Improving learning through data: the Learning Data Compact

Silvia Montoya  Director, UNESCO Institute for Statistics  July 2021
Measurement of learning on a comparative basis shows dispersion and concentration in high level income countries with decreasing frequency as income decreases.
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
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:** ICAN/PAL Network
Expanding options for alignment and reporting (II):

**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)

IEA’s PIRLS and TIMSS is linked to PASEC (Burundi, Senegal and Guinea)
And ERCE (Chile, Guatemala, Colombia)

Monitoring the impact on Learning Outcomes (MILO)
(Upper Primary - 4.1.1 b)

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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<th>2024</th>
<th>2025</th>
<th>2026</th>
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**Assessment**
- 3 years cycle
- 4 years cycle

**Drivers of Learning**
- EMIS (and other Administrative records)
  - School Survey
  - Household Survey

**Classroom Assessment**
- Classroom Assessment

**Analytics**
- Reporting
  - Reporting
  - Reporting
  - Reporting
  - Reporting
  - Reporting
  - Reporting
  - Reporting
  - Reporting
  - Reporting
  - Reporting

**Timeline**
- Preparation
- Field work
- Reporting
Simulation of cost of a comprehensive compact that aims to increase the use, and impact of learning data

<table>
<thead>
<tr>
<th>Description</th>
<th>International</th>
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</thead>
<tbody>
<tr>
<td>Assessment fees</td>
<td>250,000</td>
</tr>
<tr>
<td>Administration/analysis/reporting</td>
<td>550,000</td>
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<tr>
<td>Uptake and dissemination</td>
<td>800,000</td>
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<tr>
<td>Capacity building/drivers of learning</td>
<td>1,600,000</td>
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<tr>
<td><strong>Total cycle cost</strong></td>
<td><strong>3,200,000</strong></td>
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<td>Institutional (on a prorated basis)</td>
<td>750,000</td>
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<td>Staff</td>
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<td><strong>Example</strong></td>
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<tr>
<td>Enrollment</td>
<td>12,000,000</td>
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<tr>
<td>Cost per student enrolled</td>
<td>0.3</td>
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</tbody>
</table>
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
Thank you!

Questions or feedback
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