



United Nations
Educational, Scientific and
Cultural Organization



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STATISTICS

Expanding Coverage in Indicator 4.1

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1. Rationale
2. The approach
3. Channels for expanding the number of countries
4. What are the gains
5. Who benefits
6. The partnership
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It is currently impossible to gain a global perspective of what children are learning because:

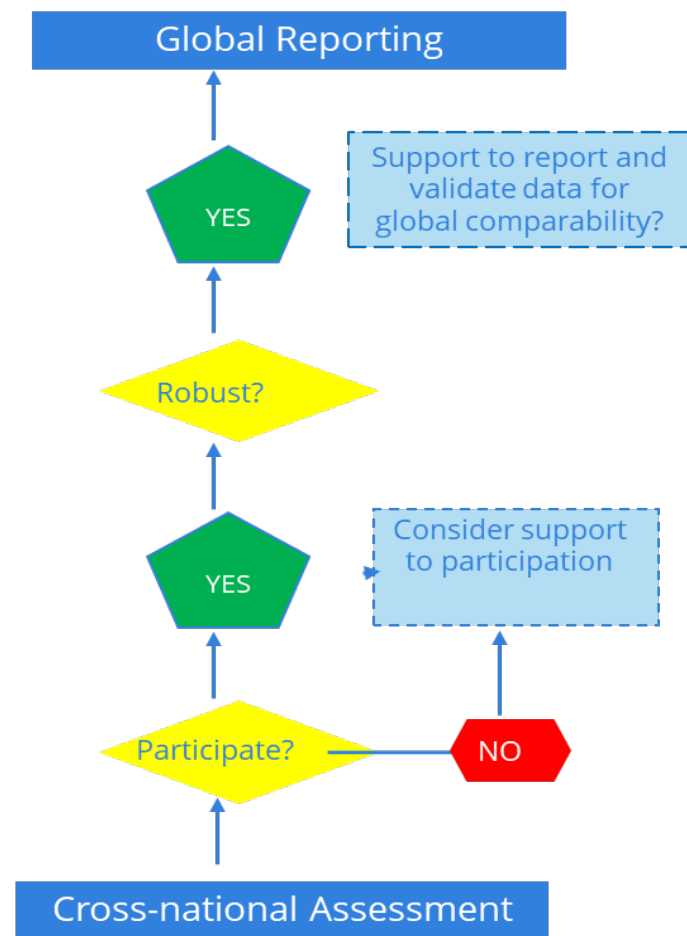
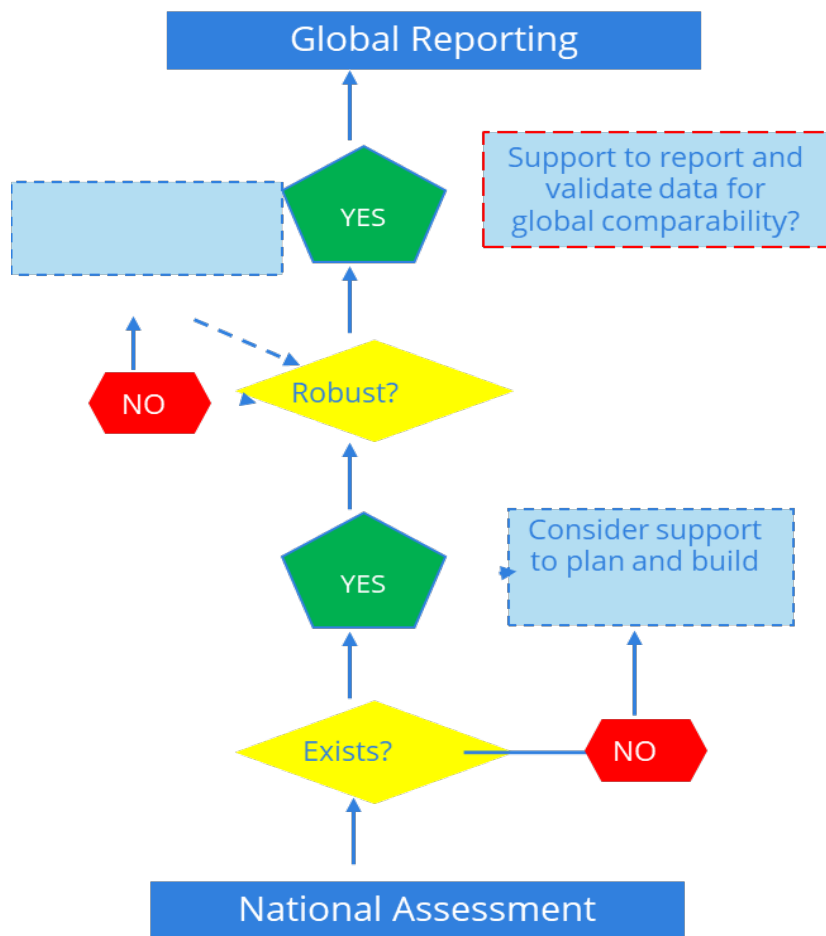
- Not all regions (and countries within regions) conduct assessments A large number of countries are also not planning to participate in any cross-national assessment after 2017.
- There is no single measure at any education level (i.e. the last grade of primary and lower secondary vary across countries). Not all countries finish the same ISCED level at the same grade.
- Quality and scope of national assessments vary and are implemented based on their own standards.
- Assessments follow different methodological frameworks that are difficult to link and may not yield comparable results.

- **A collective action problem that has a collective action solution**
 - UIS as a brokering institution preferably along a development partners
 - Regional assessments and international assessment coordinating the administration of assessment, facilitating technical assistance and dissemination of results
 - Development partners funding various needs

Two type of coordination are to be conduced simultaneously”

- Financial: some development partner might coordinate with these donors and rally others to garner increased commitments and build out the partnership
- Technical: UIS could coordinate the technical assistance and the reporting scale.

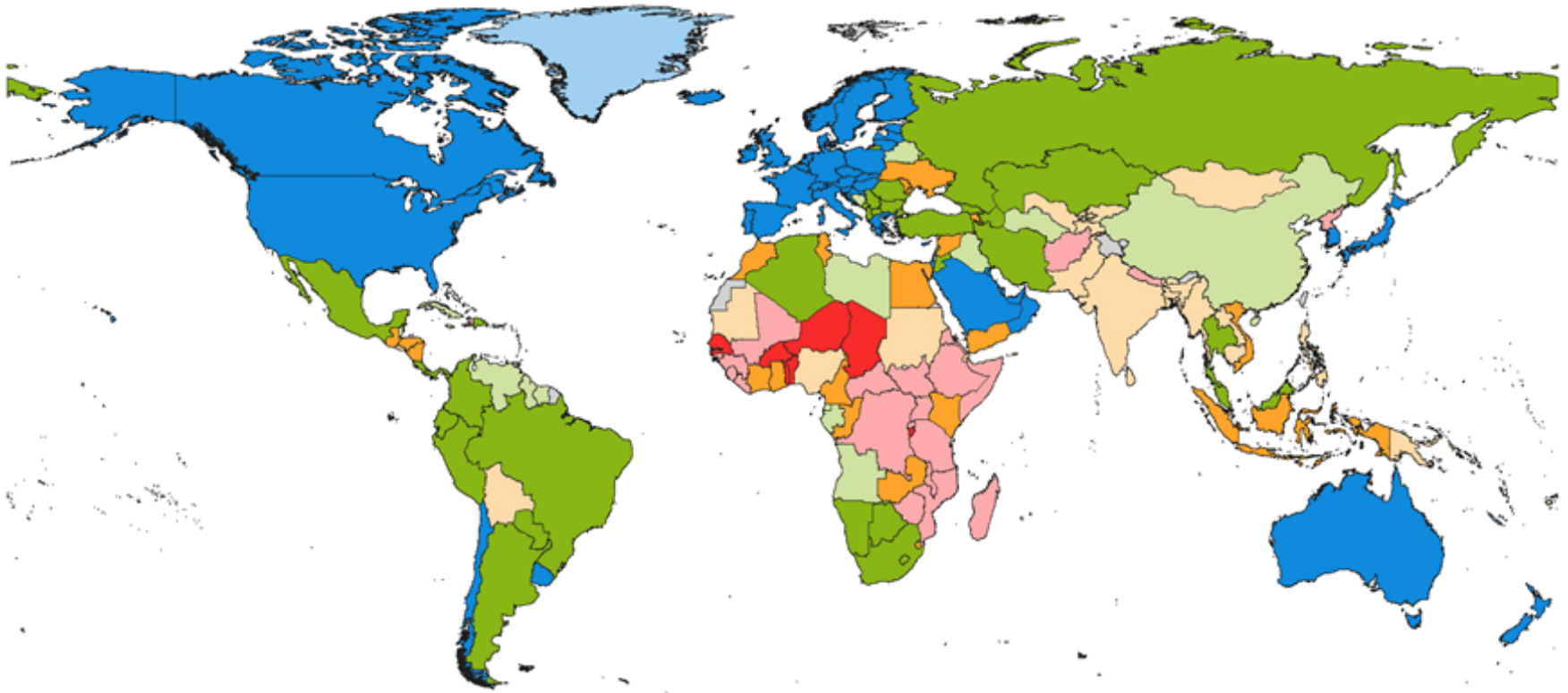
From a country perspective- How to get to global reporting?



- Use existing channels
 - -> **expansion through regional and international assessments**
- Achieve comparability through UIS Reporting Scale,
 - **which allows placing any assessment on a common scale**
- Use various levers from development partners
 - **to support and encourage expansion through regional and international assessments**

Countries participating in cross-national learning assessments, by income level

Low-income countries:	■ Assessment	■ No assessment
Lower-middle-income countries:	■ Assessment	■ No assessment
Upper-middle-income countries:	■ Assessment	■ No assessment
High-income countries:	■ Assessment	■ No assessment



Note: The depiction and use of boundaries and related data shown on this map are not warranted to be error free nor do they necessarily imply official endorsement or acceptance by UNESCO.

Countries (LICs and MICs)

- Support from development partners to participate in cross national assessments, administer and report
- High quality, globally comparable learning data to improve national education system
- Technical assistance and capacity development

UIS

- Support from development partners to lead on coordination and technical work on global comparability and validation

Regional and international assessment programs

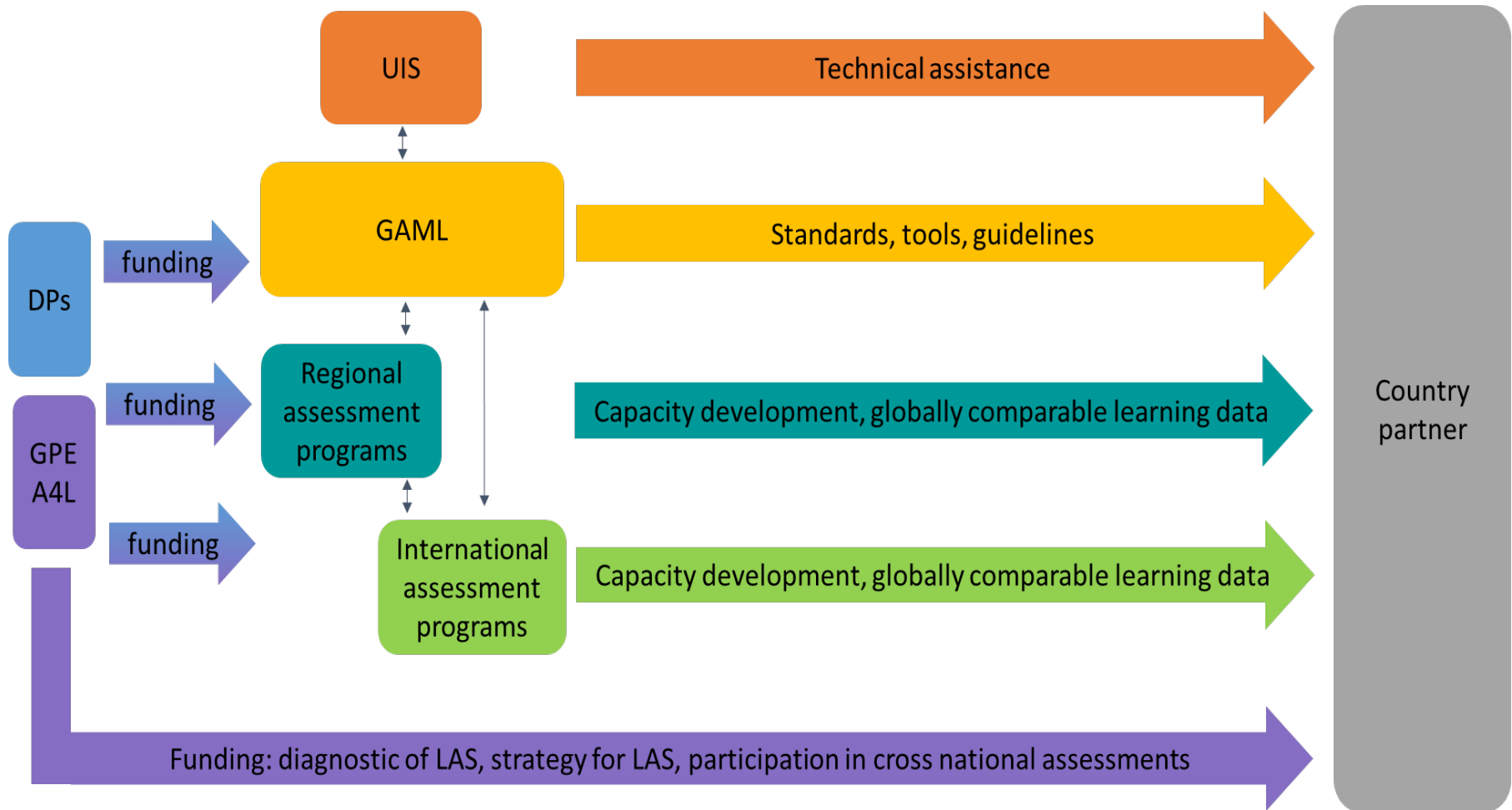
- Support from development partners to help cover operational costs and global comparability work
- Support to expand their programs

Development partners and global community

- More countries have high quality data to improve learning
- Global comparability allows for better targeting of resources
- ⁸ More funds for education sector can be raised

- Countries will have access to assessments in a comprehensive and sustainable way
- Countries engagement through their political commitment and participation of training centers.
- Capacity-development efforts concentrated around those with most experience in the field while granting progress towards global comparability.
- Help with a learning assessment data strategy and support from the UIS with different diagnosis and assessment tools
- Regional and International organizations expand their coverage.

What kind of partnership could be envisaged ?



What are the roles of actors?

UIS

- Leads and coordinates technical work for global reporting and validation
- Brokering role between actors, with support of DP

GAML

- Advises and advances technical work for global comparability

Regional
assessment
programs

International
assessment
programs

- Coordinate administration of assessments, facilitate technical assistance and dissemination of results
- Collaborate under UIS technical leadership to link assessments

Development
Partners

- Provide funding for various needs
- Support expansion of cross national assessments through different levers

Country
Partners

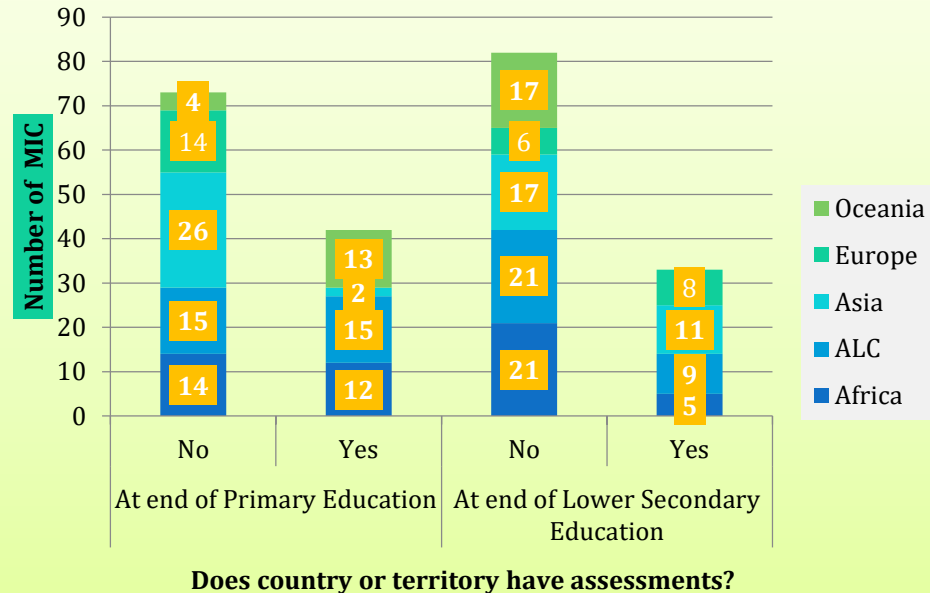
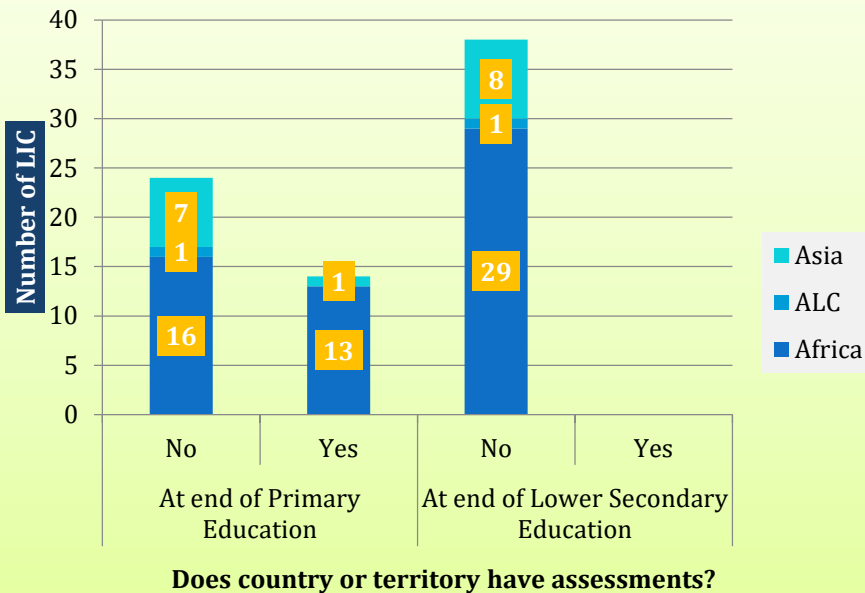
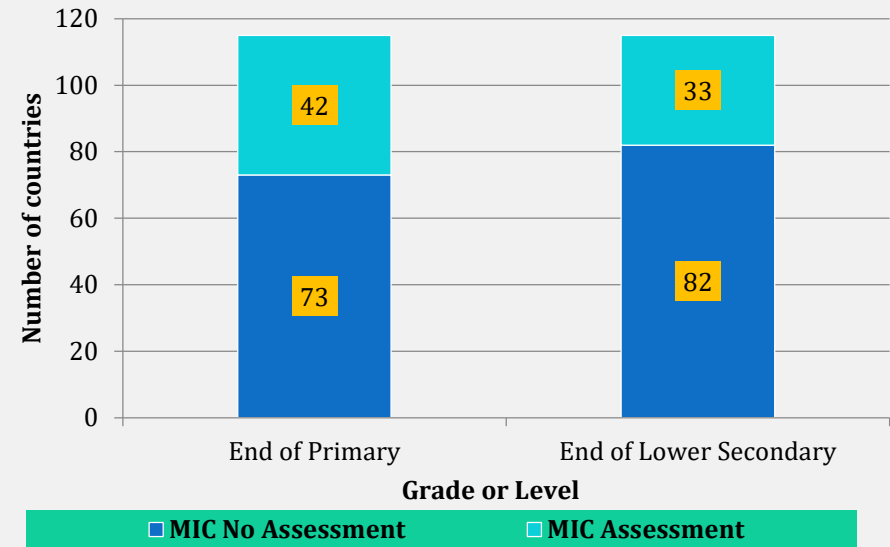
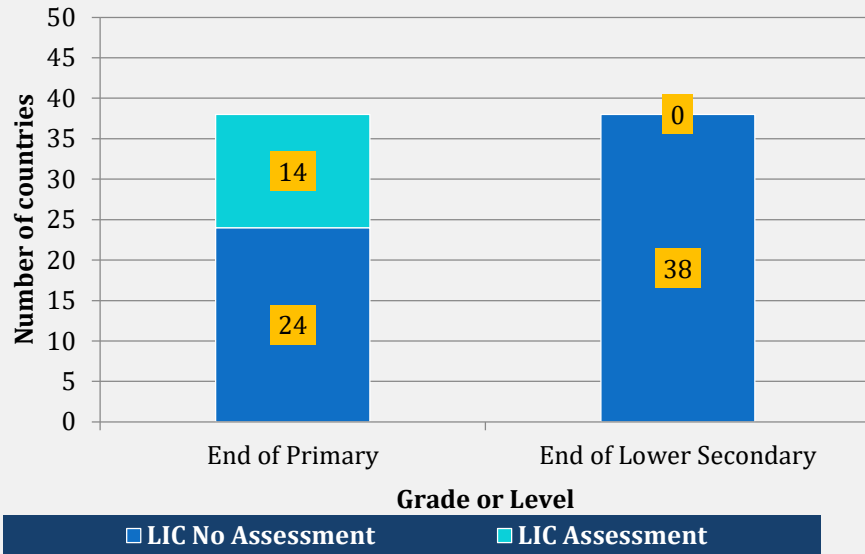
- Administer assessments
- Engage in global reporting and validation

Indicative cost of the approach

	Country's implementation for the whole test cycle	International scaling cost	International co-ordination cost	Regional/International Assessment
2016-2020	500,000	1,500,000	500,000	500,000 - ? *
2021-2025	500,000	1,500,000	500,000	500,000 - ? *
2026-2030	500,000	750,000	500,000	500,000 - ? *

* TBD depending on needs and can increase depending on additional number of countries

Where do we need to expand?



	Region	At end of Primary Education				At end of Lower Secondary Education				
		2018/19	2021/22	2024/25	Total	2018/19	2021/22	2024/25	2027/28	Total
Number of LICs and MICs	Africa	31			31	31	18			49
	ALC			16	16			22		22
	Asia		33		33		15	8		23
	Europe			14	14			3		3
	Oceania			4	4			1	15	16
	All	31	33	34	98	31	33	34	15	113
	Costs. USD Millions	Type of costs	2018/19	2021/22	2024/25		2018/19	2021/22	2024/25	2027/28
Implementation		15.5	16.5	17.0		15.5	16.5	17.0	7.5	
Coordination		2.0	2.0	2.0		2.0	2.0	2.0	2.0	
Total		17.5	18.5	19.0		17.5	18.5	19.0	9.5	

o Two participations are financed by country or territory. In the first participation is financed 100%, in the second participation is covered 50% of costs. The orange cells indicate that the number includes the countries that participate a second time.

	Region	At end of Primary Education					At end of Lower Secondary Education				
		2018/19	2021/22	2024/25	2027/28	Total	2018/19	2021/22	2024/25	2027/28	Total
Number of LICs and MICs	Africa	31	15.5	0		31	31	15.5			46.5
	ALC			16	8	16			22		22
	Asia		33	0	0	33		17.5	8		25.5
	Europe			14	7	14			3		3
	Oceania			4	2	4			1	15	16
	All	31	48.5	34	17	98	31	33	34	15	113
Costs. USD Millions	Type of costs	2018/19	2021/22	2024/25	2027/28	Total	2018/19	2021/22	2024/25	2027/28	Total
	Implementation	15.5	24.3	17.0	8.5	65.3	15.5	16.5	17.0	7.5	56.5
	Coordination	2.0	2.0	2.0	2.0	8.0	2.0	2.0	2.0	2.0	8.0
	Total	17.5	26.3	8.5	4.3	56.5	17.5	18.5	19.0	9.5	64.5

- What are the issues and challenges in the approach proposed?
- In which cycle should we start?
- What types of Partnerships are the most successful to implementation?
- What are the challenges for the compact proposed? Any problem with the funding model?
- Can we discuss a preliminary strategy?



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