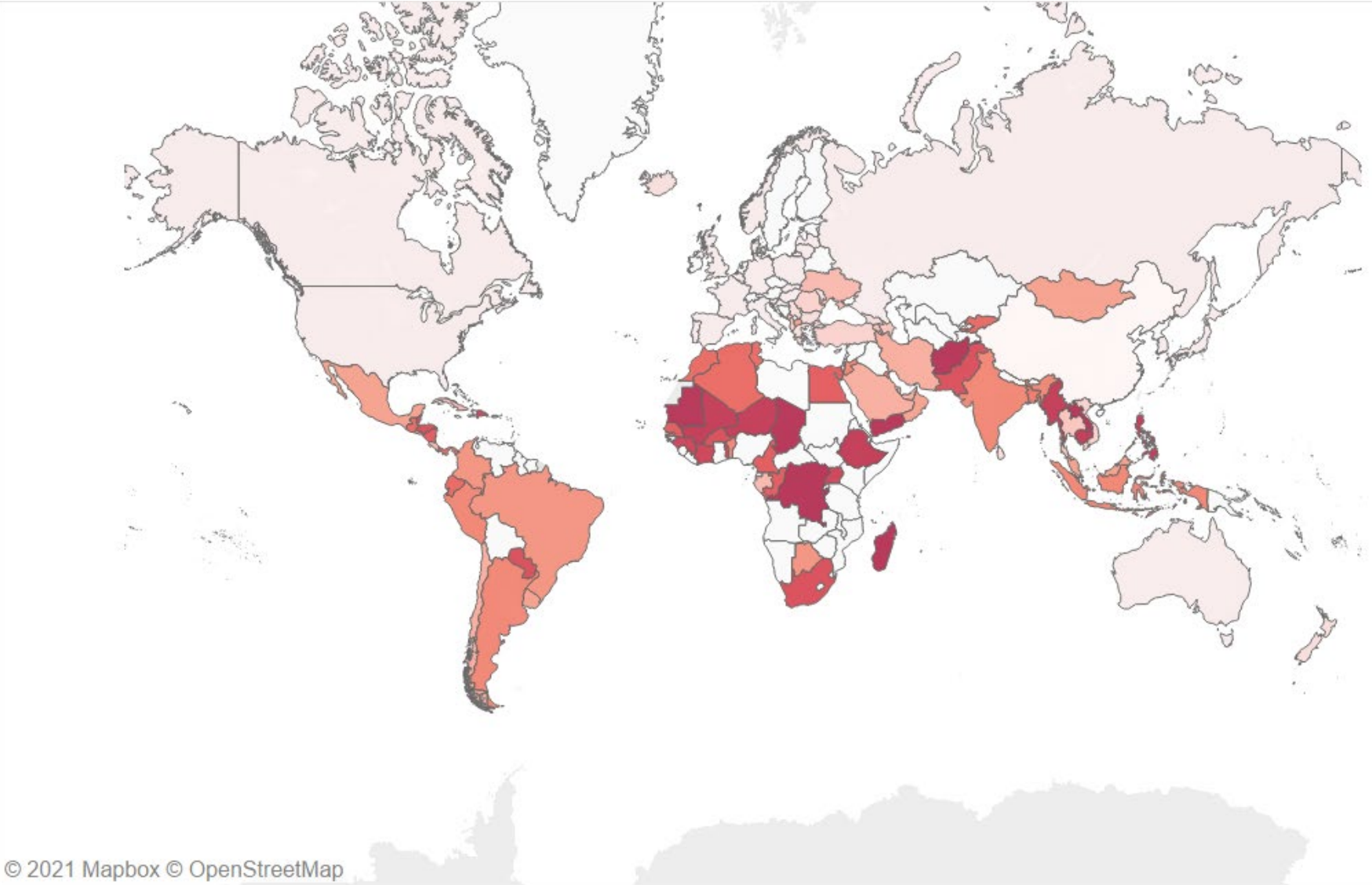


Improving learning through data: the Learning Data Compact



Big Data Gaps still exist:

Flying blind in 97 countries due to missing learning or schooling data needed to measure Learning Poverty



The Learning Outcomes Landscape:

Significant unmet gaps remain unequally distributed

Lack of within country temporal comparability and low frequency

- Change of assessments tool and grades make impossible the monitoring of progress over time
- The spell between assessments can be up to six years or more.

Lack of international comparability

- Assessments that are comparable among participating countries but not comparable between different assessments programs

High and no transparent costs and low sustainability

- Variable between regions for international fee and test administration
- Due to funding and capacity constraints to measure, use and integrate learning data with other sources

New demand due to COVID-19

The Learning Outcomes Landscape:

Significant unmet gaps remain unequally distributed

- Develop and strengthen institutional capacities to **produce** and **use** learning assessment data
- Promote a **multiyear collaboration** among development partners and countries to shape sustainable learning monitoring systems by:
 - **Building on existing country capacities** and offering resources to harness a country's strengths and comparative advantages
 - Defining a **holistic measurement approach** at all stages of the learning assessment cycle that promotes the production and use of the different types of learning assessments
- Improve the coordination, accountability, and transparency of global efforts to use resources efficiently and effectively, by brokering collaboration between countries, development partners, and assessment providers

Why the LDC makes sense now?

Game changer developments since 2015
(which started to yield results in 2019)

New tools to measure learning

Better alignment

Covid-19 /learning losses

Standards/Definitions
(GPF/Bank of Items)

Country-level demand

Methodologies

Coordination

The LDC:
A holistic and programmatic approach to measure learning and to improve performance through better teaching and better management of the learning process



What is the LDC: a measurement and uptake components of learning data

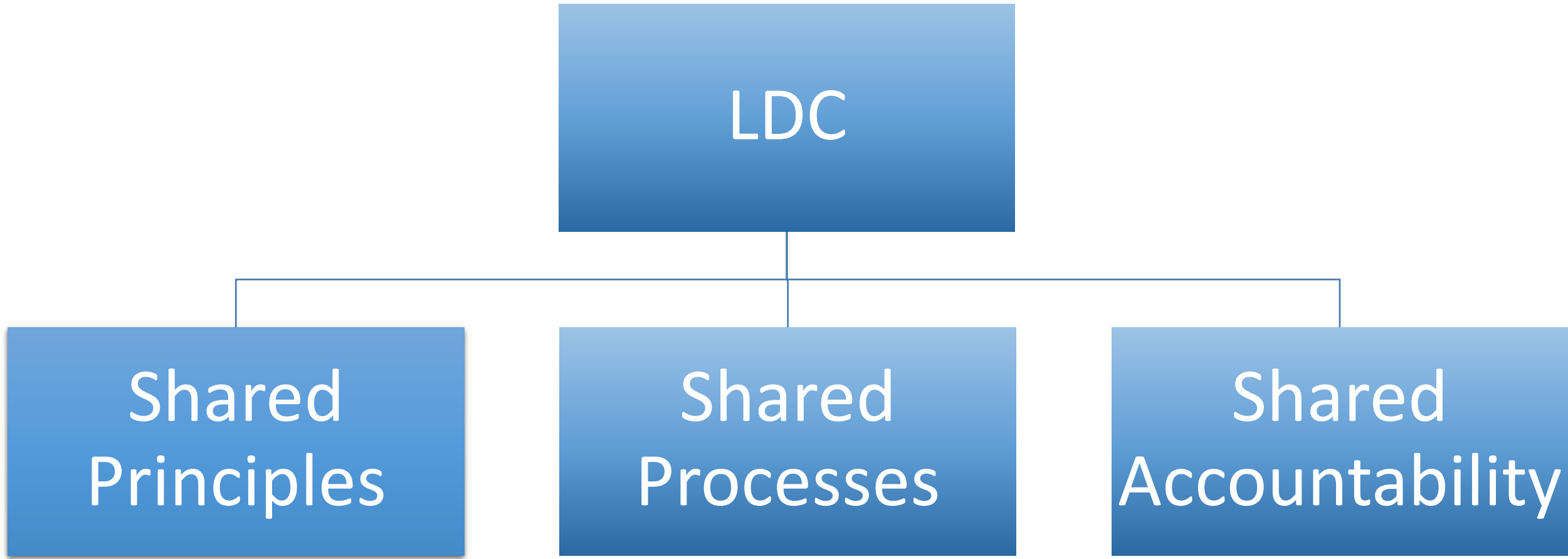
Measurement:

Participation in large-scale assessments or a solid national assessment that allows comparability over time

Uptake

- Planning and strategy of the assessment cycle
- A comprehensive and holistic dissemination strategy
- Investment in capacity development in learning assessment units.
- Invest in capacity curriculum, teaching, and learning processes
- Strengthen institutional capacity to integrate learning assessment and use to improve actual teaching in the classroom

How will the LDC deliver?



Shared principles

Alignment on what to measure and how to measure

- Give priority to the grades where most students are enrolled and where the system seems to be the weakest

Policy relevance and sustainability

- Ensure temporal, difficulty and grade comparability
- Informed decisions, implementation strategies, appropriate levels of financial investment and accountability

Country Ownership

- Meet the countries where they are; Build on existing resources
- Use the Global Proficiency Framework to strengthen the National curriculum dialogue

Innovation

- Continuous improvement and innovation in research, development and quality improvement across all aspects of learning measurement

Shared processes

Learning measurement tools and approaches

- National Learning Assessments
- Cross National assessments
- Methodologies for harmonization

A country centric approach to capacity development

- Costs depends specifically on country context and measurement history
- Support to strengthen national assessments, improve quality of assessment instruments, procedures, building staff capacity, and creating solid research networks

Delivering global and regional public goods

- Compile and catalogue global and regional resources
- Strengthen regional assessments
- Generate additional funding to support innovations

Shared accountability

Includes three main elements:

- **Technical Secretariat**, comprised of staff from partners, who will meet regularly to coordinate the development of public goods
- A **Steering Committee** convened by the three organizations will meet regularly (i.e. bi-annually) to review the progress of the LDC
- A **public progress monitoring dashboard**, which will be updated regularly, mapping the activities and progress of different LDC supported activities, at the national, regional and global level

How will LDC operate: pillars

Components

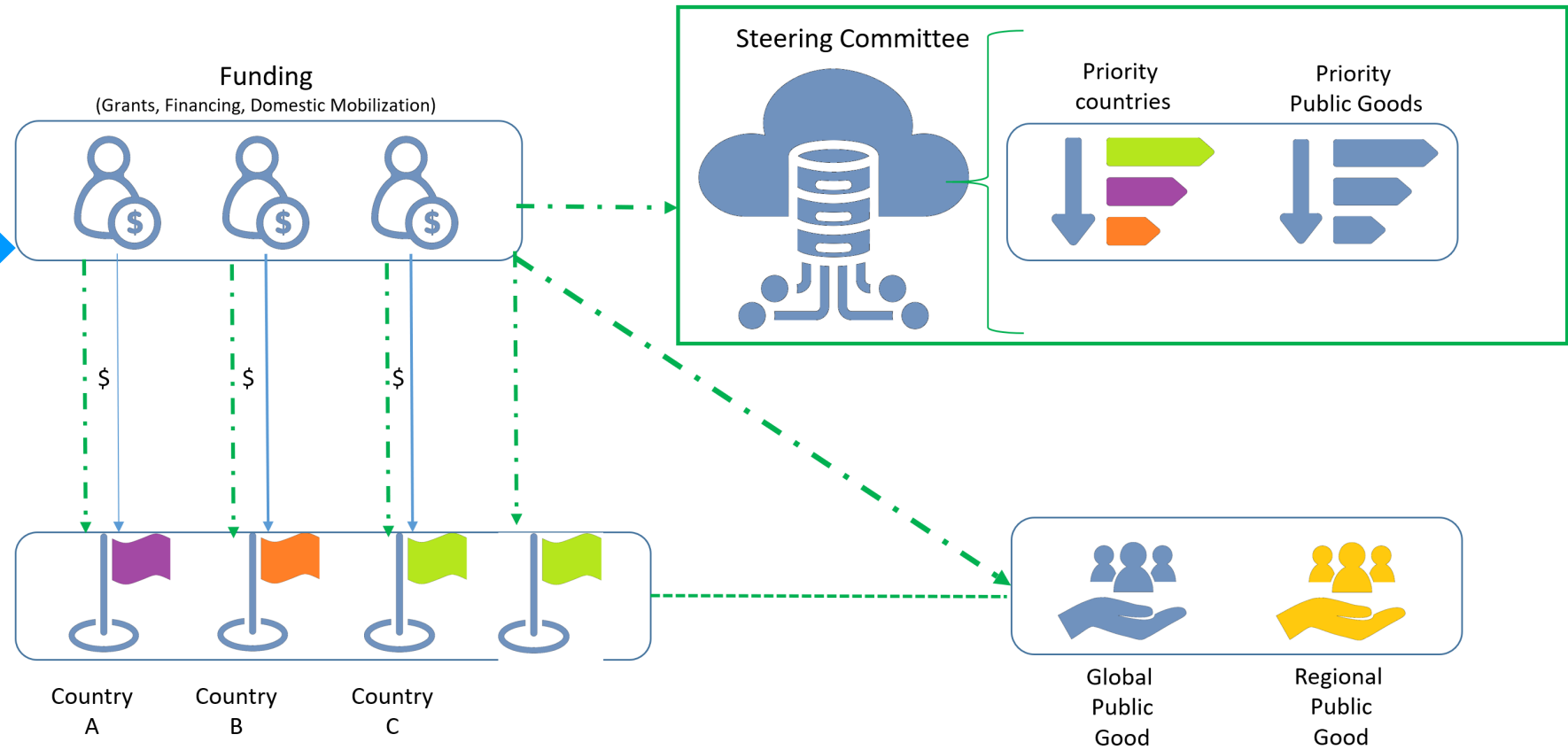
- activities at the country level
- global and regional public goods

Operation

- The program relies on the shared principles, process and accountability framework to coordinate individual donor contributions according to a set of priorities
- The funding pledges and disbursements, as well as technical pledges, would be brokered, coordinated, and tracked to ensure accountability and efficient use
- Most funding, preferably more than 80 percent, will be channeled directly to countries
- The LDC Technical Secretariat will coordinate the existing global and regional public goods

Shared
accountability
partners and
country
commitments
agree on

- country priorities
- the global and regional public goods most needed
- to disburse funds accordingly and
- to submit minimal tracking data once a year to be shared publicly

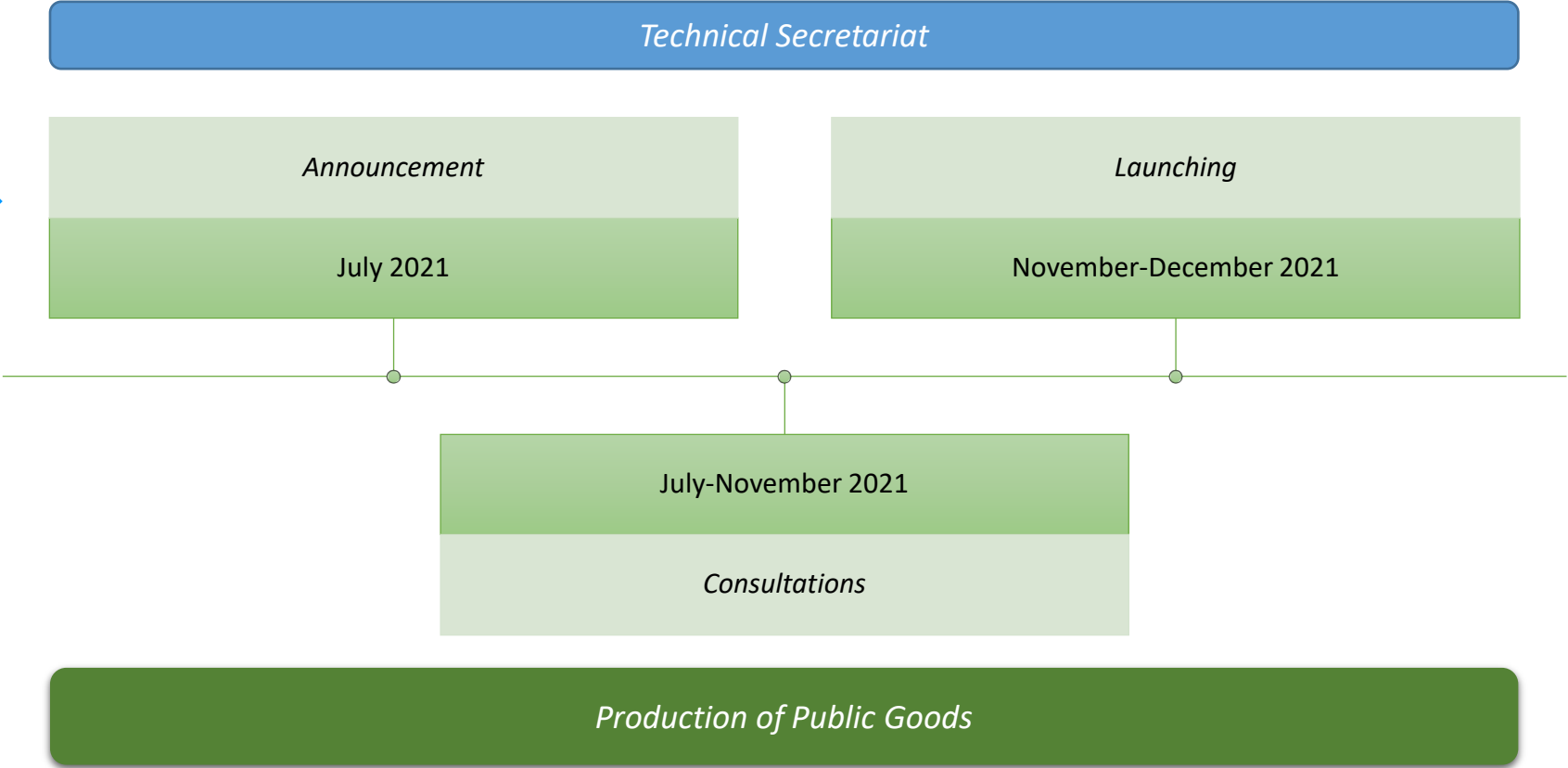


Expected Results by 2025 (Pillar 1)

	Baseline	Target (Jun-2025)
# IDA/Blend/GPE countries currently monitoring learning	16	16
# of NEW IDA/Blend/GPE countries planning learning assessments	59 countries over 3 to 4 years	
# of NEW IDA/Blend/GPE countries monitoring learning		
# Number of IDA/Blend/GPE temporally comparable measures of learning	16	75
# IBRD countries currently monitoring learning	33	33
# of NEW IBRD countries planning learning assessments	37 countries over 3 to 4 years	
# of NEW IBRD countries monitoring learning		
# Number of IBRD temporally comparable measures of learning	33	70

UNESCO, UNICEF and the World Bank are conducting a number of consultations with multiple stakeholders to get feedback and co-create an LDC that serves better the countries in their objective of improving learning for all

Next steps
in 2021 and
forward





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Thank you!

Questions or feedback

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#LearningDataCompact

#RecoverEducation