

EduTalks@Council of Europe | Open School Data Policies: Enhancing Transparency and Accountability across Education Systems

Wednesday, 11 February 2026 | 11:00 – 12:00 CET

Speakers



Muriel Poisson is the acting Team Leader for IIEP's team on Knowledge Generation and Mobilization (KGeM). In this capacity, she coordinates and develops the foresight, research, communication, publication, and library functions of the Institute. She is also managing IIEP's new research project 'Using digital tools to promote transparency and accountability,' as well as capacity-building activities targeting Civil Society Organisations. In addition, she is the task manager of the Institute's capacity-building programme on Ethics and Corruption in Education. She coordinated several international research projects on related issues, including open school data, open government in education, and teacher codes of conduct. She trained more than 3,000 people in the area and provided technical assistance to national teams in charge of developing an integrity risk assessment, a public expenditure tracking survey, or a teacher code of conduct. She is also managing [ETICO](#), a dynamic clearinghouse on transparency and accountability issues in education. Muriel has authored a number of articles and books, including: [Open School Data in European Education systems](#) recently published by the Council of Europe.



Philippe Ajuelos is Ministerial Administrator for Data, Algorithms and Source Code at the French Ministry of National Education. He leads national work on education data governance, open data and interoperability, including the development of the public portal [data.education.gouv.fr](#). His work aims to strengthen transparency, trusted data sharing, digital sovereignty, public trust and data literacy, in order to support evidence-based public policy, promote the responsible use of digital technologies in education and contribute to digital citizenship.



Cam Race is Head of Statistics Services and Deputy Head of Profession for Statistics at the UK Department for Education. He leads strategy for official statistics publishing and public data dissemination, including open school data and overseeing the Explore Education Statistics (EES) platform. His work centres on making statistics accessible to the wider public through accessible user centred digital services. He advises on statistical practices, ensuring trustworthiness, quality, and value in all statistical outputs, including the safe publication of sensitive data under the UK Statistics Code of Practice and Freedom of Information Act.



Vadimas Ivanovas is Head of the State Data Governance Unit at the State Data Agency (Statistics Lithuania) since 2021. He leads a team of data analysts and data engineers who deliver practical solutions that help the public sector use data more effectively and make data driven decisions.

“My team and I focus on the State Data Lake platform as a shared foundation for public institutions to integrate data, generate analytical insights, and improve the efficiency of public services and operations. Together with my team, I work to ensure that data is not only collected, but also truly used in practice. We are responsible for data availability, quality, integration, security, and the practical implementation of analytics solutions. We also oversee data governance activities — defining clear roles and responsibilities, rules, standards, and control mechanisms that enable data to be opened safely and reliably to meet the needs of society and businesses. My goal is for state data to become a regular basis for decision making, rather than separate datasets scattered across different systems.”

Abstracts

In her introduction to the session, Muriel Poisson from [UNESCO International Institute for Educational Planning \(IIEP\)](#) will set the scene by providing an overview of open school data initiatives in European education system, building on the recent [report](#) she co-authored for the council of Europe on the topic. She will explain how OSD initiatives are expanding across the region, driven by broader efforts to promote transparency and accountability, and building on existing Educational Management Information Systems. She will also emphasize that the implementation of these initiatives varies among states parties, reflecting differences in governance structures, resources, and technological capacity. Finally, she will outline common challenges while showcasing promising developments – particularly those leveraging advanced technologies and fostering data literacy – which will be further explored by the speakers.

Muriel Poisson

“This presentation will examine how open and trusted education data can contribute to transparency, accountability and informed public debate on education systems. Drawing on the French experience, it will explore data, algorithms and source code governance frameworks, with a particular focus on open data, interoperability and data quality. The presentation will show how certified public data can support evidence-based public policy, responsible uses of digital technologies and artificial intelligence, and help strengthen public trust. It will also address the role of data accessibility and data literacy for teachers, citizens and decision-makers, from the perspective of digital citizenship.”

Phillippe Ajuelos

“I will talk about England’s experience in publishing open school level data and the principles that guide this work and other statistics publishing across the UK government. I bring experience of how the Department for Education has developed modern data platforms that make education statistics accessible, transparent, and meaningful, while ensuring compliance with the UK Code of Practice for Statistics. I will discuss the key dilemmas we face, including how to provide fair and contextualised comparisons across schools without creating unintended consequential behaviours. I will also explore the balance between openness and privacy, particularly how we apply disclosure control to protect individuals so we can strike a balance between privacy and transparency in order to maintain public trust. Finally, I will reflect on how open data is key to evidence based policy making in England, especially in understanding disadvantage, targeting intervention, and enabling the public and the sector to hold government to account.”

Cam Race

“In my contribution to the panel discussion, I will present the experience of the State Data Agency (Statistics Lithuania) in leading state data governance process in Lithuania, with a particular focus on educational data. I will share the dilemmas we have faced when opening and using education data. For example: does broad access to education data increases educational disparities between regions and big cities, and is this a short-term effect or a negative long-term trend? In what way a greater transparency could inspire structural changes that improve the education system as a whole? How to avoid a risk of labelling schools as “winners” and “losers”? How does the openness of education data influence pupils’ motivation and learning outcomes?

I will also discuss which data governance model (centralised, decentralised, or hybrid) is most effective for understanding the direct and indirect factors that shape the education system and for supporting evidence -based policy making.”

Vadimas Ivanovas