Expanding Coverage in Indicator 4.1

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Outline

1. Rationale
2. The approach
3. Channels for expanding the number of countries
4. What are the gains
5. Who benefits
6. The partnership
7. Cost
8. Issues for discussion
The Rationale

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.
The Approach

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

Two type of coordination are to be conducted simultaneously”
  o Financial: some development partner might coordinate with these donors and rally others to garner increased commitments and build out the partnership
  o Technical: UIS could coordinate the technical assistance and the reporting scale.
From a country perspective- How to get to global reporting?

Global Reporting

- Support to report and validate data for global comparability?
  - Yes
    - Robust?
      - Yes
        - Consider support to plan and build
      - No
        - National Assessment
  - No

Robust?

- Exists?
  - Yes
    - Consider support to plan and build
  - No
    - National Assessment

National Assessment

Global Reporting

- Support to report and validate data for global comparability?
  - Yes
    - Participate?
      - Yes
        - Consider support to participation
      - No
        - Cross-national Assessment
  - No

Cross-national Assessment
• 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
Where are assessment been implemented?
Who Benefits?

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
- More funds for education sector can be raised
What are the Gains?

- 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?

- UIS: Technical assistance
- GAML: Standards, tools, guidelines
- DPs: Funding
- GPE A4L: Regional assessment programs, International assessment programs
- Funding: diagnostic of LAS, strategy for LAS, participation in cross national assessments
- Country partner: Capacity development, globally comparable learning data
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
- Coordinate administration of assessments, facilitate technical assistance and dissemination of results
- Collaborate under UIS technical leadership to link assessments

**Regional assessment programs**

**International assessment programs**

**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
What are the costs?

### Indicative cost of the approach

<table>
<thead>
<tr>
<th></th>
<th>Country's implementation for the whole test cycle</th>
<th>International scaling cost</th>
<th>International co-ordination cost</th>
<th>Regional/International Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2020</td>
<td>500,000</td>
<td>1,500,000</td>
<td>500,000</td>
<td>500,000 - ? *</td>
</tr>
<tr>
<td>2021-2025</td>
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<td>1,500,000</td>
<td>500,000</td>
<td>500,000 - ? *</td>
</tr>
<tr>
<td>2026-2030</td>
<td>500,000</td>
<td>750,000</td>
<td>500,000</td>
<td>500,000 - ? *</td>
</tr>
</tbody>
</table>

* TBD depending on needs and can increase depending on additional number of countries*
Where do we need to expand?

### LIC No Assessment vs LIC Assessment

#### End of Primary Education
- LIC No Assessment: 24 countries
- LIC Assessment: 14 countries

#### End of Lower Secondary Education
- LIC No Assessment: 38 countries
- LIC Assessment: 0 countries

### MIC No Assessment vs MIC Assessment

#### End of Primary Education
- MIC No Assessment: 73 countries
- MIC Assessment: 42 countries

#### End of Lower Secondary Education
- MIC No Assessment: 82 countries
- MIC Assessment: 33 countries

### Does country or territory have assessments?

#### At end of Primary Education
- No: 7 countries
- Yes: 16 countries

#### At end of Lower Secondary Education
- No: 1 country
- Yes: 29 countries

### Grade or Level

<table>
<thead>
<tr>
<th>Country</th>
<th>End of Primary</th>
<th>End of Lower Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>ALC</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Africa</td>
<td>29</td>
<td>1</td>
</tr>
</tbody>
</table>

### Number of countries

- Asia: 73 countries
- ALC: 42 countries
- Africa: 82 countries

### Number of LIC

<table>
<thead>
<tr>
<th>Region</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceania</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Europe</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>Asia</td>
<td>29</td>
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<tr>
<td>ALC</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Africa</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

### Number of MIC

<table>
<thead>
<tr>
<th>Region</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6</td>
</tr>
<tr>
<td>Europe</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Asia</td>
<td>13</td>
<td>2</td>
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<tr>
<td>ALC</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Africa</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

### Does country or territory have assessments?

#### At end of Primary Education
- No: 14 countries
- Yes: 26 countries

#### At end of Lower Secondary Education
- No: 13 countries
- Yes: 21 countries
### Simulating Expansion

<table>
<thead>
<tr>
<th>Region</th>
<th>At end of Primary Education</th>
<th>At end of Lower Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>ALC</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Oceania</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>31</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of costs</th>
<th>Costs. USD Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018/19</td>
</tr>
<tr>
<td>Implementation</td>
<td>15.5</td>
</tr>
<tr>
<td>Coordination</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>17.5</td>
</tr>
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<td></td>
<td>2018/19</td>
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<td>Coordination</td>
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<tr>
<td>Total</td>
<td>17.5</td>
</tr>
</tbody>
</table>
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.
Questions for discussion

• 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?
Expanding Coverage for Indicator 4.1.

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