Improving learning through data: the Learning Data Compact

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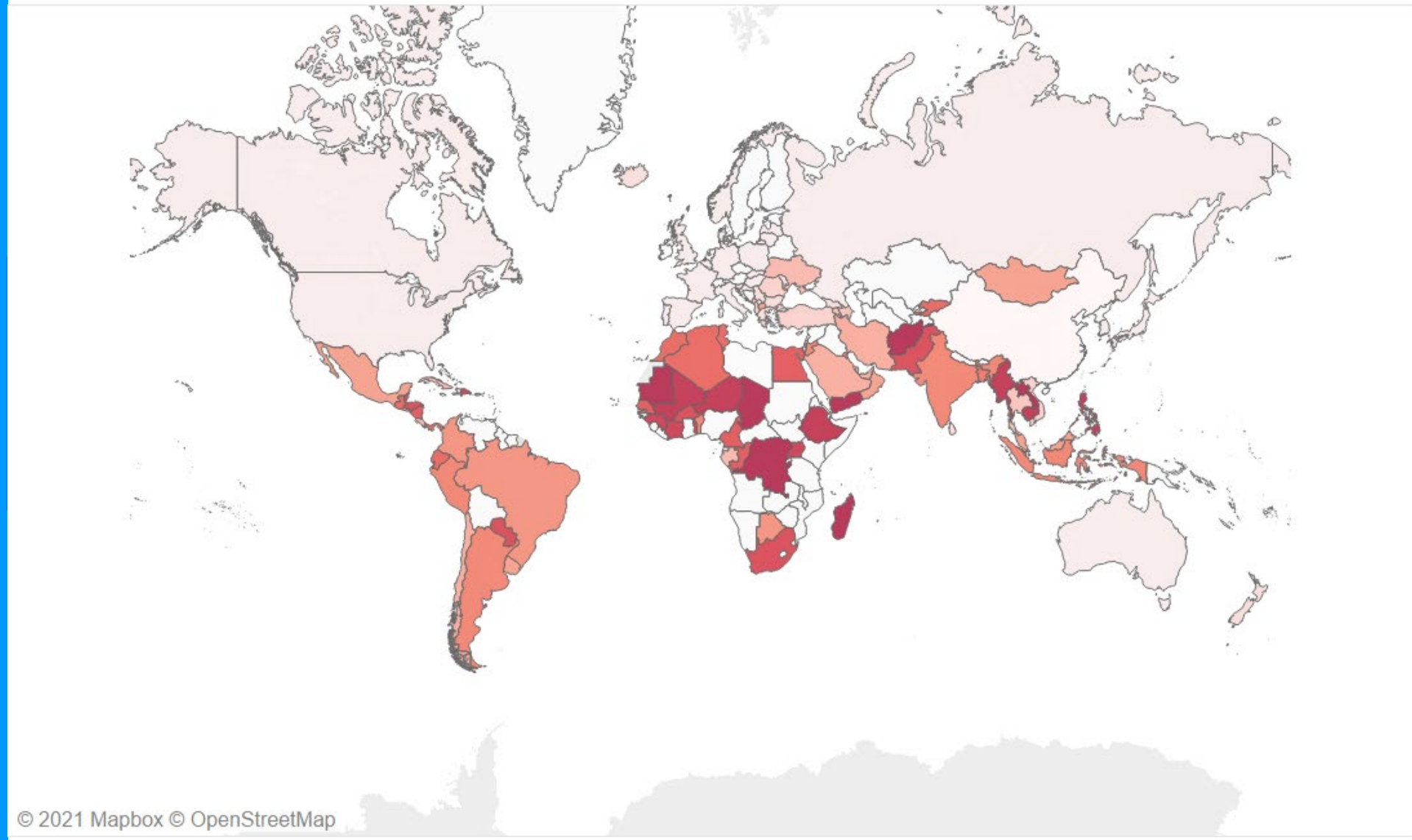
Measurement of learning on a comparative basis shows dispersion and concentration in high level income countries with decreasing frequency as income decreases

#	Country Level of Income	Administration Frequency Every									
		3 years		4 years		5 years		6 years		7 years	
		PISA	PILNA	TIMSS	SEA PLM	PIRLS	PASEC	ERCE	UNICEF FLM	SACMEQ	
82	High income countries	45	1	49		36		3		2	
45	Upper middle-income countries	22	6	17	1	7	1	11	8	4	
50	Lower middle-income countries	5	7	4	5	1	4	4	11	5	
29	Low income countries		1				9		11	3	

Big Data Gaps still exist

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



Old and new challenges associated with learning data production and use

Comparability

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

Frequency

The spell between assessments can be up to six years or more.

Cost

Variable between regions for international fee and test administration

Inconsistency in assessment implementation over time

Change of assessments tool and grades make impossible the monitoring of progress

Lack of sustainability

Due to funding and capacity constraints to measure, use and integrate learning data with other sources

New demand due to COVID-19

We have progressed in a collaborative way: **New tools to report learning**

Foundational Learning Module (UNICEF)

- Children 6-14 years old
- Reading and Mathematics

South East Asia Learning Primary Metrics (SEA-PLM)

- Grade 5 students
- Reading, writing and mathematics

OECD new short PISA module for Household Survey

- Reading and Math

ICAN: International Common Assessment of Numeracy (PAL Network)

- Numeracy
- Grades 2 and 3

Monitoring the Impact of Learning Outcomes (MILO) UIS/ACER Testlet

- Upper Primary
- Reading and Math

Expanding options for alignment and reporting (I)

Policy linking

Teachers-in-country give **pedagogical interpretation** to learning assessment results, by **linking it to the global minimum proficiency levels**.

Implemented to align National Assessments
(4.1.1 all levels)

UIS: India, grades 3 and 5 (2019); grade 8 (2021)
Bangladesh grades 3 and 5 (2019)**);** Cambodia (grade 6**);**
Lesotho (grade 6)**, Zambia** (grade 6) **and Nepal** (grade 5)
USAID: Nigeria (2020), **Morocco** and **Djibouti**;
forthcoming **Kenya** and **Senegal.**
WBG: **Ghana**, forthcoming **Gambia**
USAID/FCDO/UIS: I**CAN**/PAL Network

Expanding options for alignment and reporting (II):

Student Linking

Students-in-country sit for **two assessments programs** and serve as the "link" which allows the correspondence of results from **a given assessment scale (national/regional) in the global proficiency levels**

IEA/UIS Rosetta Stone Concordance Table (End of Primary - 4.1.1 b)	**Monitoring the impact on Learning Outcomes (MILO)** **(**Upper Primary -4.1.1 b)
IEA's PIRLS and TIMSS is linked to PASEC **(Burundi, Senegal and Guinea**) And ERCE (Chile**, Guatemala, Colombia**)	The MILO module aligned to the Global Scale is administered in 6 countries linking with PASEC **(Burkina Faso, Senegal, Burundi, Ivory Coast)** and NASMLA **(Kenya) and** NPA **(Zambia)**

Some guiding principles for country centric Learning Data Compact (LDC)

Based on criteria laid out in the national curriculum a clear standard of what the learner must be able to do developmentally at that age/grade

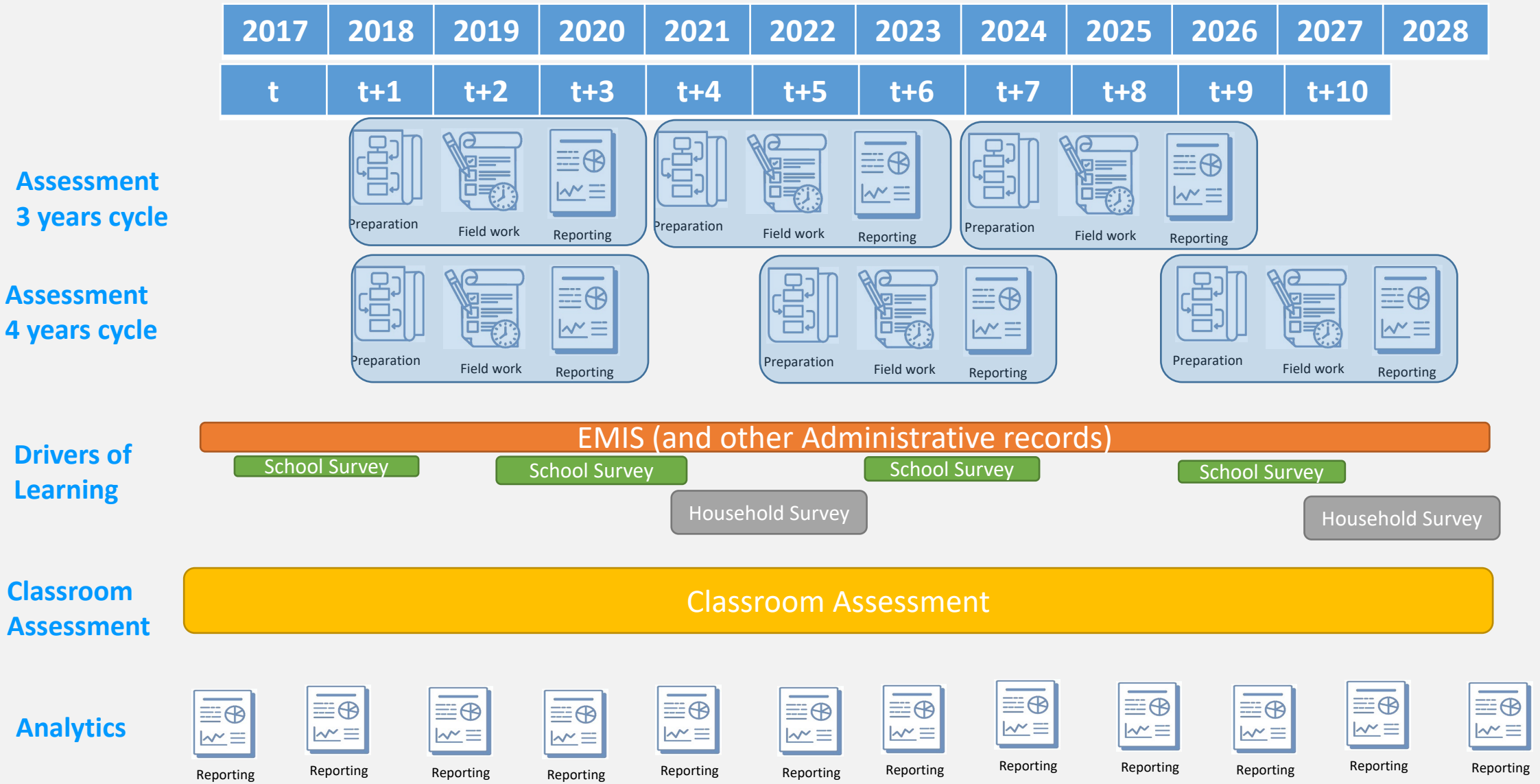
Integration of large scale assessment data within the data eco-system and with formative assessment and classroom practices

Compatibility over time and **between countries:** monitoring progress and comparability are acquired commitment in the SDG process

Build on existing resources. Most countries will have some base to start from

(Develop) and build capacity to strengthen the capacity of data generation and data producers and users

A holistic and programmatic Learning Data Compact



Simulation of cost of a comprehensive compact that aims to increase the use, and impact of learning data

Description	**International**
Assessment fees	*250,000*
Administration/analysis/reporting	*550,000*
Uptake and dissemination	*800,000*
Capacity building/drivers of learning	*1,600,000*
Total cycle cost	**3,200,000**
Institutional (on a prorated basis)	750,000
Staff	
Example	
Enrollment	12,000,000
Cost per student enrolled	0.3

The Learning Data Compact (LDC): holistic and programmatic

'Broker' existing funds from participating donors to recipient countries in a coordinated way

Raise and administer new funding for new global public goods and support to countries

Priority support through

- plan, design, implement, analyze, and use results of large-scale learning assessment;
- produce repeated measures of student learning comparable over time and across countries;

Priority support to **priority countries** before extending to all eligible countries

Data integration through improved collection and use of census administrative school data; and

Improving learning through data: the Learning Data Compact

Thank you!

Questions or feedback

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