Global Alliance to Monitor Learning
Update on Progress

GAML Secretariat

TCG 4

January 2018 – Dubai, United Arab Emirates

SDG-Education 2030 Steering Committee

Working Group: Review, Monitoring and Reporting (WG-RMR)

Co Chaired by the GEM Report and the UIS

The WG-RMR makes recommendations on:

- implementation of monitoring and indicator frameworks at global, regional and national levels;

- (b) coordination/harmonization and consensus around review, monitoring and reporting on SDG4 at global, regional and country level across partners and institutions; and

- (c) facilitation and communication of endorsement of indicator frameworks elaborated in the TCG.

2

The RMR-WG has requested the TCG to provide a **report on the status of development and availability of SDG4 indicators**.

The report should include:

I. an <u>updated list of indicators</u> including recommended periodicity of reporting;

II. <u>plans to finalize</u> the conceptual, methodological and operational work on the global indicators by December 2018, including assessment of resources needed to implement this work;

III. <u>potential revisions</u> to current global indicators.

3

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RMR-WG Outputs

	Task	Responsible	Output	Role of the RMR WG	Timeline
A.	**Prepare inputs for the High-level Political Forums in 2018 and 2019**	Steering Committee **Secretariat** to propose a process for the HLPF SC submissions	**Guidelines** on deadlines, procedure and content of the 2018 HLPF input	Provide feedback/review the guidelines	Complete guidelines by January 2018, before the next SC meeting
		GEMR and **UIS** with support by Secretariat	**Paper** that outlines options for drafting and reviewing the 2019 HLPF input	Provide feedback/review the paper	Complete the paper by January 2018, before the next Steering Committee meeting

RMR-WG Outputs

	Task	Responsible	Output	Role of the RMR WG	Timeline
B.	Map existing regional monitoring mechanisms and experiences with benchmarks and thresholds	Steering Committee Secretariat [communication]; UIS [indicators and frameworks]; GEMR [reports]; to prepare and initiate the mapping exercise with support from partners	Report on existing regional and sub-regional education and training strategies and agendas, focusing on their: • monitoring frameworks • reporting mechanisms • benchmarking and threshold setting processes (where relevant, e.g. EC, OECD, OEI and others); and providing recommendations for a process of establishing benchmarks or thresholds.	Regional organizations in the Steering Committee to help complete the mapping by leveraging existing networks. UIS regional network will liaise with UNESCO Regional Offices on this. Contribute to the preparation of inputs for the report. Review/provide feedback on the draft report before it is shared with the Steering Committee	Complete the mapping by January 2018, before the next Steering Committee meeting

RMR-WG Outputs

	Task	Responsible	Output	Role of the RMR WG	Timeline
C.	Prepare key messages for Steering Committee to support financing and capacity development for measurement and monitoring SDG4	UIS and GEMR with inputs from the TCG	Short document outlining measurement and monitoring needs and key messages, for the Steering Committee and partners to support the development of national capacity on data and monitoring progress, with specific attention to low and middle-income countries	Inputs/review/feedback on the draft report before it is shared with the Steering Committee with special attention to key messages to countries	Complete the paper by January 2018, before the next Steering Committee meeting

- Activities of the GAML Secretariat

- Progress for each of indicators:

  o Indicator 4.1.1;

  o Indicator 4.2.1;

  o Indicators 4.4.1 and 4.4.2;

  o Indicator 4.6.1; and

  o Indicators 4.7.4 and 4.7.5

- Progress in Cross Cutting Task Forces

  o Assessment Implementation / Capacity development in LA

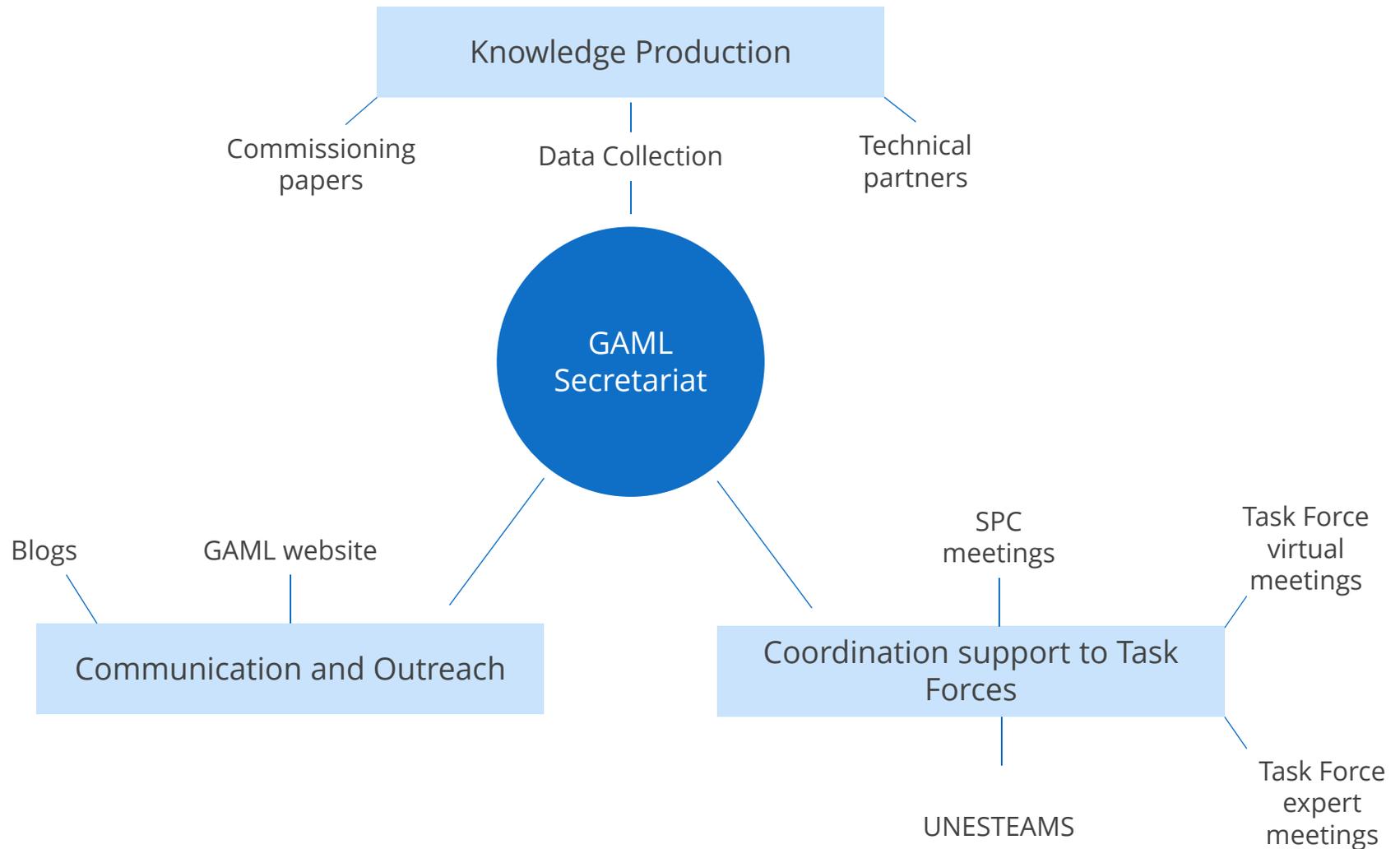- Learning Assessment 4.1.1

  o Investment case

- 7 Key Messages

Framework for Task Forces' Work

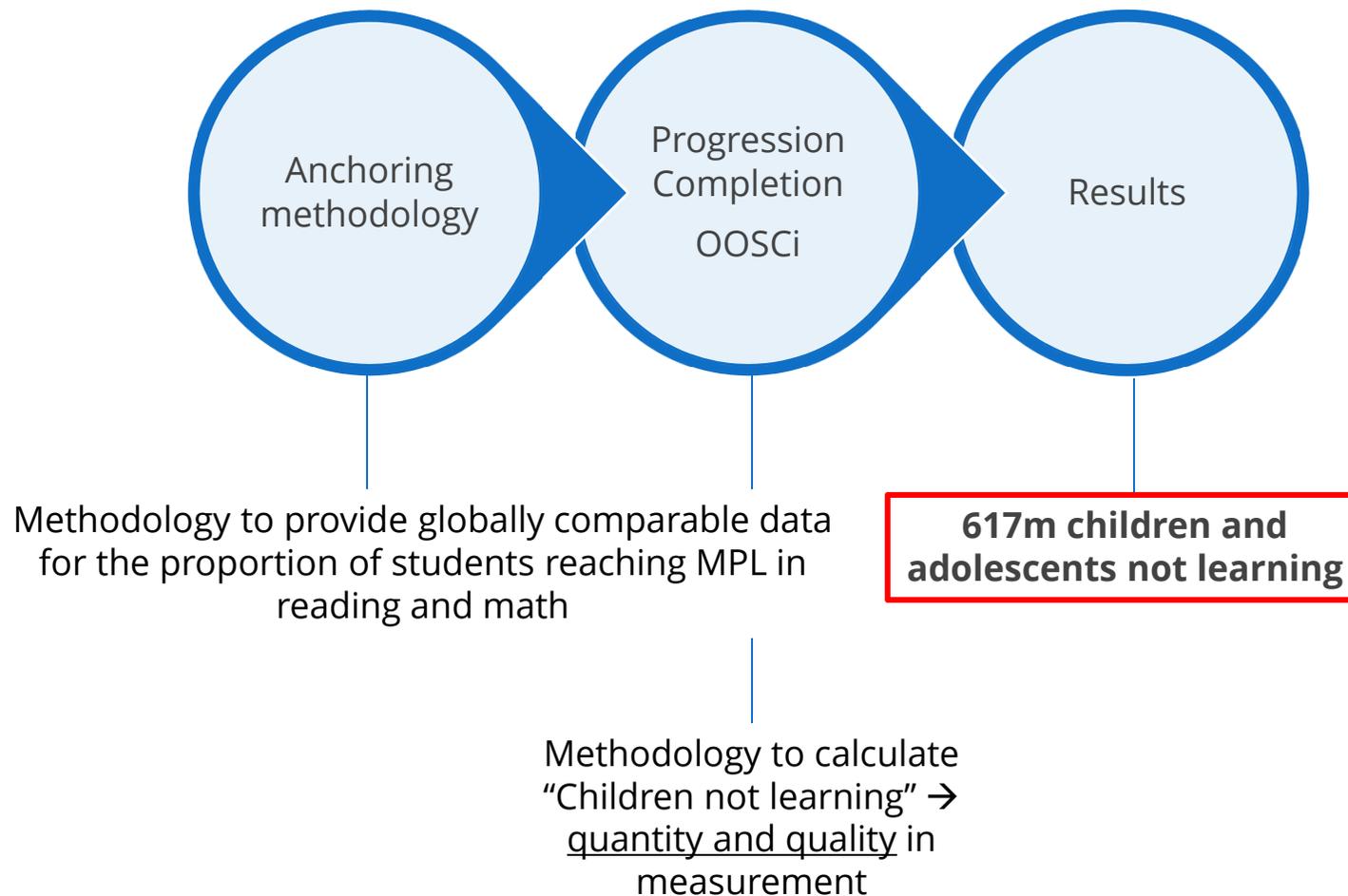| Phase	What it addresses	Main Components
Conceptual Framework	What and who to assess?	• Assessment framework (cognitive, non-cognitive, and contextual) • Target population
Methodological Framework	How to assess?	• Test design • Sampling frame • Operational design • Data generation • Data analysis (e.g. classical or Item Response Theory) • Contextual information
Reporting Framework	How to report?	• Defining scales • Benchmarking • Defining progress (longitudinal equating) • Definition of an interim reporting strategy

UIS carried out the following research activities for sound methodological decisions to be taken...

- Exploring the Commonality and Difference of Regional and International Assessments

- The Value of Learning Data: A case for Investing in Cross-national Assessment

- A Review of the use of cross-national assessments data in educational practice

- Mind the Gap: Proposal for a Standardised Measure for SDG 4 – Education 2030 Agenda

- The Methodology for a Global Composite Indicator for Education: Counting the Number of Children Not Learning

- More Than One-Half of Children and Adolescents Are Not Learning Worldwide

- Analysis of results of 2017 Survey of Cross-national Assessments

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Post Estimate Anchoring and Children not Learning Reporting

Anchoring methodology

Progression Completion

OOSCi

Results

Methodology to provide globally comparable data for the proportion of students reaching MPL in reading and math

Methodology to calculate "Children not learning" → quantity and quality in measurement

617m children and adolescents not learning

11

Participation in Cross-national assessments
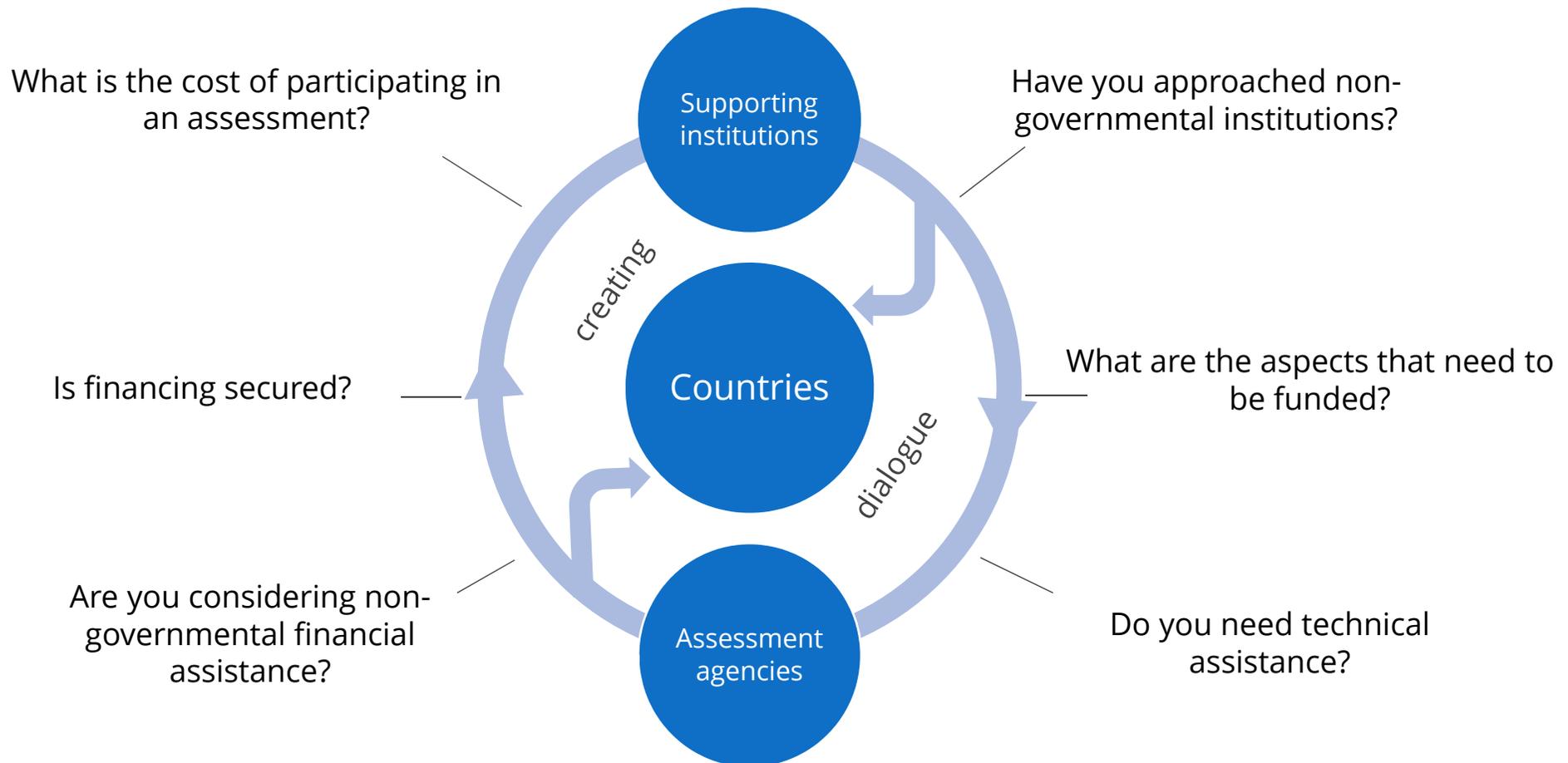
What is the cost of participating in an assessment?

Have you approached non-governmental institutions?

Is financing secured?

What are the aspects that need to be funded?

Are you considering non-governmental financial assistance?

Do you need technical assistance?

Supporting institutions

creating

Countries

dialogue

Assessment agencies

Catalogue of Learning Assessments 2.0

Module 1

Module 2

Module 3

mapping
instrument

data
collection tool

evaluation
instrument

characteristics
of learning
assessments in
countries

national data on learning
outcomes
+
national definitions of
proficiency levels

evaluate the robustness
of assessment systems
+
identify capacity building
needs

13
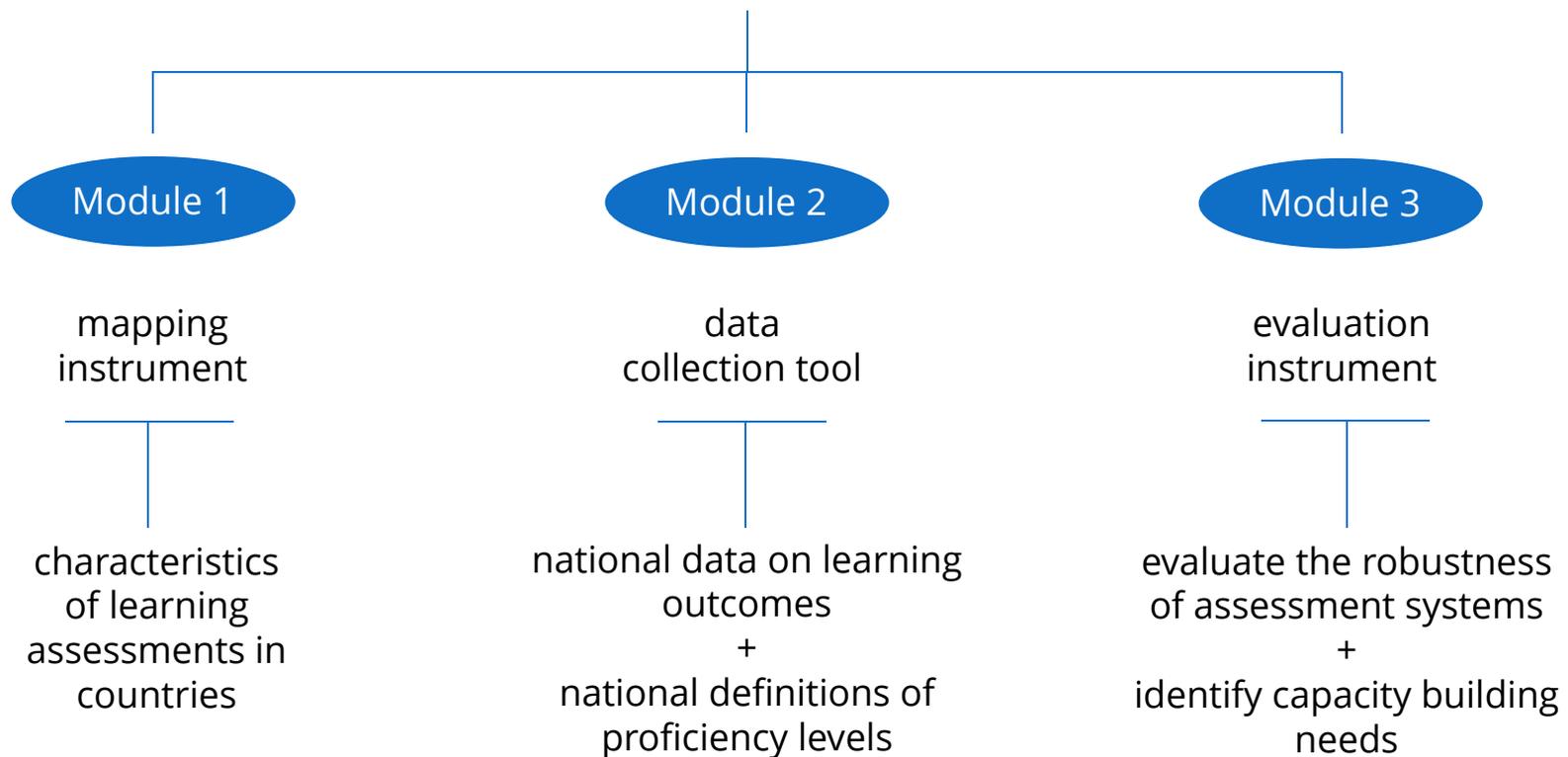
Main Agreements

- Work plan for all Task Forces under common conceptual and operational framework

- New Task Force to be created chaired by GPE

- Long Term Reporting: Expanding comparability on indicator 4.1.1

  - Concordance

  - Social Moderation

  - Psychometric Linking

- Strategy for Interim Reporting for all indicators

- Progress in Guidelines

Thank you!

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