Amid a global learning crisis, our research found that learning assessment data are underused in educational planning and policy-making. **What could help?**

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<tr>
<td><strong>1</strong></td>
<td>Understand that regional and international assessments are used to compare countries, while national ones help understand education quality.</td>
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<td><strong>2</strong></td>
<td>Establish a regulatory framework to coordinate assessments and clarify objectives.</td>
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<td><strong>3</strong></td>
<td>Promote capacity strengthening, dissemination, and ensure funding to maximize the use of learning data.</td>
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<td><strong>4</strong></td>
<td>Remember that collaboration and communication are key.</td>
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### Where to get started on using learning assessment data

**Do you work for a ministry of education?**

- Clearly define the goals of your assessments and plan for the use of data when developing them.
- Gear the system towards national leadership and ownership.
- Reflect on the best institutional position of your assessment team.
- Commit to the development of national capacities in the production and use of learning data at different administrative levels.

**Do you work for a national assessment team?**

- Based on a national vision for assessments defined collectively, choose assessment design options that respond to identified actors’ needs.
- Reporting is not the end of an assessment cycle: link dissemination activities with constructive feedback loops.
- Adjust assessment cycles to regular planning and budgeting activities.
- Facilitate the understanding of learning data for different actors by adapting dissemination products and their content.

**Do you work for an international partner organization?**

- Ensure that your support of learning assessments is in line with priorities defined in education sector plans and other national strategic documents.
- Invest in capacities and transfer expertise, discourage outsourcing.
- Rely as much as possible on existing national assessments rather than creating new ones.