champions to support global efforts around accelerating progress on data disaggregation; and encouraging other governments and organisations to support the movement and join the Charter.

This Inclusive Data Charter action plan outlines our commitment to the five principles of the Inclusive Data Charter.

In brief, these principles are:

Principle One: All populations, recognized and protected by the Laws of the Republic of Sierra Leone, must be included in the data.

Principle Two: All data should, wherever possible, be disaggregated in order to accurately describe all populations.

Principle Three: Data should be drawn from all available sources.

Principle Four: Those responsible for the collection of data and production of statistics must be accountable.

Principle Five: Human and technical capacity to collect, analyse, and use disaggregated data must be improved, including through adequate and sustainable financing.

In line with Sierra Leone's development priorities and the government's political manifesto, we will focus our actions in this plan on improving education data and our commitment to increase educational outcomes in Sierra Leone such as enrolment, attendance and learning outcomes etc.

This action plan is a dynamic document and will be reviewed, revised, and updated periodically to meet changing priorities and to maximise progress.

2. Current work and commitments

The government has clearly outlined its commitments to improving the education sector for the people of Sierra Leone and is realistic about the data challenges it faces to be able to monitor progress. This Action plan builds on the work the Ministry has already started around strengthening education data in Sierra Leone including disaggregating survey data by gender and some disaggregation by geography, disability and income quintiles. However, most data routinely collected is insufficiently disaggregated; scattered in different places; and limited timely data is available.

The actions we are committing to will further strengthen the already established Education Management and Information System (EMIS). A system which serves to support informed strategic decision-making, programme development, accountability, management and evaluation through the provision of quality education data.

Work has already been done to identify the gaps and issues with education data in Sierra Leone and this has been used to help inform discussions on actions that need to be taken to ensure data is more inclusive and disaggregated. For example, many datasets are still stored in paper formats and there has been poor collaboration and coordination of key education actors and activities. This has led to increasing fragmentation in investments, and duplications of activities; no standardisation of methodology; and little sharing of data.

In addition, recent education data has not been readily available to decision makers and so there are huge gaps in being able to monitor progress in areas such as disability and the geo-location of schools across the country.

3. What is new or different?

As part of its manifesto, the government has pledged to increase access to free school education; provide teaching and learning materials; promote inclusive education; and strengthen education management and information systems. Joining the **Inclusive Data Charter** enables the Ministry of Basic and Senior Secondary Education to put a spotlight on the need for more inclusive data to underpin the policies and programmes that will help us meet our education goals for all citizens.

This action plan provides a blueprint for how we will get there, laying out the specific actions we will take to improve education data and making certain we are capturing the experiences and barriers faced by the most marginalized in our education system. Ensuring we are not just collecting data but that we are analysing and sharing it; and using it for decision-making to improve the quality of education delivery and increase those that are able to access it.

The Inclusive Data Charter is a central component to the recently established Education Data Collaborative in Sierra Leone. A multi-stakeholder platform put together with the support of the Global Partnership for Sustainable Development Data (GPSDD), to enable effective partnership by all stakeholders in Sierra Leone's education sector. The Collaborative has been set up to achieve the following:

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- to improve collaboration and coordination of efforts and investments of various education stakeholders so as to reduce the silos, fragmentation and maximize impact.
- to champion the production, access, share and use of quality disaggregated education data by all stakeholders towards achieving national development priorities on education aligned with the SDGs.
- to ensure the proactive disclosure of crucial datasets and information for public good and for education development.

To achieve the ambitions of the Collaborative, five task teams have been set up. This includes one focused around Data Governance. This group will be tasked with providing support for the development of the Inclusive Data Charter Action plan, including an internal process to monitor, evolve and report on the performance of the plan over time.

4. Plan

As already mentioned in the document, our commitment to better data disaggregation and more inclusive data focuses not just on collecting data but ensuring we use that data effectively and are able to share it with other stakeholders. Like other IDC Champions, we have framed our commitments around the GET – USE – SHARE model.

GET

- Where relevant we will disaggregate our education indicators by gender, disability, age, geography.
- We will use standardised tools to collect this data.
- We will test new data collection methodologies where appropriate.
- We will work closely with Statistics Sierra Leone.

USE

- We will increase the capacity of our staff and other stakeholders we work with to disaggregate data and use this data to help inform decisions we are making.
- We will continue to use systems such as EMIS to support and standardise approaches to the analysis of data.
- We will use evidence from our work to influence, update and inform others.

SHARE

- We will share learning from work with Ministries and other stakeholders, through reports, programme evaluations and through other communication channels.
- We will share evidence and learning at relevant conferences, events, workshops and forums.

Outlined below are the more detailed actions we are committing to.

Objective	Actions	Link to the IDC Principle
<p>1. To commit to disaggregating education data (gender, disability, age, geography) and making this data available and usable for timely decision-making such as for budgeting <i>(This not only increases data availability but also ensures the government has the baseline data to measure progress in commitments made in the manifesto)</i></p>	a. With inputs from key partners, develop and publicly launch an IDC Action plan with clear actions	IDC Principle 2
	b. Work with Stats SL and all key partners to develop and agree on a minimum standard of disaggregation parameters that must be factored into all surveys/censuses and data collection activities, going forward.	
	c. Develop a Practice Code to guide all private sector players in the Education sector, in collecting and maintaining properly disaggregated data in a responsible manner.	
	d. Ensure private sector players comply with Practice Code and supply well disaggregated dataset to the Ministry.	
<p>2. To utilize existing administrative data collected by the Ministry to guide decision making- or strengthen the collection of administrative data through EMIS-; make the data available to the public; and make it interoperable with other data in the country</p>	a. Strengthen the Administrative data system by creating and/or improving partnerships, through the Education Data collaborative, to ensure better data flows into the EMIS.	IDC Principle 3
	b. Develop effective data governance and management policies that improve access, share and monitors the effect and impact of use of existing Admin data.	
	c. With support of the Data Governance and management team, and Innovations Task Teams, ensure that platforms of various stakeholders holding education data are made interoperable with the EMIS.	
<p>3. To utilize Citizen Generated Data (CGD) to enrich education data produced by the government and ensuring this is integrated into EMIS. <i>(This can include using citizens to geo-map the schools and facilities in Sierra Leone and synthesizing the data collected through our helpline.)</i></p>	a. Provision a mobile App solution component of EMIS to be used by Ministry field officials and School officials and Citizens for reporting geo-referenced real-time data collection and transmitted into EMIS.	IDC Principle 3
	b. Provide CUGs for all Schools head and sustain existing toll-free lines for the provision of feedbacks from citizens and analyzing such data to understand geographical spread,	

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	issues reported and follow up actions taken.	
4. To work with Statistics Sierra Leone and other key institutions and partners to provide guidance on how to harmonize and standardize education data.	c. Develop a framework to guide the operationalization and utilization of CGD to ensure quality data can be harnessed from it.	
5. To work with Statistics Sierra Leone and other key local actors to build the capacity of the various actors helping to produce data.	a. Sign MoU with Statistics Sierra Leone for better statistical support to give greater credibility to education data and achieve better interoperability.	IDC Principle 5
6. To develop guidelines (together with Statistics Sierra Leone) on how to integrate data collected by citizens to official statistics.	b. Work with Stats SL and other members of the Data Governance and Management Task team to develop guideline for harmonization and standardization of approaches, metadata, templates and indicators.	IDC Principle 5
5. To work with Statistics Sierra Leone and other key local actors to build the capacity of the various actors helping to produce data.	c. With Stats SL to develop a Data Quality Assurance Framework to guide design, planning and implementation of data production/collection activities.	IDC Principle 5
6. To develop guidelines (together with Statistics Sierra Leone) on how to integrate data collected by citizens to official statistics.	a. With support of the various Task teams, produce a Capacity Gap Assessment that covers a number of capacity needs e.g Data science/data management; data visualization, data policy and governance; metadata development etc.	IDC Principle 5
6. To develop guidelines (together with Statistics Sierra Leone) on how to integrate data collected by citizens to official statistics.	b. With support of Stats SL and other key partners, deploy capacity building activities to address key gaps identified above.	IDC Principle 5
6. To develop guidelines (together with Statistics Sierra Leone) on how to integrate data collected by citizens to official statistics.	c.	IDC Principle 5
6. To develop guidelines (together with Statistics Sierra Leone) on how to integrate data collected by citizens to official statistics.	a. With Stats SL, train CSOs/NGOs on the application of the Data Quality Assurance Framework to guide design, planning and implementation of data collection activities. This will enable integration of education type CGD into official statistics.	IDC Principle 5
6. To develop guidelines (together with Statistics Sierra Leone) on how to integrate data collected by citizens to official statistics.	b.	IDC Principle 5