



LaNA Update to the IEA General Assembly

Dana Kelly, LaNA Study Director
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Overview of IEA's Literacy and Numeracy Assessment (LaNA)

LaNA Overview



IEA's international assessment of **emerging mathematics and reading comprehension skills** at the end of primary school



Grounded in and linked to the globally recognized TIMSS and PIRLS assessments at fourth grade; reported on TIMSS and PIRLS achievement scales



Reports learning outcomes across multiple levels of proficiency: TIMSS & PIRLS Advanced, High, Intermediate, and Low + new Basic Benchmark



Provides internationally comparable data for reporting on Sustainable Development Goal (SDG) 4.1.1b – minimum proficiency at end of primary

Benefits of LaNA Participation



Reliable data to make evidence-informed decisions

International comparability and SDG 4.1.1b reporting

Contextual insights into school and home learning conditions



Feasible and flexible

Easy to administer: paper-based, MC items

Countries choose when to administer;
optional publishing of results

Can extend questionnaires for national issues



Capacity-building in assessment

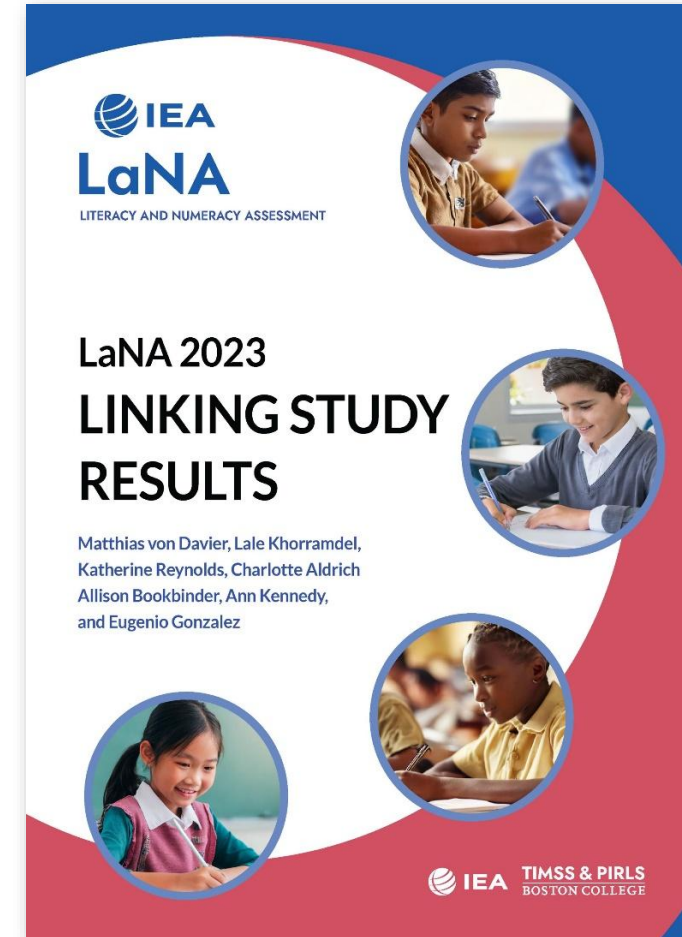
Explicit focus on developing capacity in countries through training and hands-on application

Additional modules and support available

2023 LaNA Linking Study

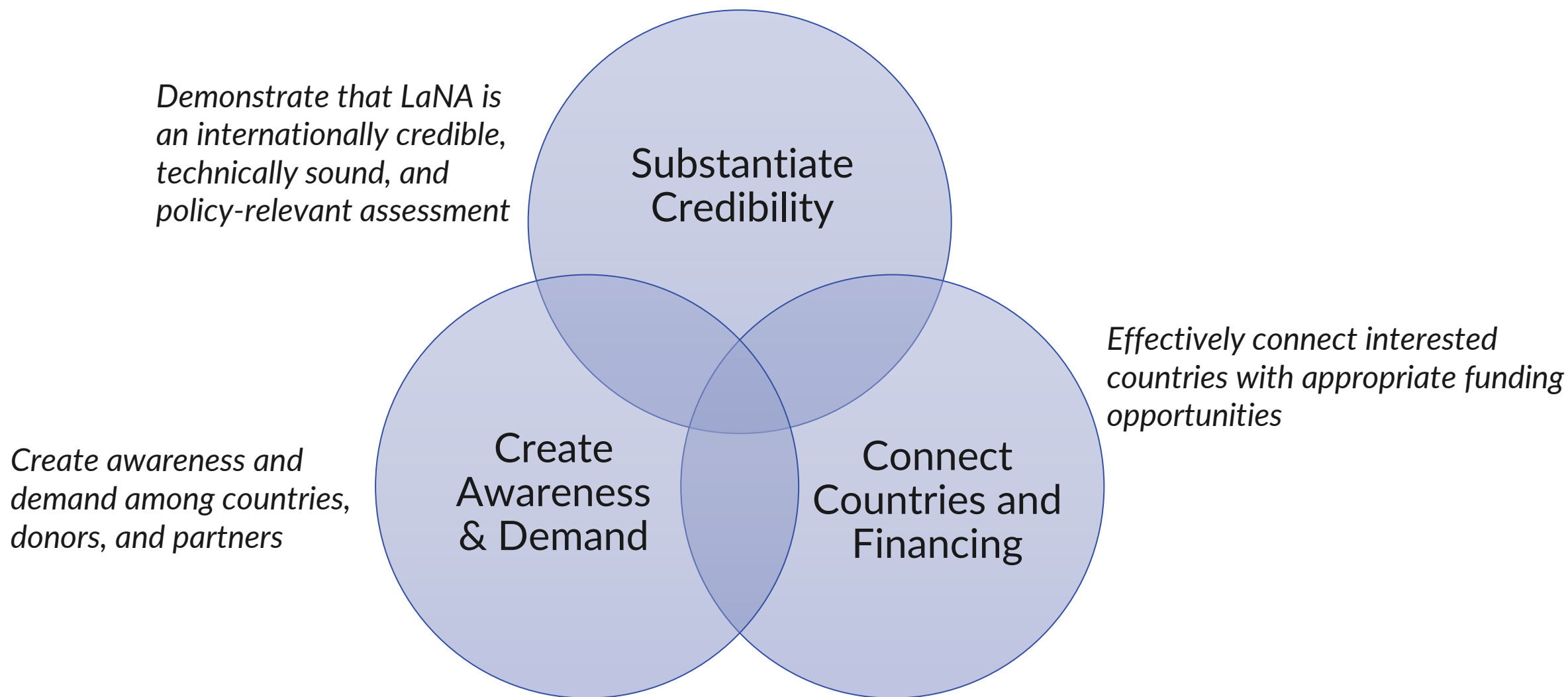
Special administration of LaNA in 2023, to establish psychometric link to TIMSS and PIRLS achievement scales

	Region	Country Income (World Bank)	Language	Int'l Assessment
Burkina Faso	Sub-Saharan Africa	Low	French	no
Egypt	MENA	Lower-middle	Arabic	yes
Nigeria	Sub-Saharan Africa	Lower-middle	English	no
Pakistan	South Asia	Lower-middle	Urdu, Sindhi, English	yes
Palestinian Nat'l Auth.	MENA	Lower-middle	Arabic	yes
Senegal	Sub-Saharan Africa	Lower-middle	French	no



Expanding LaNA Participation

Recruiting Countries to Repeat or Join LaNA



Milestone - LaNA Now Approved Source for Sustainable Development Goal (SDG) Indicator 4.1.1b

*Proportion of children at the **end of primary school** achieving at least a minimum proficiency level in **reading** and **mathematics***

- Data for Egypt, Nigeria, Palestine, and Pakistan added to UIS Data Browser tracking progress on SDG 4.1.1b
 - First-ever data for Indicator 4.1.1b for Nigeria and Palestine
 - Most recent data available for Egypt and Pakistan - previously participated in PIRLS and TIMSS, respectively
 - Burkina Faso and Senegal have prior data points for indicator 4.1.1b from PASEC

“...Having more high-quality, internationally comparable data on learning outcomes is essential for tracking progress on SDG 4 and supporting country reporting, and LaNA offers countries an additional rigorous and accessible option for doing just that.”

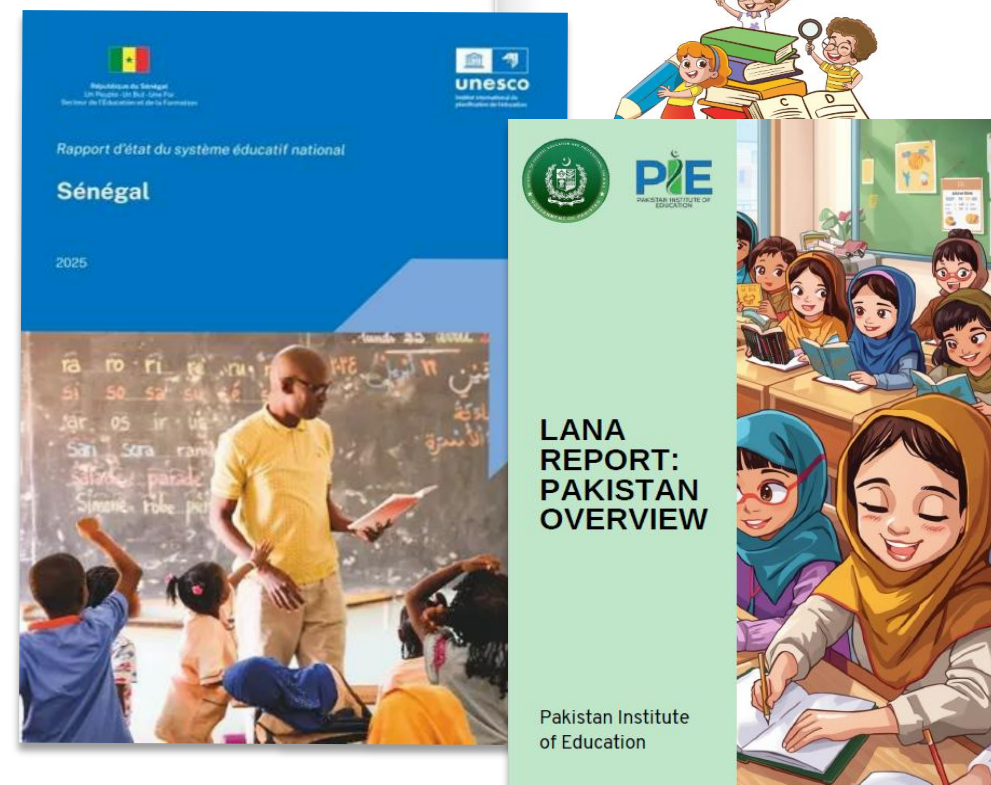
Svein Østtveit, Acting Director of UNESCO Institute for Education Statistics (UIS)

LaNA in Use

- Informing national planning and policy through national dialogue, policy briefs, education sector analyses
- Capacity development and strengthening of national systems

“Prior to LaNA, Nigeria had conducted several National Learning Assessments (NLA) between 2001 and 2022, which were widely recognized for their quality and effectiveness. However, the LaNA programme exposed me and other members of the national team to internationally standardized assessment procedures and methodologies that further enhanced our understanding of large-scale learning assessment administration.”

Dr Julius Adedoja, LaNA National Research Coordinator, Universal Basic Education Commission, Nigeria



LaNA in Use

World Bank Human Capital Index & Learning Poverty Index

UNESCO Global Education Monitoring (GEM) Report

- *Spotlight Report on Basic Education Completion and Foundational Learning in Africa (November 2025)*

Research

- *IEA Compass Brief: Gendered Learning Motivation in Global Perspective: Findings Based on LaNA, PIRLS, and TIMSS (August 2026)*
- *IEA Research in Education journal submissions*



Broad and Targeted Outreach to Stakeholders

*One-on-one meetings
with country
representatives*

*Outreach
materials/sample items*

Countries

Global &
regional
partners

*Webinars for global and
country-based staff*

*Conferences and regional
events*

*Webinars for global and
country technical leads*

*Targeted
communications about
specific countries*

Donor
organizations

Researchers

*Open-source database
and IDB Analyzer*

*Presentations at
international and regional
conferences*

IEA General Assembly

Takeaways from 2025-2026 Outreach Efforts

- Positive response from countries, donors, and partner organizations
 - LaNA provides valuable, high-quality data and fills a gap
 - IEA has strengthened and expanded connections with countries, global and regional partners, and donors
- Effectively connecting with countries can be challenging
 - Need the right contacts at the right time
 - Funding for countries to participate in LaNA is critical but elusive
 - Without external funding, countries unable to participate in LaNA

Enhancing the LaNA Questionnaires

Enhancing the LaNA Questionnaires

- IEA R&D Project
 - *Enhancing Questionnaire Relevance in Low- and Middle-Income Countries: A Comparative Analysis of Regional Assessment Frameworks and IEA Instruments in Primary Education*
- Objective
 - Update LaNA 2023 student and school questionnaires to better reflect contexts of low- and middle-income countries (LMICs)
 - Add a LaNA teacher questionnaire (optional for countries)
 - Inform questionnaires for other IEA and non-IEA assessments



R&D Project Overview

- Comparative review of major international and regional frameworks
- Identification of common and LMIC-relevant indicators
- Systematic selection and adaptation of candidate questionnaire items
- Expert and psychometric evaluation of selected items (included review by LaNA NRCs)

 Questionnaire item pool ready for compiling updated LaNA questionnaires

Included in Review

- TIMSS, PIRLS, and LaNA 2023
- PISA for Development
- Regional Assessments: ERCE, PASEC, SACMEQ, SEA-PLM
- UIS Assessment of Minimum Proficiency Level (AMPL)

Main Findings from the Comparative Review

- Strong common core across assessments
 - Most covered socioeconomic background, home learning environment, school resources, teacher education, and school climate
- TIMSS and PIRLS already cover many relevant areas
 - Strong existing IEA coverage of instructional quality, classroom climate, motivation, and school-level constructs
- Regional assessments added important LMIC-specific areas, such as
 - Housing and LMICs-specific home infrastructure, health and nutrition, multilingual environments
 - Textbook availability and sharing, teacher contracts and absences, school ownership and supervision

Updated LaNA questionnaires build on internationally validated content while integrating relevant LMIC-oriented indicators

Enrollment is Open for LaNA 2027



How Countries Can Benefit from LaNA 2027

- Shared timeline with cohort of countries → more opportunities for cross-country learning and collaboration
- Provides trends in achievement for LaNA 2023 countries
- Introduces new countries to IEA
- Complements TIMSS grade 8
- Supports preparation for potential participation in TIMSS/PIRLS 2031 → institutional readiness, identify appropriate target grade(s)



More About LaNA 2027

- Instruments
 - Achievement booklets used in 2023 LaNA Linking Study – administered in language of instruction
 - Updated LaNA student and school questionnaires and new teacher questionnaire
- Timeline
 - First NRC meeting (online) in February 2027
 - Data collection in October 2027
 - Reporting in 2028
- Enrollment
 - Reduced international participation fee
~~US\$185,000~~ → **US\$92,500**
 - Enroll by November 2026

**For More Information or to Enroll
in LaNA 2027**

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Thank you!

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