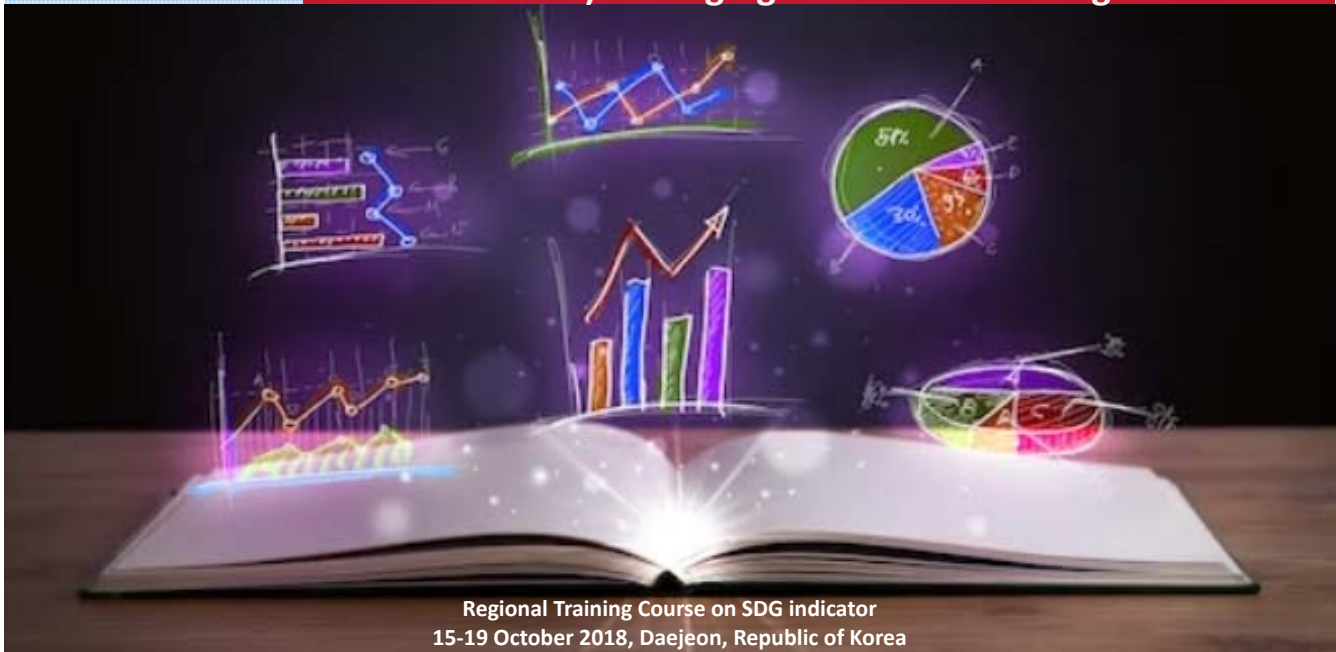


Designing the national M&E system for SDG4 (Education
2030): Emerging issues and challenges



What are the **emerging issues and challenges** in designing
the national MEA system for Education 2030?

1. **Building a coherent and integrated monitoring,
evaluation and assessment (MEA) framework**

- Most countries do not have an **integrated MEA framework** but instead a series of components operating at different levels that developed independently of each other over time
- A critical aspect is the **alignment of the MEA framework** with educational goals and student learning objectives
- Monitoring of the education system requires a breadth of **performance measures** and securing fair and **meaningful comparisons** (meeting information needs at the system level)

2. Balancing the accountability and development functions of MEA

- Finding a balance between **summative and formative uses** of MEA
- Accountability has a number of **advantages**: creation of incentives for improved performance – opportunity to recognise and reward; and information for parents and society
- But it might have potential **detrimental effects** (e.g. “teaching-to-the-test”, “narrowing of curriculum”) and convey a “control”, “compliance”, “measurement” concept of evaluation

3. Securing links with classroom practice

There is often focus on structures, programmes and resources in a **top-down approach** and less reflection on establishing the channels which foster improvement in the classroom.

- MEA have no value if they do not lead to the improvement of classroom practice and student learning
- Improvement/developmental function accomplished more at a local level – difficult for policy to reach classroom
- Risks that MEA procedures do not place adequate focus on teaching and learning

4. Developing competencies for monitoring, evaluation and assessment and for using feedback

Examples of areas for capacity development:

- Standardised test development;
- formative assessment;
- assessment against standards;
- running systems of externally-based student examinations;
- analytical capacity in education agencies to use system level information;
- data handling skills of school agents;
- formal evaluators of individual school agents; competencies for classroom observation.

1. Align evaluation and assessment with student learning goals

- MEA procedures to align with main principles embedded in student learning goals (e.g. student-centre learning, collaborative work)
- MEA procedures require direct alignment with learning objectives (e.g. fit for purpose assessments)
- School agents to have a clear understanding of student learning goals

2. Focus on the **improvement of classroom practices and build on teacher professionalism**

- Design the MEA framework in order to facilitate impact on classroom practices, role of local structures
- Promote the regular use of MEA results for improvement in the classroom (emphasis on developmental function)
- Ensure that the evaluation of teaching and learning quality is central to evaluation procedures
- Build on teacher professionalism – teachers as the central agent in linking E&A to classroom

3. Effectively **conceive the accountability uses of MEA results**

- Communicate purposes of MEA
- Build on a range of MEA components achieving a variety of functions
- Publication of quantitative data to be perceived as fair by schools and set in a wider set of evidence
- Avoid overemphasis on student standardised tests as an accountability instrument
- Cautious with performance-based rewards (e.g. career advancement rather than bonuses)

4. Place the student at the centre

- Teaching, learning and assessment approaches which focus on students' authentic learning
- MEA to focus on improving student learning outcomes
- Students to be fully engaged in their learning
- Community and parental involvement (learning as a shared responsibility)
- Reduction of grade repetition in some countries (e.g. career advancement rather than bonuses)

5. Go beyond measurement in educational evaluation

- Ensure policy making is informed by **high quality data**, but not driven by their availability
- Give a prominent role to qualitative analysis and research
- Ensure a broad approach to national monitoring

6. Build **capacity** for monitoring, evaluation and assessment

- Sustain efforts to improve student and teacher capacity for E&A
- Strengthen school leaders' capacity for school development and instructional leadership
- Ensure support from educational authorities and identification of best practice
- Need for a strong analytical capability at the national level to promote use of results for improvement

1. **Recognise** the need to involve stakeholders

- To a great extent it is the motivated school agent who ensures the successful implementation of reforms in schools. Hence, it is imperative not only to find ways for school agents to identify with the goals and values of MEA practices but also to ensure that such goals and values take account of school leader and teacher agency.

2. Engage stakeholders and practitioners in the **design and implementation** of MEA policies

- Regular interactions contribute, over time, to building trust among different stakeholders and raising awareness for the major concerns of others, thereby enhancing prospects of reaching compromises.
- In addition to taking their fears and claims into account, the participation of stakeholders such as teachers recognises their professionalism, the scarcity of their skills, and the extent of their responsibilities.
- This calls for practitioners such as school leaders and teachers to be engaged in the design, management and analysis of MEA policies. Consensus building among stakeholders is all the more important since local actors may be in the best position to foresee unintended consequences and judge what is feasible in practice.

3. **Communicate** the rationale for reform

- Clearly communicate a long-term vision of what is to be accomplished for student learning as the rationale for proposed E&A policies.
- Disseminate the evidence basis underlying the policy diagnosis, research findings on alternative policy options and their likely impact, as well as information on the costs of reform vs. inaction.

4. Use **pilots** before full implementation and review implementation

- Policy experimentation and the use of pilots may prove effective strategies to overcome blockages dictated by disagreements among stakeholders and to assess the effectiveness of policy innovations before generalising them.
- Education practitioners should be provided opportunities to express their views and concerns on given MEA initiatives as these are implemented.

5. Ensure adequate **capacity** and sufficient **resources**

- Develop capacity among stakeholders to implement E&A policies - E&A are beneficial for improvement of educational practices provided that they engage the skills and commitment of practitioners.
- Reduce excessive bureaucratic demands on schools and ensure sufficient resources are provided in the implementation of E&A policies.

Extracts from the input made by [Mr Paulo Santiago](#) - Head of the Policy Advice and Implementation Division (PAI), OECD during the panel session on M&E of Education, UNESCO International Symposium on Education Policies for 2030, UNESCO HQ Paris, 19 January 2016".

Thank you

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