



Monitoring Learning Outcomes A Call for More and Better Data

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Content

- The monitoring needs
- The learning outcomes landscape
- Stepping stones towards 2030

Indicator proposals for global targets on basic education and literacy

- Percentage of children who achieve **minimum proficiency standards** in reading and mathematics at end of: (i) primary (ii) lower secondary
- Percentage of youth/adults **proficient** in literacy and numeracy skills
- Parity indices (female/male, urban/rural, bottom/top wealth quintile] for all indicators that can be disaggregated

Key criteria

Relevance: reflect the most critical policy themes in the targets

Alignment: construct to be measured must be valid and reliable and have the same meaning in all settings.

Comparability: data are collected on a regular basis.

Communicability: indicator easily understood and allows a clear narrative regarding progress towards the targets

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Learning	<p>1. Percentage of children/young people (i) at the end of primary and (ii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics</p>	<ul style="list-style-type: none"> • TAG supports indicator 1 as the global indicator for this target in alignment with the UN consolidated Submission. • No consensus on the inclusion of early grades as a point of measure
	<p>2. Existence of a nationally-representative learning assessment (i) in primary education, (ii) at the end of primary and (iii) at the end of lower secondary</p>	<ul style="list-style-type: none"> • Standards need to be developed for all assessments
Completion	<p>3. Gross intake ratio to the last grade (primary, lower secondary)</p>	<ul style="list-style-type: none"> • Indicators 3 and 4 are current and retrospective measures of completion, respectively, by level of education
	<p>4. Completion rate (primary, lower secondary, upper secondary)</p>	
Participation	<p>5. Out-of-school rate (primary, lower secondary, upper secondary)</p>	
	<p>6. Percentage of children over-age for grade (primary, lower secondary)</p>	
Provision	<p>7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks</p>	

Bold: indicator proposed in the IAEG's preliminary list of suggested global indicators (11 August).

Red: difference introduced in the UN System's consolidated proposal on the IAEG's list (5 September).

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Skills		
	<p>16.1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills</p>	<ul style="list-style-type: none"> • Considerable efforts will be required.
	<p>16.2. Percentage of individuals with ICT skills by type of skill</p>	<ul style="list-style-type: none"> • Proposed global indicator. Will be derived from ITU's survey, but based on self-declaration of individuals about having undertaken certain computer-related activities in a certain reference period.
	<p>17. Adult educational attainment rates by age-groups and levels of education</p>	<ul style="list-style-type: none"> • Widely available new indicator in the framework

Alternative Indicators: Percentage of active population with TVET qualifications

- a) *Percentage of workforce whose highest level of education completed is at secondary school or higher*
- b) *Proportion of workforce whose highest level of education completed is a TVET programme*

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Skills	<p>22. Percentage of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills</p>	<ul style="list-style-type: none"> With exception of STEP and PIACC countries, a cost-effective tool needs to be inserted in other surveys for use across countries. The target ages are 15-24 years for youth, 15+ years for adults but other age groups are also possible
	<p>23. Youth / adult literacy rate</p>	<ul style="list-style-type: none"> The target ages are 15-24 years for youth, 15+ years for adults but other age groups are also possible
Provision	<p>24. Participation rate of youth/adults in literacy programmes</p>	<ul style="list-style-type: none"> Currently data are only available on adult education in European Union countries.

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Provision	25. Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment	DS
Knowledge	26. Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	Indicator is conceptually well-specified but there is not currently a survey that collects the necessary data.
	27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Included as a placeholder, as data are available, until more relevant indicators are developed.
	28. Percentage of schools that provide life skills-based HIV and sexuality education	DS
	29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113)	DS

***Bold:** Indicator proposed in the IAEG's preliminary list of suggested global indicators (11 August).

What does it take?

- ❑ The conceptual framework: the definition of a Educational Development Curve
- ❑ Measurement tools that
 - yield data on outcomes
 - Baselines and more importantly for feedback
 - Knowledge that repeated measurement is needed
 - Focus on well-define outcomes and related benchmarks
 - Awareness of the relevance of measurement for the different stakeholders
- ❑ Capacity for action
- ❑ Resources and sound policy making to achieve the goals

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National Learning Assessments at a glance

Region	Number of countries	Areas of assessment
East Asia & Pacific	25	Literacy, Reading, Language, Math, Sciences Social Studies, English, Life skills, Computer studies – Information and Communications Technology (ICT), Physical education, Civics
Europe & Central Asia	51	Literacy, Writing, Reading, Language, Math, Sciences Social Studies, French, Life skills, History, Computer studies ICT, Geography, Physical education.
Latin America & Caribbean	27	Literacy, Writing, Reading, Language, Math, Sciences Social Studies, French, History, Computer studies ICT, Geography, Physical education, Civics
Middle East & North Africa	18	Literacy, Language, Math, Sciences Social Studies, French, Life skills, Computer studies ICT
North America	3	Writing, Reading, Language, Math, Sciences Social Studies, History, Computer studies ICT, Geography, Civics
South Asia	8	Literacy, Language, Math, Sciences Social Studies, History, Computer studies ICT, Geography
Sub-Saharan Africa	31	Literacy, Language, Math, Sciences Social Studies, French, Life skills, Computer studies ICT
Total	163	

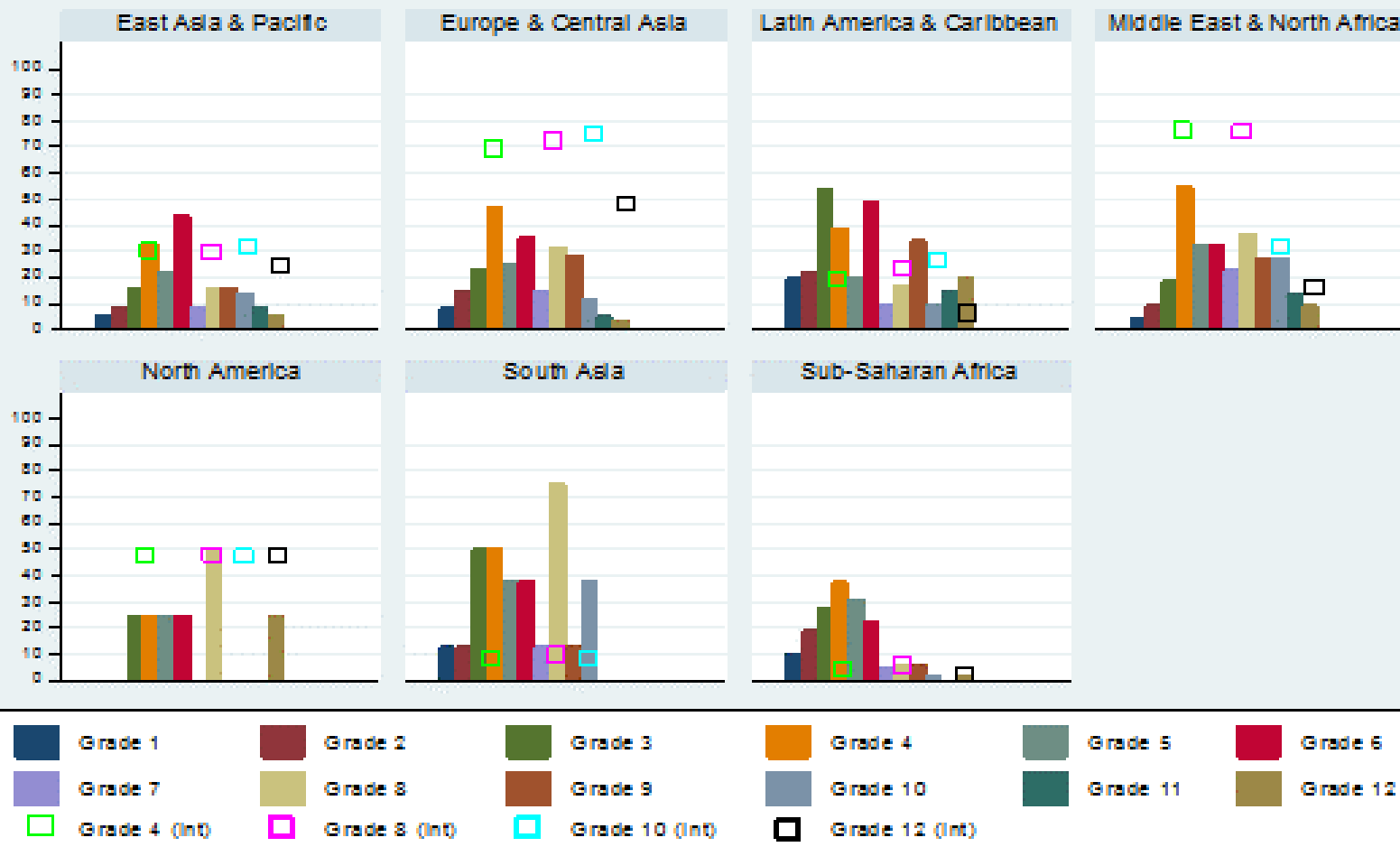
And many regions have their own assessment

Organization responsible for assessment	Region initiative	Countries involves	Area	Grade
Ministries of Education of the Southern and Eastern Africa	SACMEQ	16	Literacy and mathematics	6 grade
CONFEMEN	PASEC	10	French and mathematics	2 grade and 5 or 6 grade
LLECE	SERCE and TERCE	15	Reading, mathematics and science	3 and 6 grade

And many countries join international tests

Region	TIMSS 2010-2011	PIRLS 2010- 2011	ICILS 2013	PISA 2012	CIVED 1 or 2
East Asia & Pacific	10	6	4	13	2
Europe & Central Asia	30	26	13	37	24
Latin America & Caribbean	2	3	2	8	2
Middle East & North Africa	16	9		5	1
North America	2	2	1	2	2
South Asia	-	-	-	-	
Sub-Saharan Africa	3	2	-	-	
Total general	63	48	20	65	31

And in many regions they join more international than national assessments



Graphs by Region

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Technical issues to solve

- Many questions to answer
 - some easier than others
 - timeframe trade-offs (restrict some aspects in the short term while develop the first attempt at a global learning scale)?
- Defining scope
 - Domains: which learning domains to start with
 - Would it be a developmental scale?
- Target population
- Geographic coverage

The linking assessment network

FUNDING

Donor Community

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researchers and
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The Technical work on ...

- ❑ Agree on content coverage for identified subjects (e.g. Reading and Mathematics)
- ❑ Refine framework or test construct
- ❑ Develop new items based on test framework or assemble items from national or cross-national assessments
- ❑ Develop guidelines for developing language specific components skills items

Thank you!

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