Monitoring Impacts on Learning Outcomes

The MILO project

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Indicator 4.1.1

Proportion of children and young people
(a) in grades 2/3;
(b) at the end of primary; and
(c) at the end of lower secondary

achieving at least a minimum proficiency level in
(i) reading and
(ii) mathematics,

by sex
Despite increase in data availability with more countries having regular quality data, there is still insufficient data. Very Low Levels of Learning.
Higher-quality learning data needed more often from harmonized learning assessments

- Frequent: Enough Regular intervals
- Relevant: Comparable over time and across countries
- Reliable: Unbiased
- Coverage: Large scale and representative
- Accessible: Multiple grades and subjects
- Timely: Available sooner than later
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- Accessible: Transparent & easy to navigate
- Large scale: Representative
MILO is one additional step in the work towards harmonization.

2016
- End primary/low secondary
- No methodology & no data (Tier III)

2017
- Early grades
- No methodology & no data (Tier III)

2018
- No methodology & data (Tier II)

2019
- Methodology & Data (Tier I)

2020
- No methodology & data (Tier II)

2021
- Global Content Framework
- Global Proficiency Framework
- Minimum Proficiency Levels
- Procedural Alignment Tools
- Global Item Bank
- New assessment programs (SEA-PLM, ICAN, FLM)
- Subject-based linking (Rosetta Stone)
- Global (TIMSS/PIRLS) & Regional PASEC & ERCE) assessments
- MILO
  - Subject/item-based linking (6 African countries)
- Policy Linking Toolkit
  - (15 countries & ICAN)
- Harmonization/collection
- Of new data
- Building the foundation blocks
MILO as a Global Public Good

A cost-efficient affordable system to measure learning

- Ambitious:
  - comparability over time (for a same country in two comparable measurement)
  - cross-sectional comparability (among the six participating countries)
  - Aligned to the definition of Minimum Proficiency Level (age-appropriate set of skills at the end of primary)
- Large enough sample to disaggregate and capture drivers of change
- Timely delivery
- International technical standards
MILO as a Global Public Good

Builds on existing resources: cross-country collaboration
- Built on existing national and regional assessment
- Calibrated test built on items provided by countries across the world & CONFEMEN

A country-centric capacity development approach
- Support the national units in charge of evaluation
- 2 out of 10 modules chosen by countries in a demand-driven system
- Countries use their own items and resources contributing to peer learning
MILO: Monitoring Impacts on Learning Outcomes

Survey Development Tools
- Contextual Framework
- Testlets construction
https://milo.uis.unesco.org/survey-development-tools/

Survey Administration Tools
- National Project Manager Manual
- Sampling
  - Sampling Framework
  - School Sampling Preparation Guide
- Technical Standards
https://milo.uis.unesco.org/survey-administration-tools/

Global Item Bank
https://milo.uis.unesco.org/global-item-bank/

MILO Public Datadases
- Student database (Excel, SAV, zip)
- School database (Excel, SAV)

https://milo.uis.unesco.org/resources/
Thank you

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