

Education for All - Fast Track Initiative (EFA-FTI)

Eligible Countries Engaged in Externally Provided Learning Assessments

Observation: this chart results from an informal and unofficial collection of data, from web sites and other sources; it was prepared for illustration only.

	Level (grade)		4 & 8 ¹⁾	2 & 5	6	n/a	3 & 6 ²⁾	4	1 & 3 ³⁾	1 & 2 ⁴⁾	n/a	
	Country	Endorsed yes/no	TIMSS 2007	PASEC	SAQMEC	READ	LLECE	PIRLS	EGRA	EGMA	ALERT	Totals
1	Afghanistan*	No							o (1C ⁵⁾)			1
2	Albania	Yes (2006)										0
3	Angola*	No				o			o (1L)			2
4	Bangladesh*	No							o (2C)			1
5	Benin	Yes (2007)		o								1
6	Bhutan	No										0
7	Burkina Faso	Yes (2002)		o								1
8	Burundi*	No		o					o (1L)			2
9	Cambodia*	Yes (2006)										0
10	Cameroon	Yes (2006)		o								1
11	Cape Verde	No										0
12	Central African Republic*	Yes (2008)		o								1
13	Chad*	No		o								1
14	Comoros*	No		o								1
15	Congo, DRC*	No							o (1L)			1
16	Congo, Republic*	No		o								1
17	Cote d'Ivoire*	No		o								1
18	Djibouti*	Yes (2006)		o								1
19	Eritrea*	No										0
20	Ethiopia	Yes (2004)				o			o (1L, 1R, 1C)			2
21	Gambia*	Yes (2003)							o (2C)			1
22	Georgia	Yes (2007)	o					o				2
23	Ghana	Yes (2004)	o						o (1L, 1R)			2
24	Guinea*	Yes (2002)		o								1
25	Guinea-Bissau*	No		o								1
26	Guyana	Yes (2002)							o (1C)			1
27	Haiti*	Yes (2008)							o (1R, 1C)			1
28	Honduras	Yes (2002)					o		o (2C)			2
29	India	No							o (1R)			1
30	Indonesia	No	o					o				2
31	Kenya	Yes (2005)			o				o (1R, 1C)	o (1L)		3
32	Kiribati	No										0
33	Kyrgyzstan	Yes (2006)				o						1
34	Lao PDR*	Yes (2008)										0
35	Lesotho	Yes (2005)			o							1
36	Liberia*	Yes (2007)							o (1R, 2C)			1
37	Madagascar	Yes (2005)		o					o (1R)			2
38	Malawi	No			o				o (1L)			2

39	Mali	Yes (2006)			o					o (3R, 1C)				2
40	Mauritania*	Yes (2002)			o									1
41	Moldova	Yes (2005)							o					1
42	Mongolia	Yes (2006)							o					1
43	Mozambique	Yes (2003)				o	o							2
44	Myanmar*	No												0
45	Nepal	No								o (1C)				1
46	Nicaragua	Yes (2002)						o		o (2C)				2
47	Niger	Yes (2002)			o					o (1C)				2
48	Nigeria*	No							o					1
49	Pakistan	No												0
50	Papua New Guinea*	No												0
51	Rwanda	Yes (2006)								o (1R)				1
52	Sao Tome and Principe*	Yes (2007)												0
53	Senegal	Yes (2006)			o					o (2R, 1C)				2
54	Sierra Leone*	Yes (2007)								o (1R)				1
55	Soloman Islands*	No												0
56	Somalia*	No												0
57	Sri Lanka	No												0
58	Sudan	No												0
59	South Sudan*	No												0
60	Tajikistan	Yes (2005)					o							1
61	Tanzania	No			o									1
62	Timor Leste	Yes (2005)								o (1C)				1
63	Togo*	No			o									1
64	Tonga*	No												0
65	Uganda	No			o					o (1R)				2
66	Uzbekistan	No												0
67	Vanuatu*	No												0
68	Vietnam	Yes (2003)					o			o (1R)				2
69	Yemen	Yes (2003)								o (1L)				1
70	Zambia	Yes (2008)			o	o								2
71	Zimbabwe*	No			o									1
	TOTALS		3	18	8	7	2	5		27	1	0		71

* = fragile state

Note:

- 1) Just 8th grade
- 2) 1st LLECE as for 3rd & 4th grade (however from now on LLECE will cover 3rd & 6th grade every five years)
- 3) Sample of students from grades 1-3 (end of school year) or 2-4 (beginning of school year)
- 4) EGMA also includes kindergarten
- 5) Donors using EGRA in their activities
 - L = Activity in planning
 - P = Activity in process
 - C = Data collection is completed (Reports not necessarily available yet)

Source:

- TIMSS: [US Nat'l Center for Ed Stats](#)
 PASEC: [CONFEMEN website](#) FTI Survey (March 2009)
 SACMEQ: [SAQMEC website](#)
 READ: WB vision paper
 LLECE: [LLECE website](#)
 PIRLS: [PIRLS website](#)
 EGRA: [EGRA website](#)
 EGMA: [EGMA website](#)

Learning Assessments: Analysis

	TIMSS	PASEC	SAQMEC	READ	LLECE	PIRLS	EGRA	EGMA	ALERT
Countries (endorsed+eligible) participating	3 (4%)	18 (25%)	8 (11%)	7 (10%)	2 (3%)	5 (7%)	27 (38%)	1 (1%)	-
Endorsed FTI countries participating	2 (5%)	11 (30%)	4 (11%)	6 (16%)	2 (5%)	3 (8%)	18 (49%)	1 (3%)	-

	Number	%
Total countries (eligible+endorsed) participating in <u>at least one</u> learning assessment	52	73%
FTI endorsed countries participating in <u>at least one</u> learning assessment	33	89%

Countries (eligible+endorsed) which <u>do not participate</u> in any learning assessments	Albania, Bhutan, Cambodia, Cape Verde, Eritrea, Kiribati, Lao PDR, Myanmar, Pakistan, Papua New Guinea, Sao Tome and Principe, Solomon Islands, Somalia, Sri Lanka, Sudan, South Sudan, Tonga, Uzbekistan, Vanuatu <u>Number = 19 (27%)</u>
FTI endorsed countries which <u>do not participate</u> in any learning assessments	Albania, Cambodia, Lao PDR, Sao Tome and Principe <u>Number = 4 (11%)</u>

* Data may not be the most up to date

Detailed information of each assessment

TIMSS: Trends in International Mathematics and Science Study

TIMSS was developed by the International Association for the Evaluation of Educational Achievement (IEA). It provides timely data on the mathematics and science achievement of grades 4 and 8 students, putting an emphasis on questions and tasks that offer better insight into the analytical, problem-solving, and inquiry skills and capabilities of students. It is designed to align broadly with mathematics and science curricula in the participating countries.

PASEC: Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN (Programme on the Analysis of Education Systems)

PASEC is a program of the Conference of education Ministers of Francophone Countries across the world (CONFEMEN). PASEC assesses students in grades 2 and 5. Tests are constructed in French and mathematics on the basis of elements that were common to curricula in francophone countries in Africa.

SACMEQ: The Southern and Eastern Africa Consortium for Monitoring Educational Quality

In anglophone Africa, a regional consortium of education systems, SACMEQ, assesses grade 6 students. Data are collected on the reading literacy and numeracy levels of students in a test of achievement. It was designed (a) to develop institutional capacity through joint training and cooperative education policy research on schooling and quality of education; and (b) to monitor changes in achievement.

READ: Russian Education Aid for Development

READ program is a collaboration of the Government of Russia and the World Bank with a focus on improving education quality in EFA-FTI countries. It is designed to strengthen institutional capacity of EFA-FTI countries to develop, carry out, and use student assessment information to raise student learning outcomes in a sustained manner.

LLECE: Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (Latin American Laboratory for Assessment of the Quality of Education)

LLECE is the network of quality assessment systems for education in Latin America. It is coordinated by UNESCO's Regional Bureau for Education in Latin America and the Caribbean with headquarters in Santiago, Chile. The main aim of the study was to provide information on students' achievements and associated factors that would be useful in the formulation. Students in grades 3 and 4 were assessed in 1st LLECE, however from now on LLECE will assess grades 3 and 6 every five years.

PIRLS: Progress in International Reading Literacy Study

PIRLS is an educational research study on children's reading literacy achievement. It is conducted under the auspices of the International Association for the Evaluation of Educational (IEA) and managed within New Zealand by the Ministry of Education. The study is designed to measure trends in the achievement of middle primary school students as well as providing countries with a snapshot of achievement at each cycle.

EGRA: Early Grade Reading Assessment

EGRA is an oral assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades: recognizing letters of the alphabet, reading simple words, understanding sentences and paragraphs, and listening with comprehension. The RTI International, sponsored by the United States Agency for International Development (USAID), has developed its assessment.

EGMA: Early Grade Math Assessment

EGMA is being developed to measure the extent to which schoolchildren in early primary grades in developing countries are learning math skill. Revisions and refinements will continuously be done through 2009 and a pilot application is planned for March 2009 by the RTI International, sponsored by the USAID.

ALERT: Africa Alliance for Learning and Education Results

ALERT is being developed by the World Bank with the Education Program Development Fund (EPDF) resources to assist EFA-FTI countries in Africa to develop their capacity to monitor the learning outcomes of their education systems. It will address three specific capacity issues in the assessment of learning outcomes: a) a measurement capacity gap; b) an analytical capacity gap; and c) a decision-making gap, with a particular focus on the primary level and student literacy assessment.

* For the record, there are three other global learning outcome initiatives: Literacy Assessment and Monitoring Programme (LAMP) developed by the UNESCO Institute for Statistics (UIS), Programmes for the International Assessment for Adult Competencies (PIAAC) developed by the Organisation for Economic Co-operation and Development (OECD), and Programme for International Student Assessment (PISA) developed by OECD.