

Comments on Thematic Area: Learning Outcomes

1. For the use of public examinations as a benchmark it would be important that they not only have satisfactory psychometric validity and reliability but also assess all students in a given grade. This not the case for countries like Mozambique where only the average student sits for the exam. The high performers are exempted and the low performers are excluded. Therefore there is a need for common benchmarks for exam practices among partner countries
2. I think there is a need for further studies to gain knowledge of on average how long do pupils of low income countries take to acquire basic literacy skills both in a second language and native languages. Particularly in Portuguese speaking countries.
3. Before determining the benchmarks for reading fluency partner countries that have never carried studies in this field should be supported to carry out a baseline study and on the basis of this define feasible benchmarks.
4. There are a number of country specific issues that have not sufficiently been researched such as:
 - Practices that have produced good results in situations where teachers take more than one job
 - Good remediation practices where schools operate two or more shifts
 - Good remediation practices for large classes.