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Institute for Statistics

RESHAPING THE ECOSYSTEM FOR LEARNING ASSESSMENTS

WEBINAR SERIES ON LEARNING ASSESSMENTS

The Role of Learning Assessments

High quality learning data is needed to guide policy makers

To inform policy and program planning on:

- Who needs help?
- What kind of help do students need?

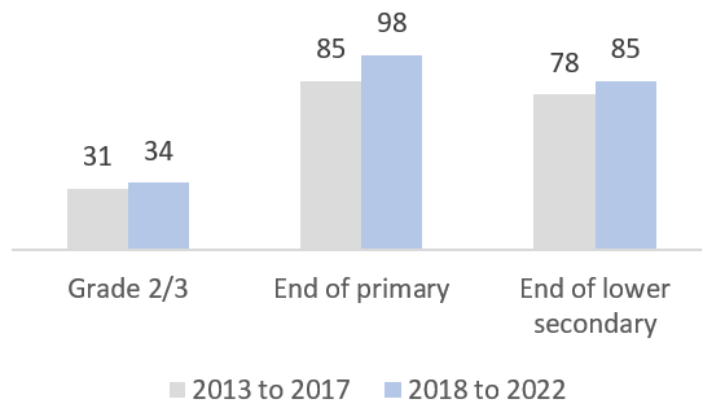
Large-scale assessment programs should:

- Place student's reliably on a scale
- Identify key drivers of learning to guide policies
- Identify unambiguous instructional responses to improve learning outcomes
- Track outcomes over time to check /detect progress.

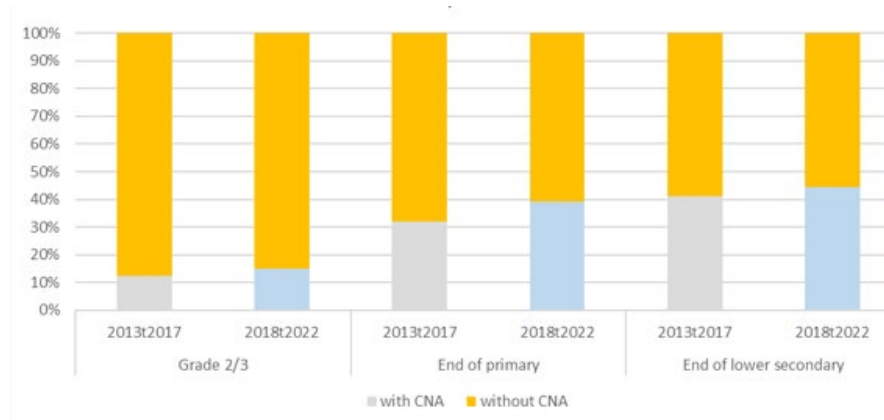
Despite the increases in coverage, large gaps remain

Indicator 4.1.1

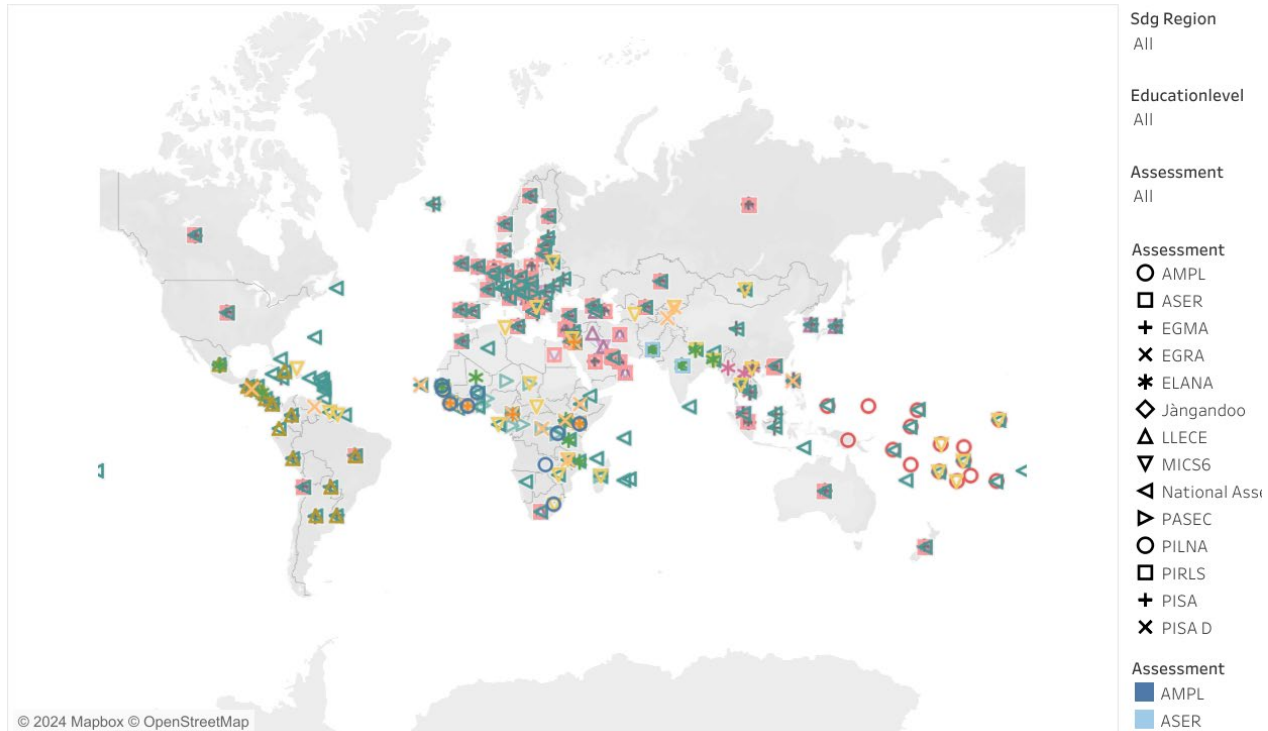
Number of countries covered



Percentage of population covered



Still investment is happening



Assessment	End of lower secondary	End of primary	Grade 2/3	Grand Total
Jàngandoo			1	1
LLECE		16	16	32
MICS6			28	28
National Assessment	84	106	87	277
PASEC		14	13	27
PILNA		15	15	30
PIRLS		50	5	55
PISA	85			85
PISA D	1			1
SEA-PLM		6		6

But as you can see there is a bias towards rich countries

Issues that prevent coverage and useful data

- ▶ Comparability
 - grades and education levels
 - between countries,
 - over time
- ▶ Heterogenous procedural quality among assessment programs, especially national assessments
- ▶ Low coverage specially in LMIC and LIC
- ▶ Inadequacy of some tools to provide useful policy information for countries
- ▶ High financial costs

Ecosystem or market inefficiencies

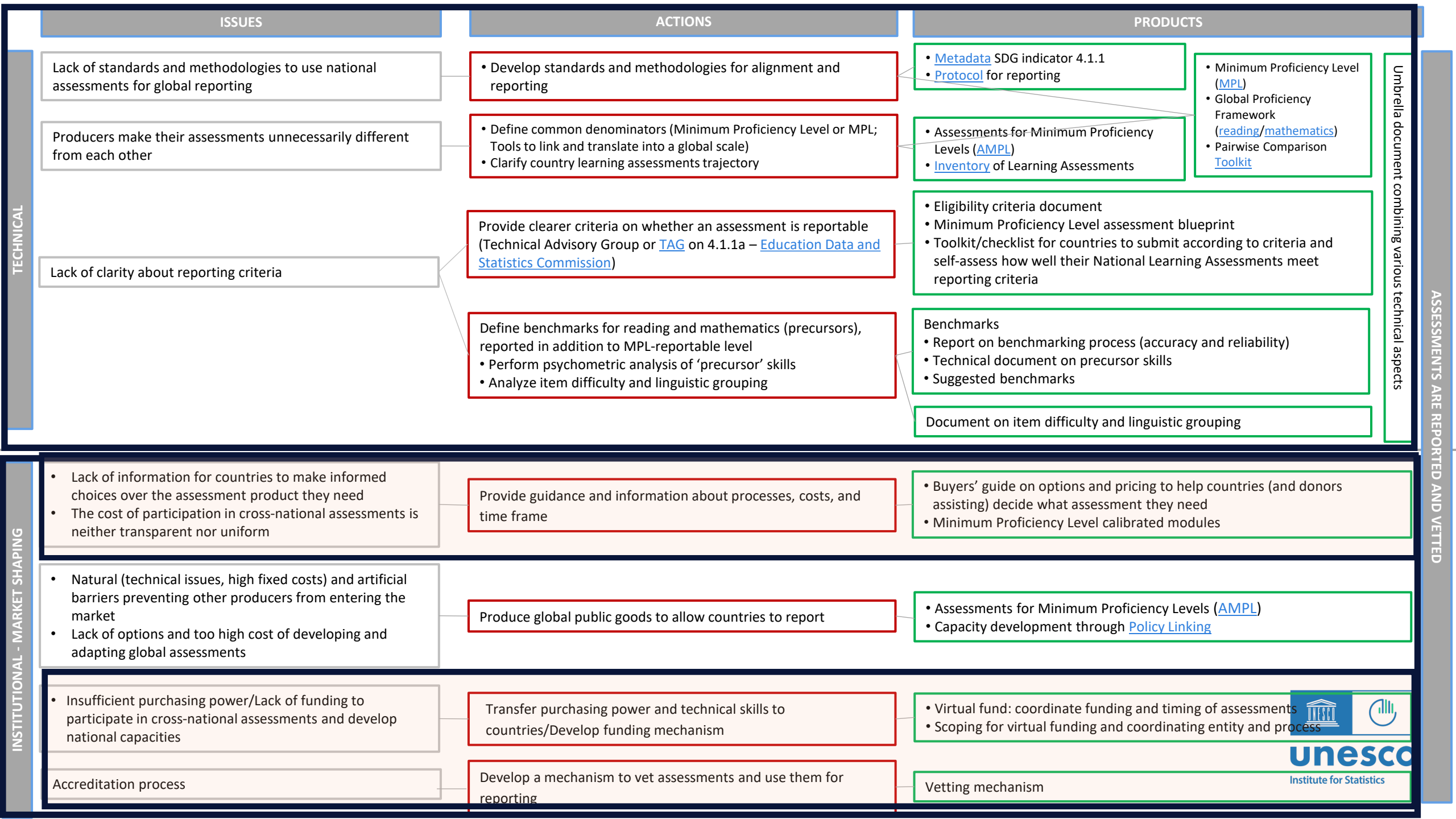
- ▶ Countries and donors do not know what assessments are good for what
 - ▶ Costs are not known, not transparent to buyers and funders
 - ▶ There are high barriers to entry because of psychometric knowledge required
 - ▶ Also, big economies of scale: it costs almost as much to analyze 40 countries as 10
 - ▶ Tends to prevent new entrants and countries from implementing their own
- ▶ Funding assistance for assessments is often tied to particular donors who have their favorite assessments, regardless of what the country needs
 - ▶ Funding is uncoordinated: some countries get a lot, some nothing
 - (E.g. in at least one case we know, 3 of the same type within a few years, but none of them of national coverage, driven by donor interest)

The webinars today and next Tuesday are meant to take on the three problems highlighted above

- 1. “Buyer’s guide” (16 Sept)**
- 2. Funding and vetting: “virtual fund” (today)**

There are also technical issues

- ▶ UIS is working to resolve both
- ▶ Following slide shows technical and ecosystem (or market or institutional) solutions



ASSESSMENTS ARE REPORTED AND VETTED



Thank you

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