Expanding MICS data on learning

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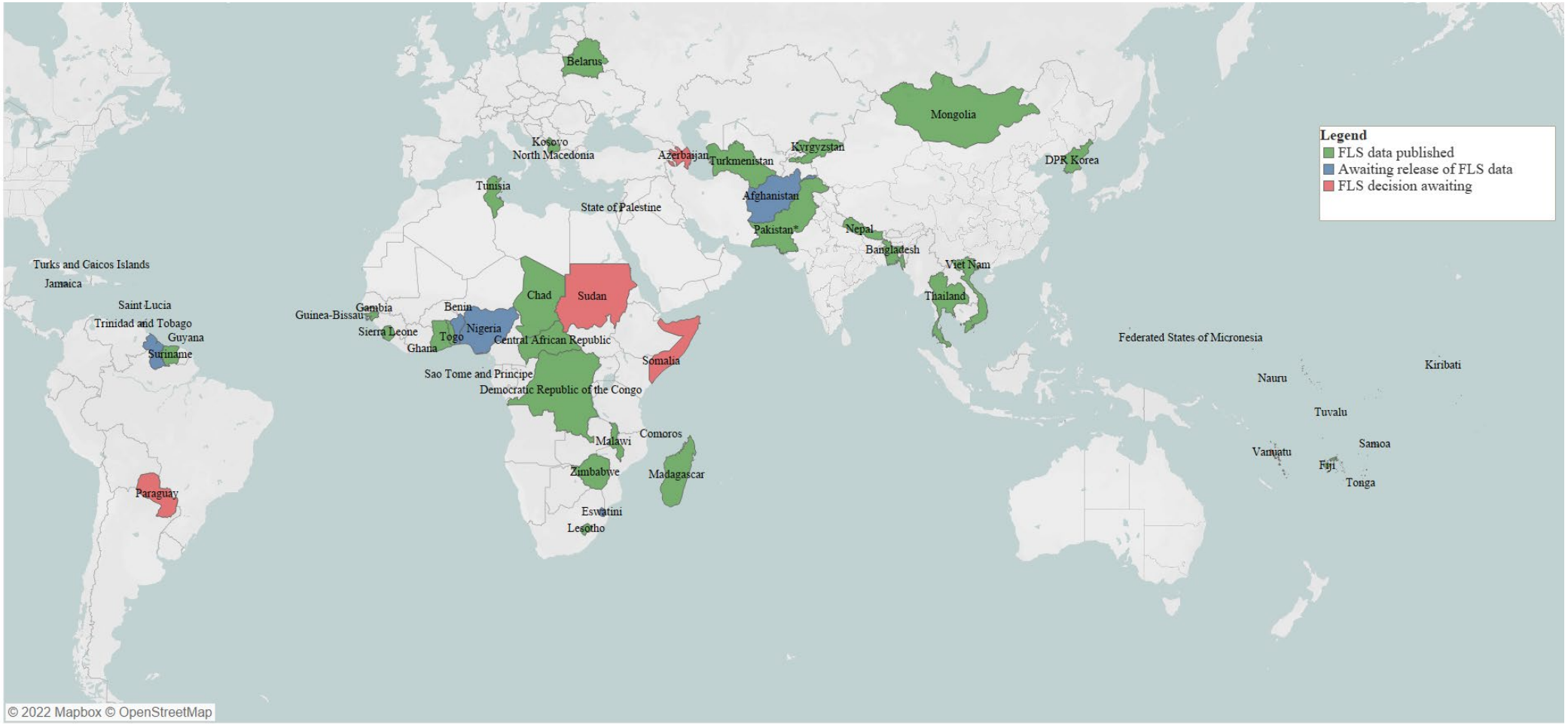
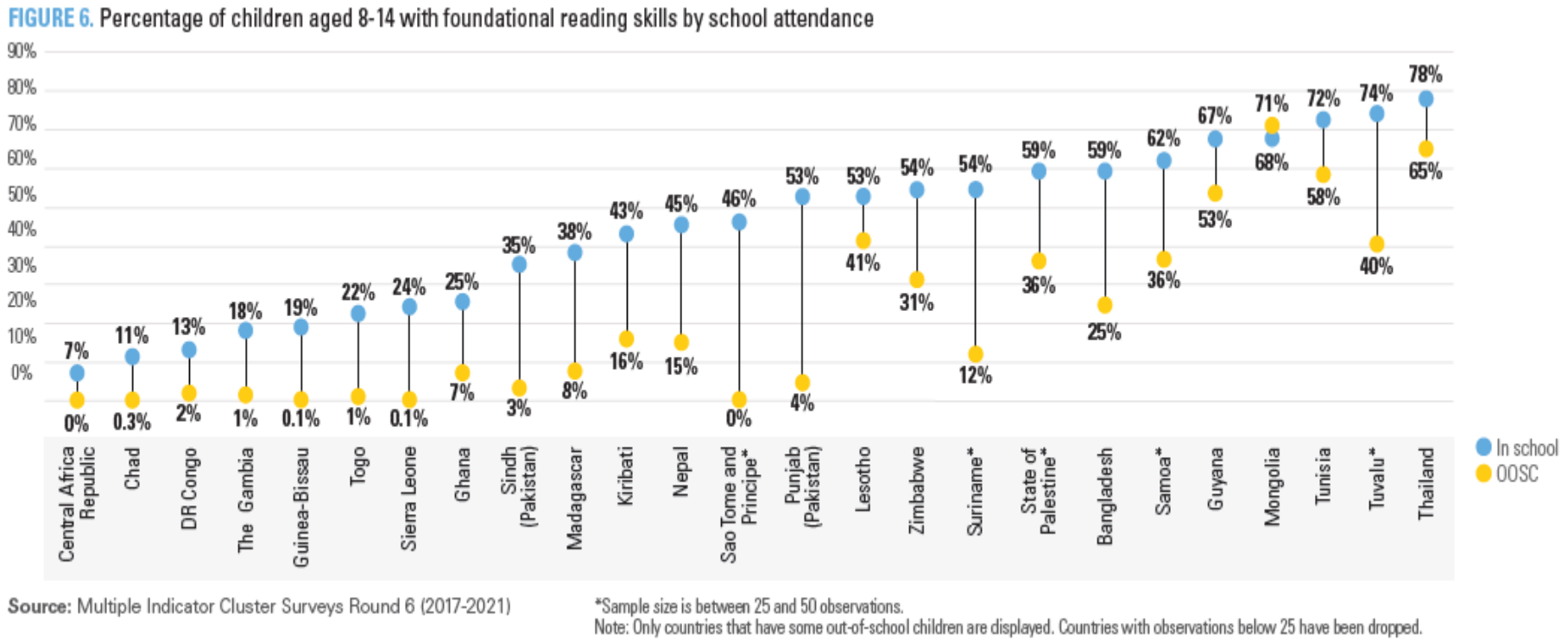


A finding from MICS-EAGLE : In-school vs. out-of-school comparison



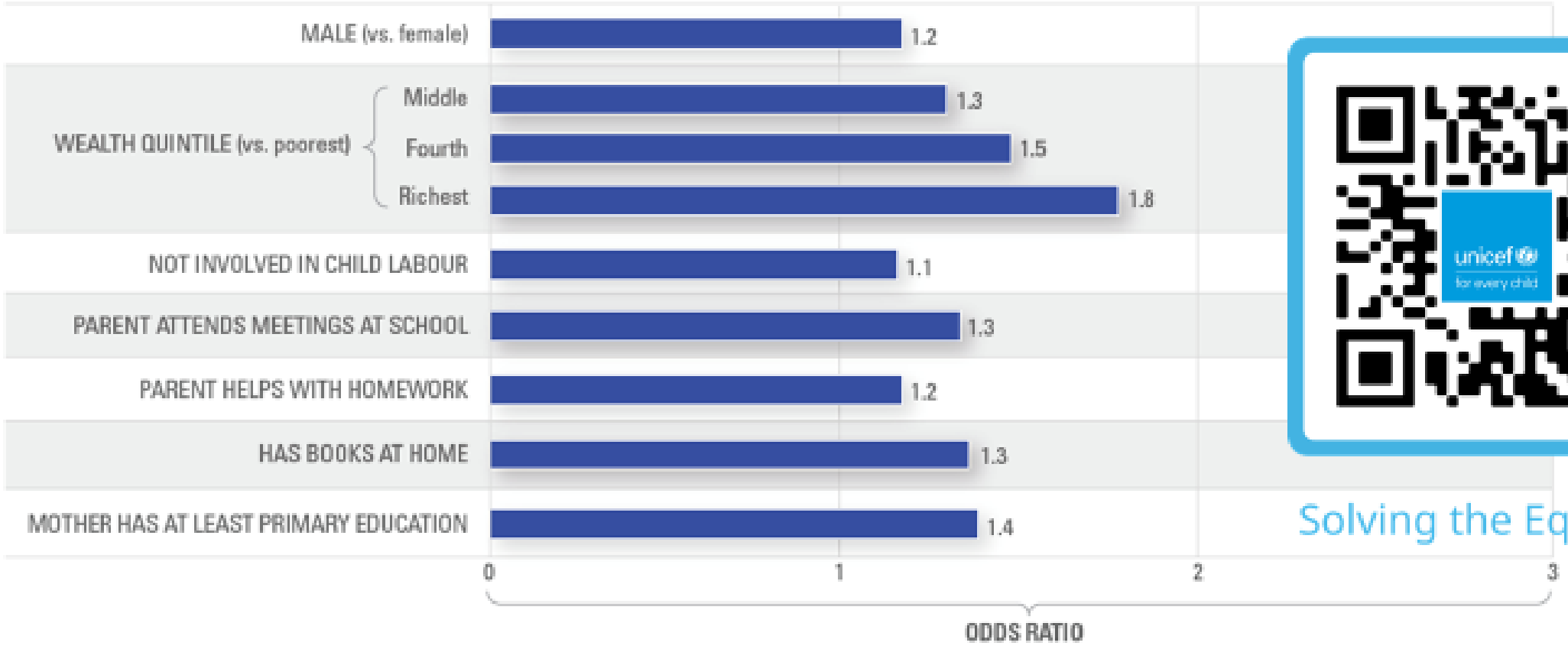
Source: Multiple Indicator Cluster Surveys Round 6 (2017-2021)

*Sample size is between 25 and 50 observations.
Note: Only countries that have some out-of-school children are displayed. Countries with observations below 25 have been dropped.

- Children who are out of school are not learning as much as their peers who are attending school.
- The difference in the median share of children with foundational learning skills by school attendance is stark:
- For reading it is 46 per cent for in school versus 12 per cent for out-of-school.

In MICS, 4th grade boys outperform girls in numeracy

FIGURE 4. Odds ratios of having foundational reading skills, MICS6 (Grade 4 students)



Source: Multiple Indicator Cluster Surveys Round 6 (2017–2021). **Note:** Only statistically significant results are presented.

Solving the Equation

Foundational Learning Skills (FLS) 2.0 (4.1.1.a)

Expand

- .the scope of the measurement:
  - Continue to assess the Numbers domain
  - Include the Geometry and Measurement domains

Align

- ...FLS to the Global Proficiency Framework on Grade 3

Enable

- ...countries to report on SDG Indicator 4.1.1.a

New end of primary module (4.1.1.b)

Aligned with grades 4-6 (following UIS/MILO approach)

Inspired by MILO's framework, modified for household settings

Fewer items

All new items, mostly constructed response

Reading: either minimally or strongly aligned (no intermediate category)

Mathematics: either minimally (Numbers only) or additionally aligned

Next steps


Review of new items proposed for week of December 12-16
First field trial: Q1 2023
Second field trial: Q2-3 2023
Policy linking exercise
Assessment tools ready for use by December 2023

Thank you!

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