

Measurement – for what?

The ‘Quality Education for All’ Challenge

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When do the benefits of measurement and assessment get out-weighed by the reductionism of simplifying complexity?

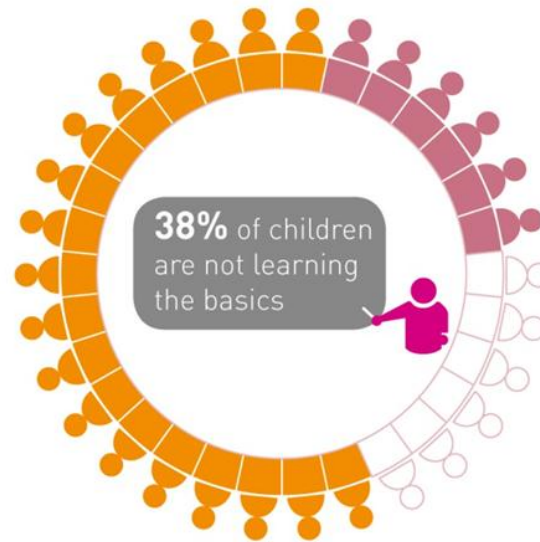
Should we not measure anything?

OR

When does measurement have its uses?

Numbers can be a powerful call for action

Of the 650 million primary school age children in the world



130 million are in primary school but have not learned the basics.

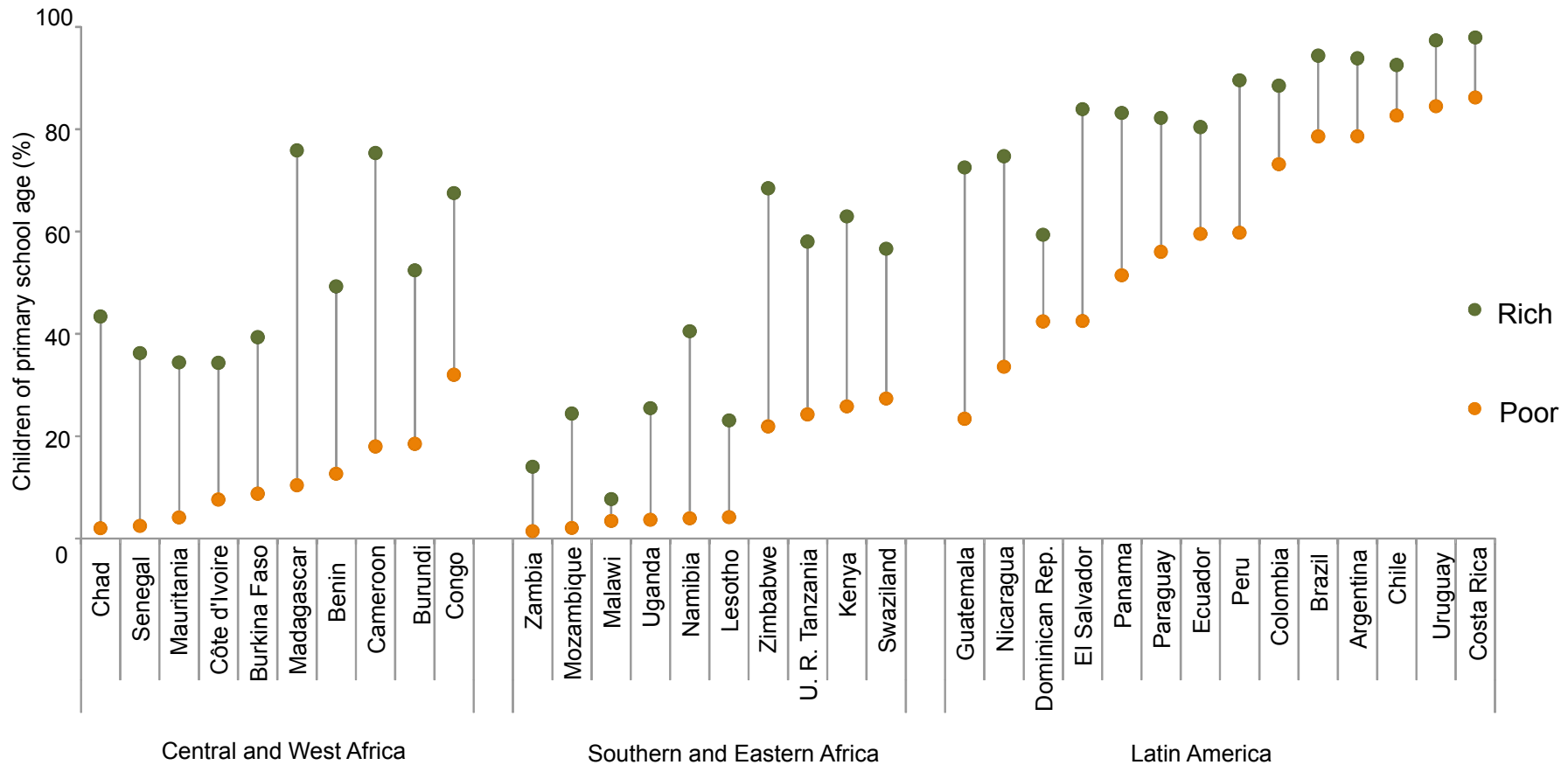


120 million have not even completed 4 years of school.

Source: 2013/4 EFA Global Monitoring Report

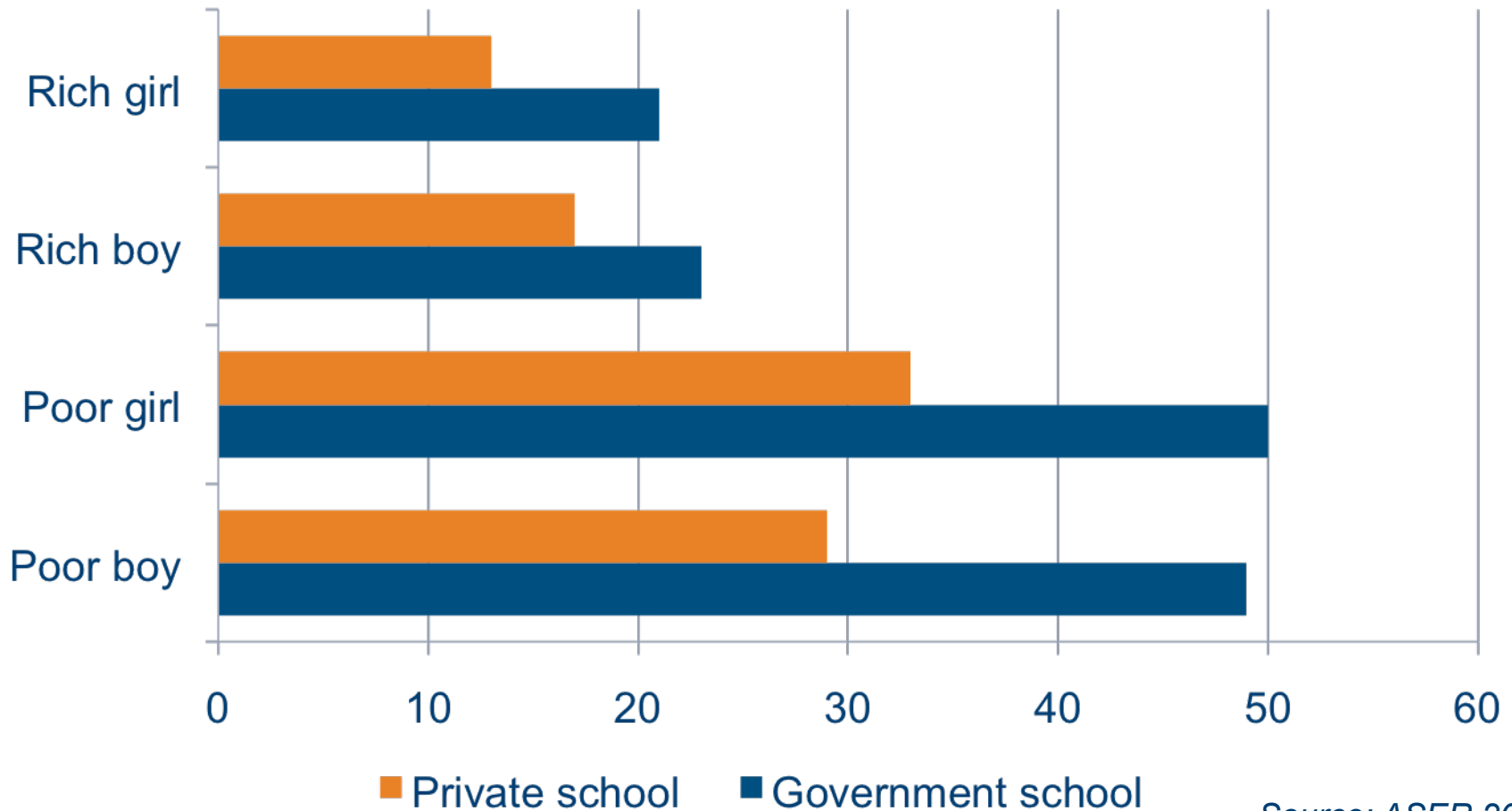
... ensuring a focus on the disadvantaged

Children completing primary school and achieving minimum learning standards in mathematics, sub-Saharan Africa and Latin America



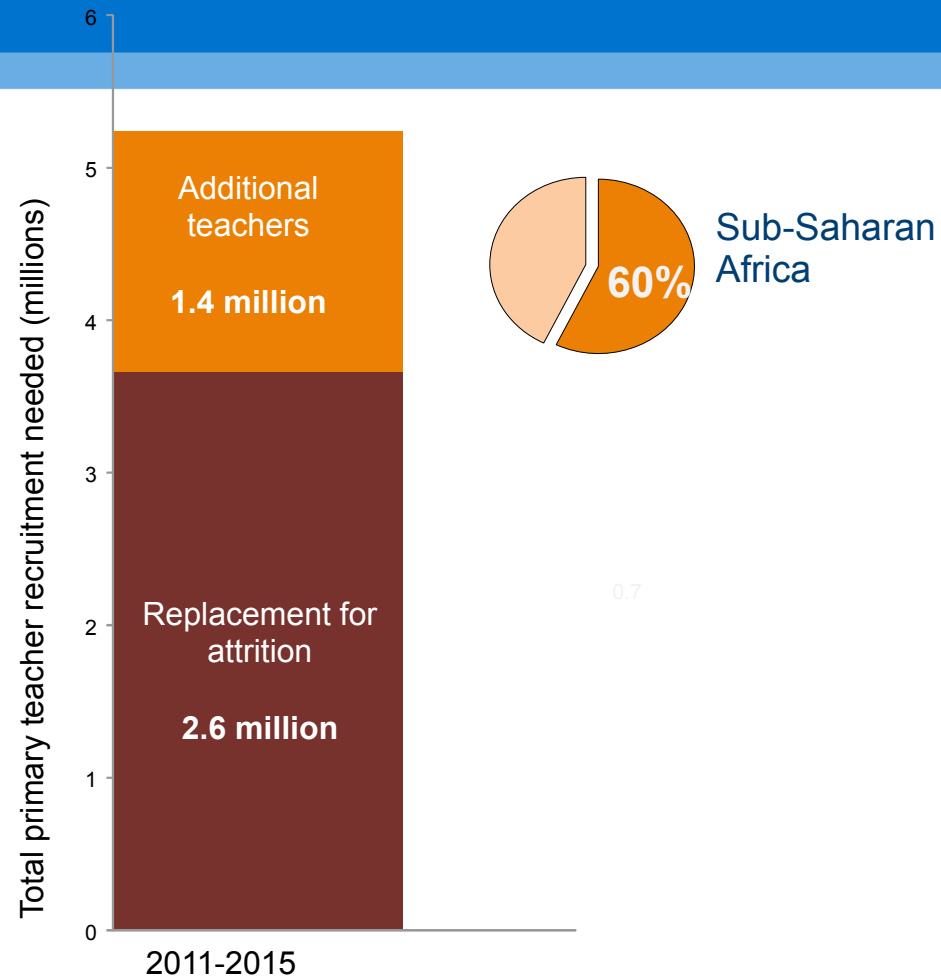
...and for holding governments to account

% grade 5 students unable to read a paragraph, by school type, India



Source: ASER 2012

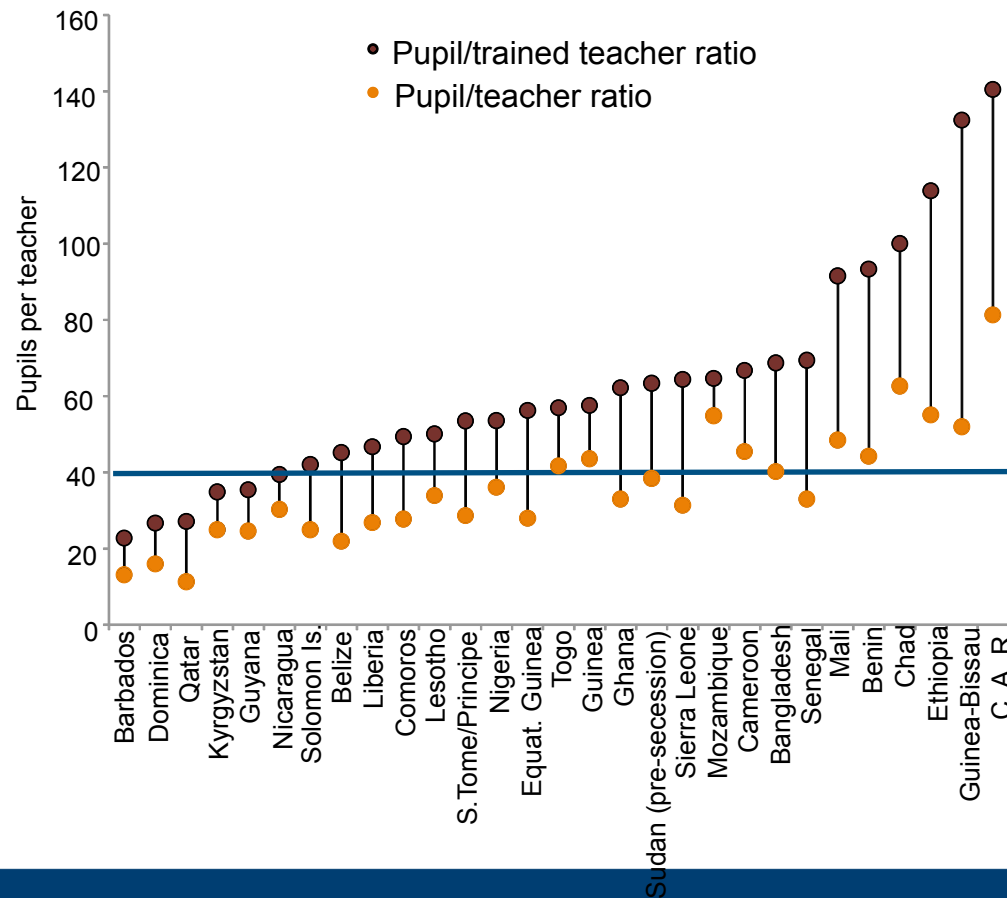
...and for planning



Source: UIS (2013)

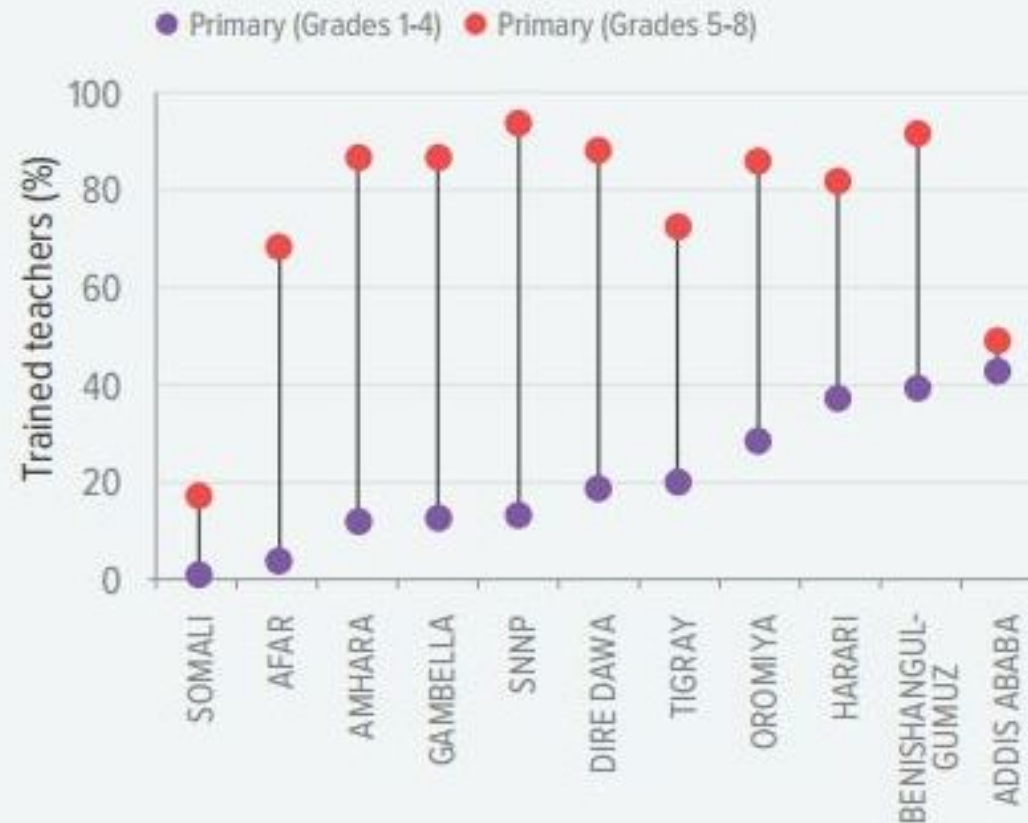
...to identify where gaps exist across countries

In one out of three countries, less than three-quarters of teachers are trained to national standards

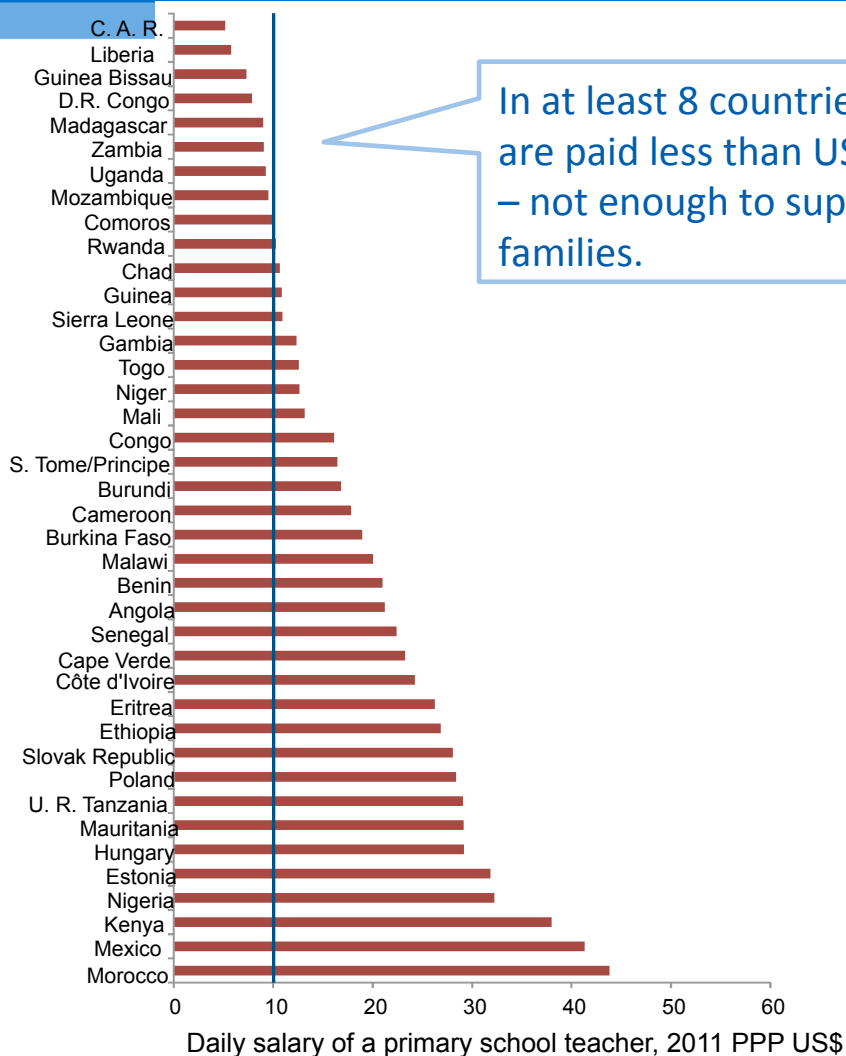


... and within countries

Percentage of trained teachers in Ethiopia by region, 2010/11



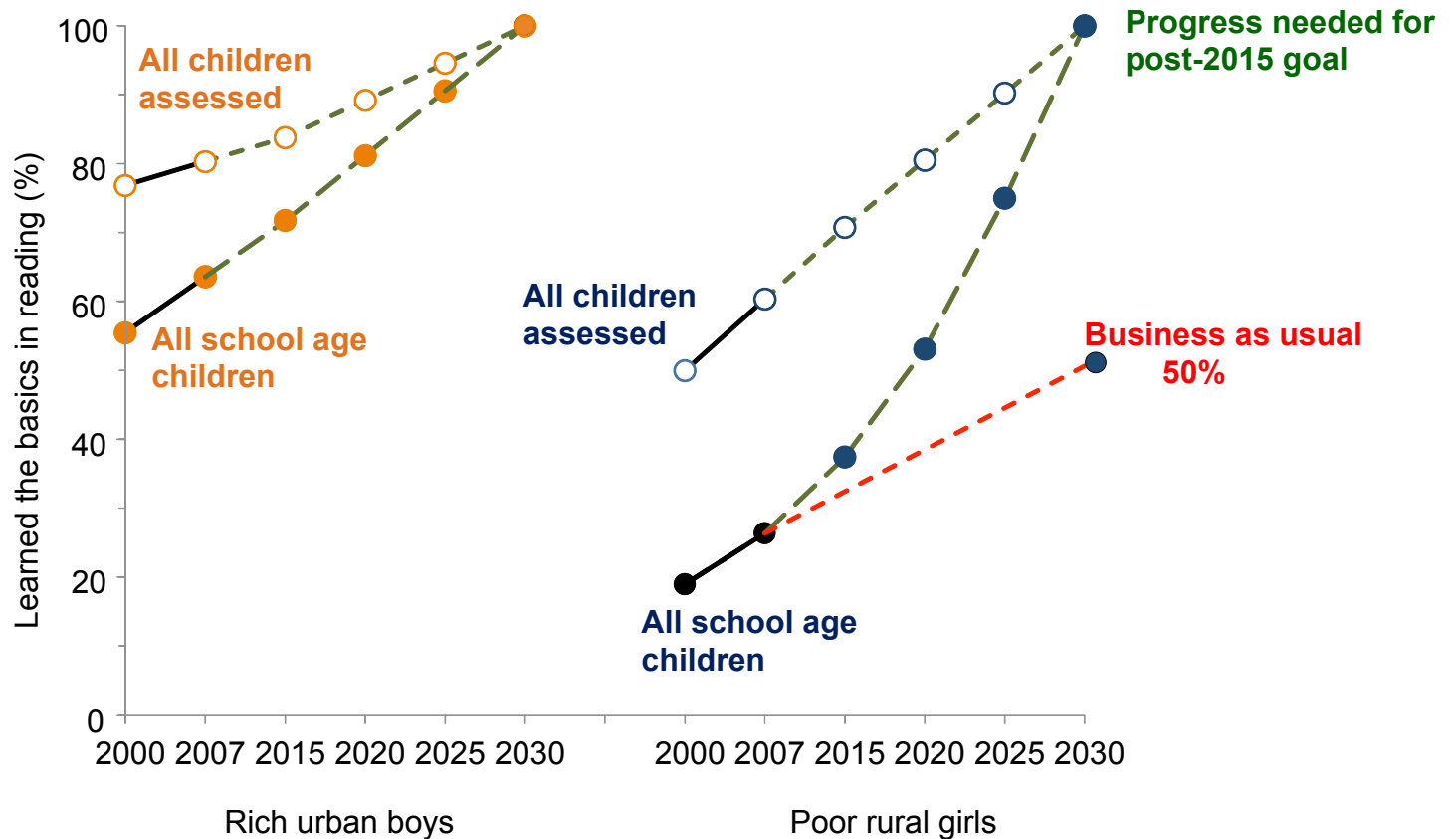
...and that sufficient finance is allocated



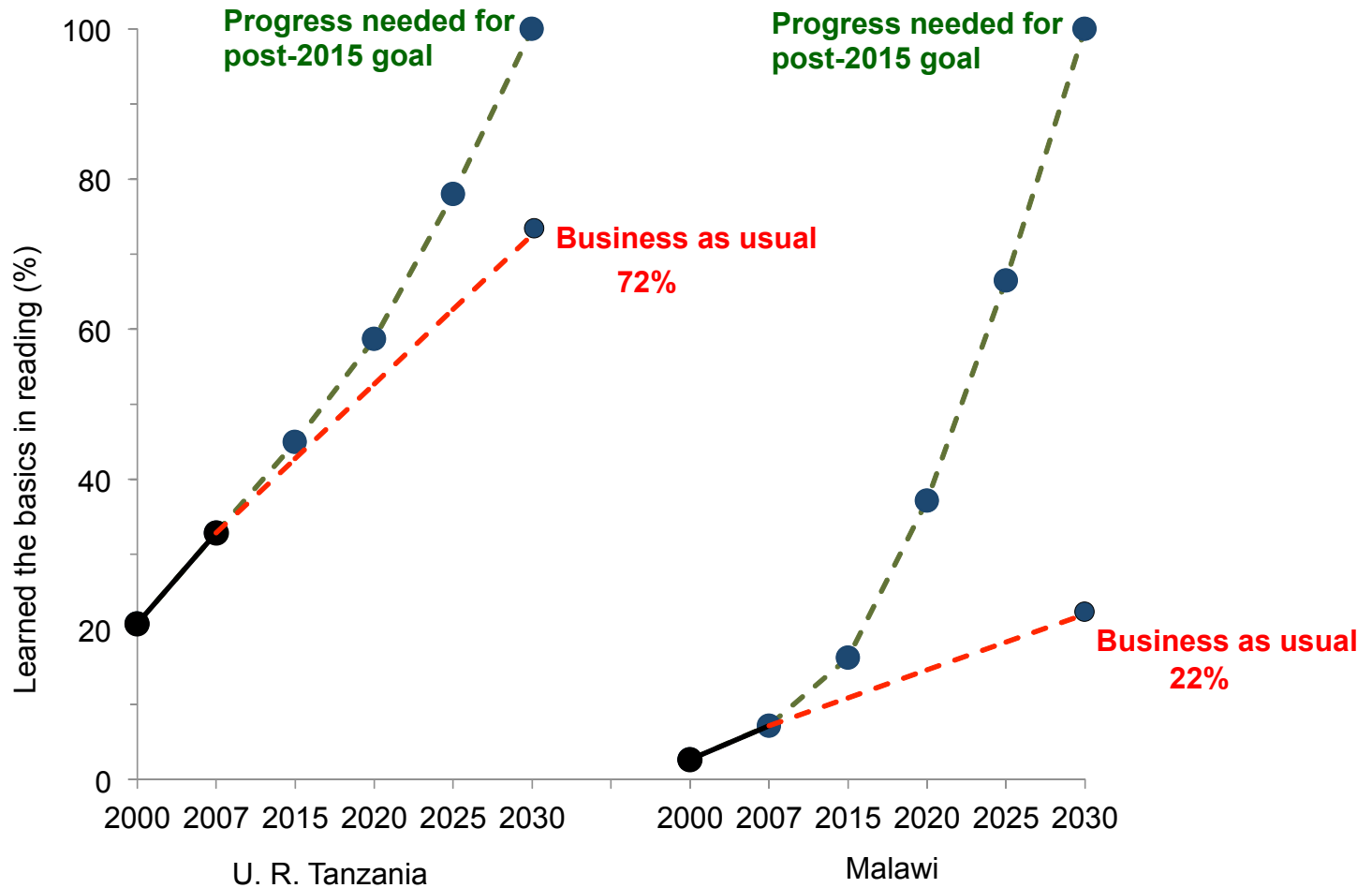
In at least 8 countries, teachers are paid less than US\$10 a day – not enough to support their families.

Highlights challenge of reaching even basic post-2015 target

Selected countries in southern and eastern Africa

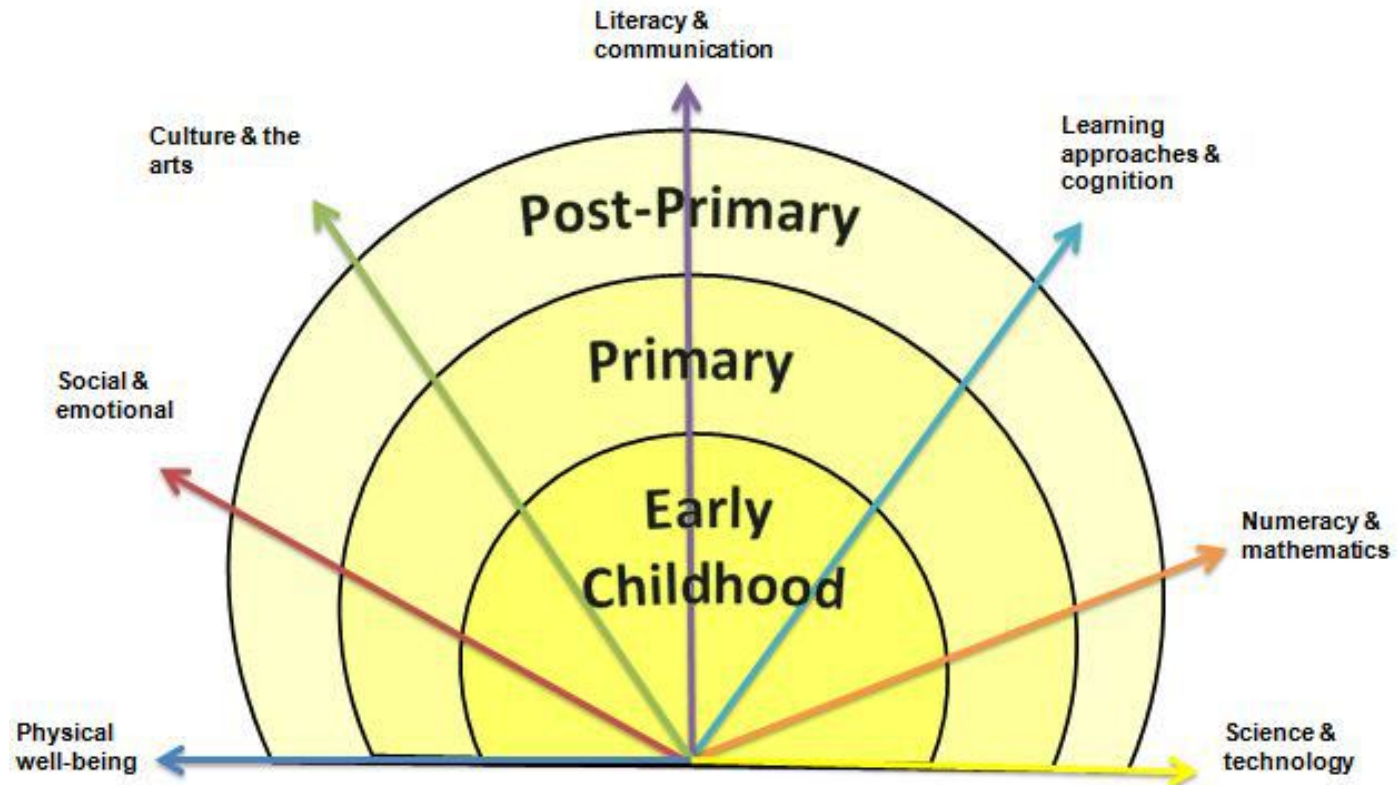


Global versus national targets



7 'domains' of Learning Metrics Task Force

Seven Domains of Learning



But – numbers aren't end in themselves

What is measured and why:

- Combine post-2015 targets for outcomes with inputs and processes. Eg teacher target for achieving equitable learning
- Use as basis for policy analysis and to spur policy action, and hold governments to account
- Measurement not only for global and national planning – different approaches for use within classrooms

What to avoid:

- Prevent unintended/adverse consequences – valuing only what can be measured over what cannot