

THE LEARNING DATA COMPACT (LDC)

A GLOBAL COALITION TO END THE LEARNING DATA CRISIS, ALLOWING COUNTRIES TO UTILIZE THE POWER OF DATA TO IMPROVE EDUCATION

WE

NEED

DATA

HOW DO WE KNOW IF OUR CHILDREN ARE LEARNING?

Countries around the world struggle with a lack of relevant data to make sound decisions on education. As a result, millions of children are being held back and countries' economies are suffering. That's where the Learning Data Compact comes in.

The Learning Data Compact is a commitment to ensure that all countries, especially low-and middle-income countries, have at least two quality measures of learning collected at planned intervals by 2030.

TODAY WE ARE IN A LEARNING DATA CRISIS

- In many low- and middle-income countries, learning data are not collected frequently and, in some countries, not collected at all.
- Without regular data to measure foundational learning, countries have no way of monitoring progress and whether their investments and policies are geared towards success.
- In Sub-Saharan Africa today, there is a lack of data for over half of school-age children to assess whether they are reaching even a minimum level of reading proficiency.
- Without regular learning data, it is impossible to even know whether countries are on track to achieve the goals under the UN's Sustainable Development Goal 4 (SDG4). COVID-19 increased the need for timely, comparable data to assess the impact of the pandemic on students' learning.

At the same time that learning data is collected regularly, learning assessments need to be of high quality, and should be used effectively to inform decision-making. That's where the Learning Data Compact comes in.



“What are our learning losses due to COVID-19?”



HAVING LEARNING DATA IS A PRE-REQUISITE FOR COUNTRIES TO SUCCEED IN ENSURING THAT THEY REACH THEIR NATIONAL LEARNING GOALS, AND THAT ALL CHILDREN RECEIVE A GOOD QUALITY OF EDUCATION.



Photo credits (top to bottom, left to right):
© UNICEF/UN0535325/Djemidzic
© Shutterstock
© World Bank / Arne Hoel
© UNICEF/UN0551996/Spiridonova

WHAT WILL THE LEARNING DATA COMPACT DO?

UNESCO, UNICEF, and the World Bank have joined forces and established the Learning Data Compact (LDC). They are rallying other partners to support coordinated efforts to close the learning data gaps that still exist worldwide. **The Learning Data Compact will:**

- Increase the availability, use and impact of learning data.
- Provide a more equitable, flexible, and efficient mechanism to expand country capacity, for the production and use of good quality data, for better education policies.

At the core of the Learning Data Compact is the vision that all countries, especially low- and middle-income countries, assess learning for students in at least 2 subjects, at least 2 grades, and with 2 planned rounds of measurement by 2030. This is an attainable goal at a modest cost: an average per-country investment of US\$3.6 million could enable implementation of two rounds of assessments in over 130 countries. Measuring learning at different stages of the school cycle, particularly in earlier grades, is critical to ensure that children acquire the necessary competencies to master learning goals in higher grades, and beyond school.

“Are schools ready to help my child recover from learning loss?”



© UNICEF/UN0527763/Satu

“How can learning data help my teachers to help me get the most out of school?”



© UNICEF/UN0451361/Simwaka

IN PARTICULAR THE LEARNING DATA COMPACT:

FOR PARTICIPATING COUNTRIES:

- Supports greater alignment on how to plan, design, implement, analyze, and use results of large-scale learning assessments—building on existing solutions and the latest innovations.
- Promotes measures of student learning that can be repeated over time, and when relevant, compared across countries.
- Strengthens the link between large-scale student assessments, data on drivers of learning (including through household surveys), and classroom assessments.
- Improves production and use of data to inform action on the ground to benefit children's learning.

FOR DEVELOPMENT PARTNERS:

- Supports strengthening quality, oversight, transparency, and impact of global efforts to measure student learning outcomes.
- Strengthens the coordination among different partners to better support country systems for measuring and monitoring learning.
- Complements regional and international assessment initiatives including LLECE, PASEC, PILNA, PIRLS, PISA, SAQMEC, SEAMEO, and TIMSS.



Find out more about the Learning Data Compact

