2010 UIS Initiative: Assessment of Learning Outcomes Clearinghouse (ALO-c)
What is this **presentation** about?

- **NOT**
- ✓ about a new international assessment
What is this consultation about?

✓ clearinghouse for monitoring learning-levels of school children
**UIS mandate**

- ✓ collect data & produce statistics on all dimensions of education, with international comparability
- ✓ now, UIS will add stats about learning levels of school children

**ALO Clearinghouse (ALO-c)**
(1) what are countries doing to monitor student achievement?  
- no systematic answers (yet)

(2) what are countries doing w/ results of assessments of learning outcomes?  
- no systematic answers (yet)

(3) how (specs) are countries assessing learning outcomes?  
- no systematic answers (yet)

➢ UIS mandate covers all
ALO-c features
(1) catalogue of existing indicators of learning levels of school children

(2) inventory of how countries are measuring learning outcomes

(3) support to “learning for all”

partnerships
- database of learning outcomes: **NO comparability**

- **catalogue** of existing indicators
- student achievement
- any grade, any subject, any approach
- per country, latest assessment(s)
- all sources (focus on national assessments)
database of learning outcomes: **NO comparability**

- any subject
- any assessment approach
- any grade (primary & secondary)
- all sources but focus on national assessments
  - at inception, latest >>> track trends
- database of approaches: **comparability**

- inventory practices, appraisal upon demand
- per country, key specs, (stated) usage
- current & recent history, challenges
- all sources (focus on national assessments)

  ➢ at inception, latest >>> track trends
Country X

- **end-secondary exam:** 60% of students master skills set A, as per country’s standards / definitions

- **TIMSS:** [different language] 20% of students master skills set A, as per TIMSS standards / definitions

ALO Clearinghouse (ALO-C)
- country summaries / report cards

  - **indicators** “side by side”, different sources
  - some info about assessment approaches
  - some sector context
  - discrepancies as starting points for (internal & external) dialogue
Country Y

- **end-primary exam**: 50% of students can read with comprehension after 2 years of schooling

- **EGRA**: 80% of tested students cannot read a single word after 2 years of schooling

ALO Clearinghouse (ALO-C)
Why all sources despite quality issues?

- pragmatic 1st step
- due respect to countries
prospective partners

- int’l development banks, bilateral aid agencies
- assessment outfits, countries w/ knowhow
- think-tank institutions, NGO/CSO
- other UN
- who else?
support to “learning for all” = partnerships

- collaboration among external assessments outfits
- appraisal of assessments, guidance to countries
- contribution to training programs of partners
- contribution to other UNESCO initiatives
- collaboration & coordination w/ other agencies
- timeline: defined for...

✓ database of learning outcomes
timeline for database: past & ongoing

- preliminary design (1st quarter 2010)
- informal consultations (since March)
- contacts w/ potential data collecting partners
- political & technical endorsements
- web-based pre-pilot (2nd quarter 2010)
timeline for database: ongoing & next (by end 2010)

- structure of database (in-house)
- terms of reference for data gathering partners
- formal e-consultations
- choice of experts for advisory committee
- final design for PILOT
timeline for database: Jan-June 2011

- **PILOT** (5-10% of countries)
- 1st meeting of advisory expert committee
- meeting of pilot countries & data collectors
- accounting of expenses & budgeting
- final design for Phase I
timeline for database: July-Dec 2011

- **PHASE I** (10-20% of countries)
- country summaries
- review of processes, outputs, framework
- 2\textsuperscript{nd} meeting of advisory committee
flexible & as feasible: Jan-Dec 2011

- “insertions” in IIEP (cont.) & WBI courses
- collaboration to others’ initiatives (cont.) (you!)
- set up network of interested parties
- dissemination & feedback sessions (cont.)
assessments are widespread: good!

- 2/3 of poorest countries (external)
- 100% of 10 Asia countries (exams, external)
- about 100% of LA countries (internal)
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"you can’t fix what does not exist"

From Pregadora Tupiniquim in “The Book One Day I Shall Write”, circa 1990
THANK YOU

MERCI

謝謝

¡GRACIAS!

 شكرا لك!

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