



United Nations
Educational, Scientific and
Cultural Organization



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STATISTICS

Global Alliance to Monitor Learning Update on Progress

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3rd Meeting of Technical
Cooperation Group

May-June 2017



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The Learning Outcomes SDG related indicators

Global Framework

4.1.1 % of children and young people achieving a minimum proficiency in reading and mathematics

4.2.1 % of children under 5 who are developmentally on track

4.6.1 % of youth/adults achieving a fixed proficiency in functional literacy and numeracy

4.7.1 and 12.8.1 Extent to which global citizenship education and education for sustainable development are mainstreamed

Thematic Framework

4.4.2. Percentage of youth/adults who **have achieved at least a minimum level of proficiency in digital literacy skills**

4.7.4. Percentage of students of a given age group (or education level) showing **adequate understanding of issues relating to global citizenship and sustainability**

4.7.5. Percentage of 15-year-old students **showing proficiency in knowledge of environmental science and geoscience**

What is needed to report for SDG4?

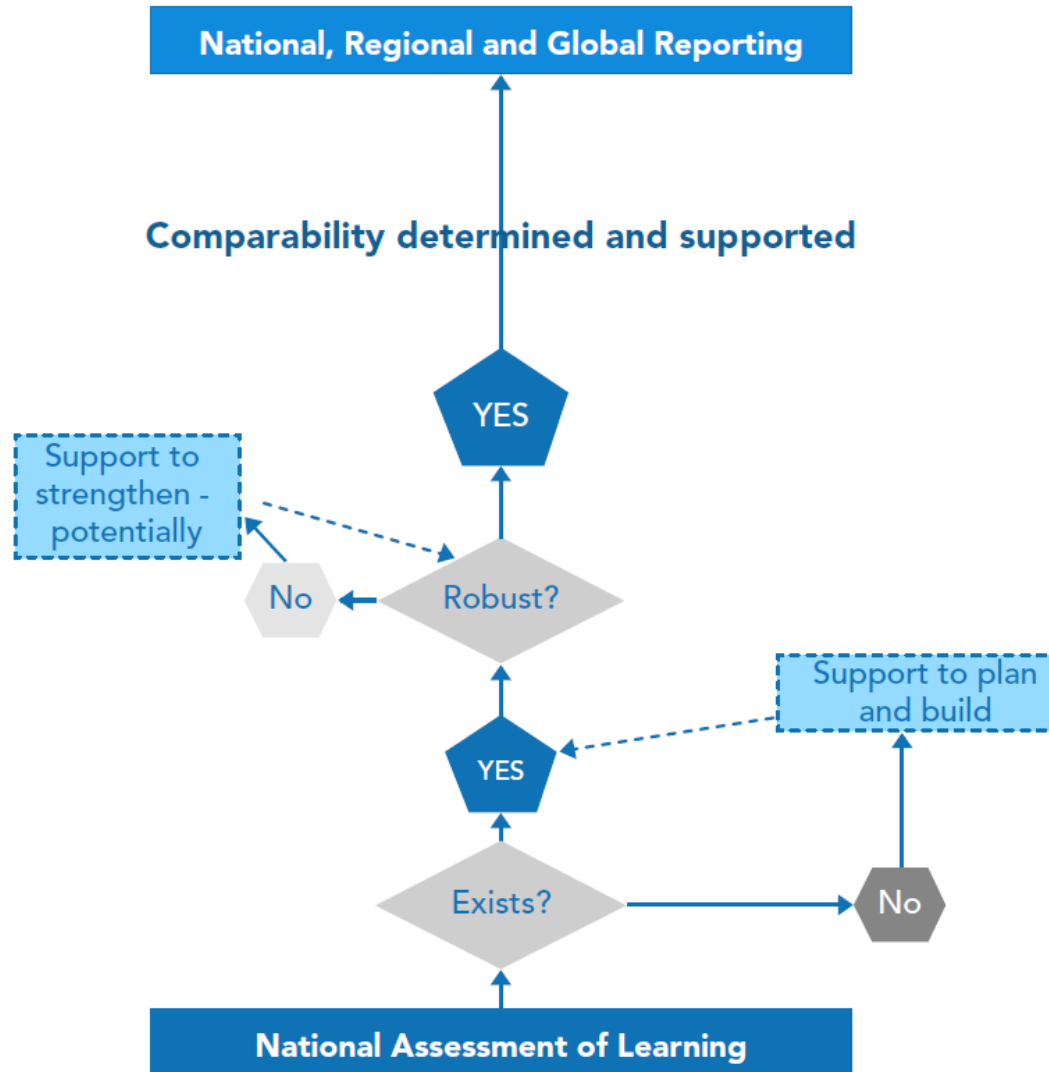
- Need to improve the availability and quality of statistical information in learning and equity to inform policy making
- Need a reporting structure
- Need to develop a broad and effective data strategy that supports the actions and needs of member states and all stakeholders
- Needs funding and mobilization of capacity building efforts

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The critical issues for SDG4 reporting

Reporting based on:

- National assessments
 - Based on national curriculums
 - Following national definitions on standards
 - Heterogeneous data processes
- Cross national assessments
 - Have already gone through the process of agreeing on a test frameworks, contents, reporting and definitions on performance levels
 - Internal quality control about quality collection processes
- Citizen-led assessments, Household-based survey assessments
- Public examinations



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The critical issues for SDG4 reporting

Key issues to address

- **Identification of** monitoring Learning Practices, availability and quality data
- **Relevance:** what are the common domains/constructs skills that could be measured on a Globally Comparable Level
- **Reporting**
 - What type of assessments?
- **Definition of minimum proficiency levels**
 - Global / Regional / National
- **Data generation and data use processes**
 - Collection
 - Reporting
 - Use
- **Support For Capacity Development**
 - Global / Regional / National

National Learning Assessment Practice

- ***What for?***
 - Reduce burden on countries for reporting
 - Increase countries' capacity to produce learning assessment data as part of their policy priorities
 - Align countries' data to international standards
- ***Tools generated for***
 - Mapping of
 - Availability (commonalities and differences)
 - Frameworks (learning assessment and curriculums)
 - Diagnoses of data collection process
 - Diagnosis of Learning Monitoring Practices
 - Inventory of Tools

Global Reporting and Benchmarking

- ***What is needed?***
 - Alignment of Content Frameworks
 - Reporting Scale that allows ANY test to be located in the scale
 - Interim reporting?
- ***Tools***
 - Global Content Frameworks for reference
 - Reporting Scale
 - Benchmarking Process (to define minimum proficiency level)
 - Validation Process

Capacity Development

- ***What for?***

- Increase countries capacity to produce learning assessment data as part of their policy priorities
- Increase the use of National Assessment data for evidence policy making

- ***Tools Generated for country***

- Manual of Good Practices in learning assessment
- Template of learning assessment data strategy
- Guidelines to use data for policy development
- Global module of cognitive items and contextual information for countries that do not have Assessment tools



Objectives

National Assessment Practice

Understand commonalities and identify gaps and needs
Improve Quality
Reduce burden on countries for reporting

Global Reporting

- Alignment of Content Frameworks
- Reporting Scale that allows ANY test to be located in the scale

Resources for Capacity Development

- Increase countries capacity to produce learning assessment data as part of their policy priorities



Tools

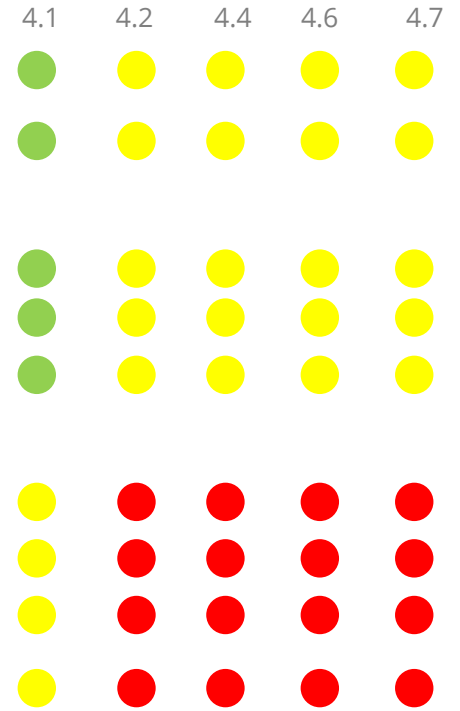
- Mapping of Assessment and Learning Practices
- Assessment of Data generating and data use processes (ex -DQAF)
- Inventory of tools available

- Global framework for reference
- Reporting scale and benchmarking
- Validation Process

- Manual of Good Practices in learning assessment
- Template for Data strategy for learning assessment practices
- Guidelines to use data for policy development
- Global module of cognitive items and contextual information



Progress



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TF Workplans

Task Force (TF)	Chair	Vice-Chair	Launch date
TF 4.1	Marguerite Clarke, The World Bank Group	Rasheda K Choudhury, Campaign for Popular Education	8 March 2017
TF 4.2	Baela Raza Jamil ASER	Tiina Annus, Ministry of Education and Research of the Republic of Estonia	29 March 2017
TF 4.4	Manos Antoninis, UNESCO GEMR	Jianhua Zhao, International Center for Higher Education Innovation (ICHEI)	13 April 2017
TF 4.6	William Thorn, OECD	Rakhat Zholdoshalieva, UIL	22 June 2017
TF 4.7	To be determined	To be determined	Second half of 2017
TF on Assessment Implementation	Esther Care, The Brookings Institution	To be determined	31 March 2017
Capacity Development	Global Partnership for Education	ToR under development	July/August

GAML Task Force Term of Reference

- Define measurement strategy for the outcome indicator on three key areas:
 - Global comparability
 - Defining a minimum level
 - Periodicity
- But specificity of each target is difference so the technical strategy and options will vary across targets

Target 4.1:

By 2030, ensure all complete quality primary and secondary education leading to relevant learning outcomes

Indicator 4.1.1:

Proportion: (a) in grades 2/3; (b) at end of primary; and (c) end of lower secondary achieving at least minimum proficiency in (i) reading, (ii) math, by sex

Reporting:

- Use international/regional/citizen-led/national assessment?
- To be inclusive – include different assessments, need to harmonize, what is the option?
- Varied quality in national assessments, need to develop validation process?
- Create ‘universal’ reporting scale, map all assessments to the scale, can it be truly ‘universal’?
- What is ‘minimum’ proficiency level’ on this scale?
- Interim reporting?

Workplan

- Collect national assessments characteristics, framework and data
- Develop reporting scale
- Define minimum proficiency level
- Define validation process
- Develop capacity development plan

Deliverables

- Mapping tools on assessment characteristics and assessment framework
- Reporting scale - methodology paper and prototype
- Conceptual paper on benchmarking process
- Manual for self-evaluation and/or alignment for global reporting
- Template, data use and policy development guidelines, cognitive items and contextual information module as public good

Target 4.2:
By 2030, ensure all boys and girls have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

- What should be the role of GAML TF 4.2. in light of UNICEF's role in Target 4.2.1, the establishment of an Inter-agency Expert Group on ECD Measurement, and the plan to expand and update the ECDI to serve as the indicator?
- Are there alternatives to using a single global measure/tool?
- What can be a practical approach to reporting on this target in the short-term?

Workplan

Map existing knowledge in ECD to capture wealth of knowledge and tools to inform the TF recommendations for 4.2

Identify technical standards and develop consensus on how to define “development on track” for cross country comparability at concepts vs same items level of 4.2.1

Deliverables

Mapping tools on assessment characteristics and assessment framework

Target 4.4:
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship

Indicator 4.4.2 (thematic):
Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills

No globally agreed definition of ICT and digital literacy skills...

...but there are national/regional frameworks and assessments that can be used as basis

To inform the content framework of reference, need to collect information on full range of assessments of ICT and digital literacy skills

Potential challenges

- Comparability **across space**: very large skill disparities between richer and poorer countries
- Comparability **over time**: need to address rapid technological and ICT use pattern changes

Workplan

collect/review more key documents with a view to commission study towards content reference framework

review Catalogue of Learning Assessments tool with a view to adapt it for the case of assessments of ICT and digital literacy skills

Deliverables

Feedback from task force members

Target 4.6:

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Indicator 4.6.1: Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Need to clarify on definition:

- ALL youth and A SUBSTANTIAL PROPORTION of adults?
- Age group breakdown: Who is youth? Who is an adult?
- How is literacy defined?
- How is numeracy defined?
- Minimum proficiency level

Workplan

Clarify on various definitions

Consensus on Short Literacy Survey proposal

Deliverables

Feedback from task force members

Cross-cutting Task Force – Assessment Implementation

- **Review** the structure and content of the Good Practice in Learning Assessment and any associated supplementary materials;
- **Suggest** terms of reference for the writing of the GP-LA and any associated supplementary materials;

Workplan

Review tools and conceptual paper on assessment implementation especially tools developed for indicator 4.1.1

- Catalogue of LA
- Manual of Good Practices
- Quality Data Assessment
- Evaluation of Learning Practice

Deliverables

Feedback from task force members

Capacity development and Support to Countries

- ToR and CN in development with the GPE
- Two focus
 - Capacity operationalization and Development guidelines (strategies)
 - Strategies to expand de cost-effective timely coverage of LAs

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**Key conclusions
on critical points
to inform the TCG**

Reporting

4.1.

- **Reporting Strategy**

- Combination of immediate and intermediate strategy

- **Immediate Reporting**

- Utilize the Cross-National Assessments with the data as published by the organizations (pertaining distributions of skills and definition on the minimum levels)

- **Intermediate Reporting**

- Use of a global reporting scale where not only Cross-National Assessments but ALL other assessments could be located
- Cross-National Assessment agencies are to work on alternative strategies

- **Interim Reporting using anchored database**

- Task forces to review and study for feasibility and approval on anchored database

Minimum Levels

Indicator 4.1

- For cross-national assessments *use the performance and benchmarking levels generated through the processes of each organization/agency*
- National assessments in many cases define their own minimum levels but can not be compared at the global or regional level (cross country)
- Attempt to a global minimum level of reference?
 - *Not now*

Standardization of Data processes

- **Proceed** with the definition of common content framework
- **Continue** with the mapping of LA frameworks through the Catalogue and other tools
- **Proceed** with the development of Data Quality and Learning Assessment Practice
- **Proceed** with the development of learning scale and conceptual framework of benchmarking?
Under study of the TF
- **Proceed** with the development of Manual of Good Practices



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Thank you!

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Target 4.1:

By 2030, ensure all complete quality primary and secondary education leading to relevant learning outcomes

Indicator 4.1.1: Proportion: (a) in grades 2/3; (b) at end of primary; and (c) end of lower secondary achieving at least minimum proficiency in (i) reading, (ii) math, by sex

- i. Is it advisable to use countries' submitted national learning assessment data for short-term reporting?***
- ii. What are 'minimum acceptable requirements' for the submitted data?***
- iii. What are the immediate issues with using national learning assessment data for reporting?***
- iv. Are there unresolved critical issues regarding immediate reporting needs?*
- v. How should data be reasonably validated?*

Target 4.2:

By 2030, ensure all boys and girls have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

Target 4.4:

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship

Indicator 4.4.2 (thematic):

Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills

- Task Force met virtually once (April 13) with 5 of 11 members attending
- Task Force members invited to comment on ToRs by end of April; key issues:
 - align **expected outputs** with other GAML task forces
 - develop realistic **workplan** to June 2018
- Changes recommended but not discussed and agreed yet

▶ **Tentative recommendations presented**

Immediate Issues - 1

- ❑ Global indicator not a learning indicator (but correlated with measures of skills)
- ❑ **Focus of Task Force** falls on thematic indicator of digital literacy skills
- ❑ **No globally agreed definition** of ICT and digital literacy skills but...
 - regional definitions, e.g EC Digital Competence Framework for Citizens (DigComp 2.0)
 - operationalized definitions for cross-country assessments, e.g. IEA ICILS or OECD PIAAC, and national assessments, e.g. Chile SIMCE or France B2i

Target 4.6:

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Indicator 4.6.1: Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Need to clarify on definition:

- ALL youth and A SUBSTANTIAL PROPORTION of adults?
- Age group breakdown: Who is youth? Who is an adult?
 - PIAAC/OECD > youth between 16-24; adult > 16 – 64
 - UNESCO > youth > 15 -24; adult > 15 +
- How is literacy defined?
- How is numeracy defined?
- Minimum proficiency level > moving away from literacy rate % to the proficiency levels in literacy and numeracy

Cross-cutting Task Force – Assessment Implementation

- Two meetings – March 31, April 27
- The Task Force will lead in the development of the three elements of the Data Quality Processing for monitoring learning assessments for SDG 4
 - The Good Practice for Learning Assessment
 - The Evaluation of Alignment in Content (not discussed yet)
 - The Assessment of Data Collection (not discussed yet)