



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



TECHNICAL
COOPERATION
GROUP



Fifth Technical Cooperation Group Meeting

GAML 5 Highlights

Silvia Montoya,
Director, UNESCO Institute for Statistics

November 2018



- Hamburg October 2018
- More than 80 attendants

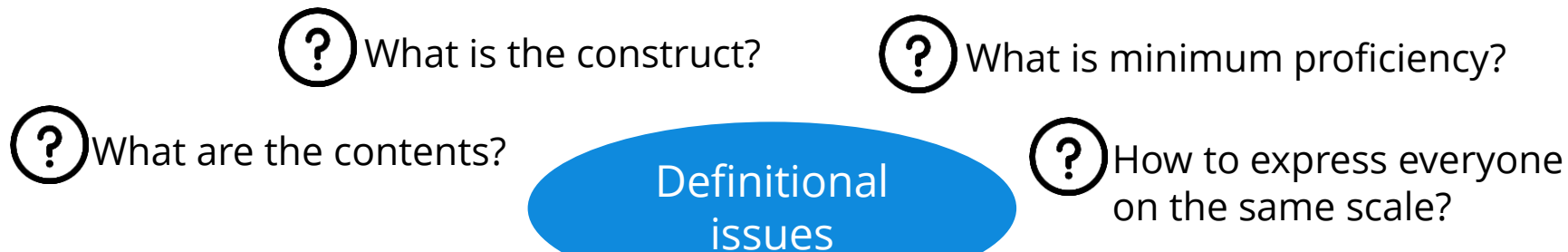
Countries at GAML 5




Afghanistan	Chile	Kenya	Sweden
Bangladesh	Dominican Republic	Maldives	Tunisia
Belgium	Estonia	Mali	Turkey
Brazil	France	Mexico	Uruguay
Burundi	Gambia, the	Nepal	
Cambodia	Grenada	Russia	
Canada	India	Slovakia	

St Vincent

The 2030 Agenda and Reporting



- Regardless of the methodology, some assumptions need to be met...
 - Learning domains and target population need similarities to have valid outcomes
 - Procedural consistency needs to be ensured



National ownership, cultural values national needs, and sensitivity to cultural values all have to be respected

How do we organize our work?

Key phases in an assessment programme

Phase	What it addresses	Main components
Conceptual framework	What and who to assess	<ul style="list-style-type: none"> • Assessment/survey framework (cognitive, non-cognitive, and contextual) • Target population
Methodological framework	How to assess	<ul style="list-style-type: none"> • Test design • Sampling frame • Operational design • Data analysis
Reporting framework	How to report	<ul style="list-style-type: none"> • Defining scales • Benchmarking • Defining progress



Progress in indicator 4.1.1:

Consensus on minimum proficiency levels



Representatives from regional and international learning assessments met to agree on minimum proficiency levels (MPLs) in Paris, France.

SDG Indicator 4.1.1: *Proportion of children and young people in (a) Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education, achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex*



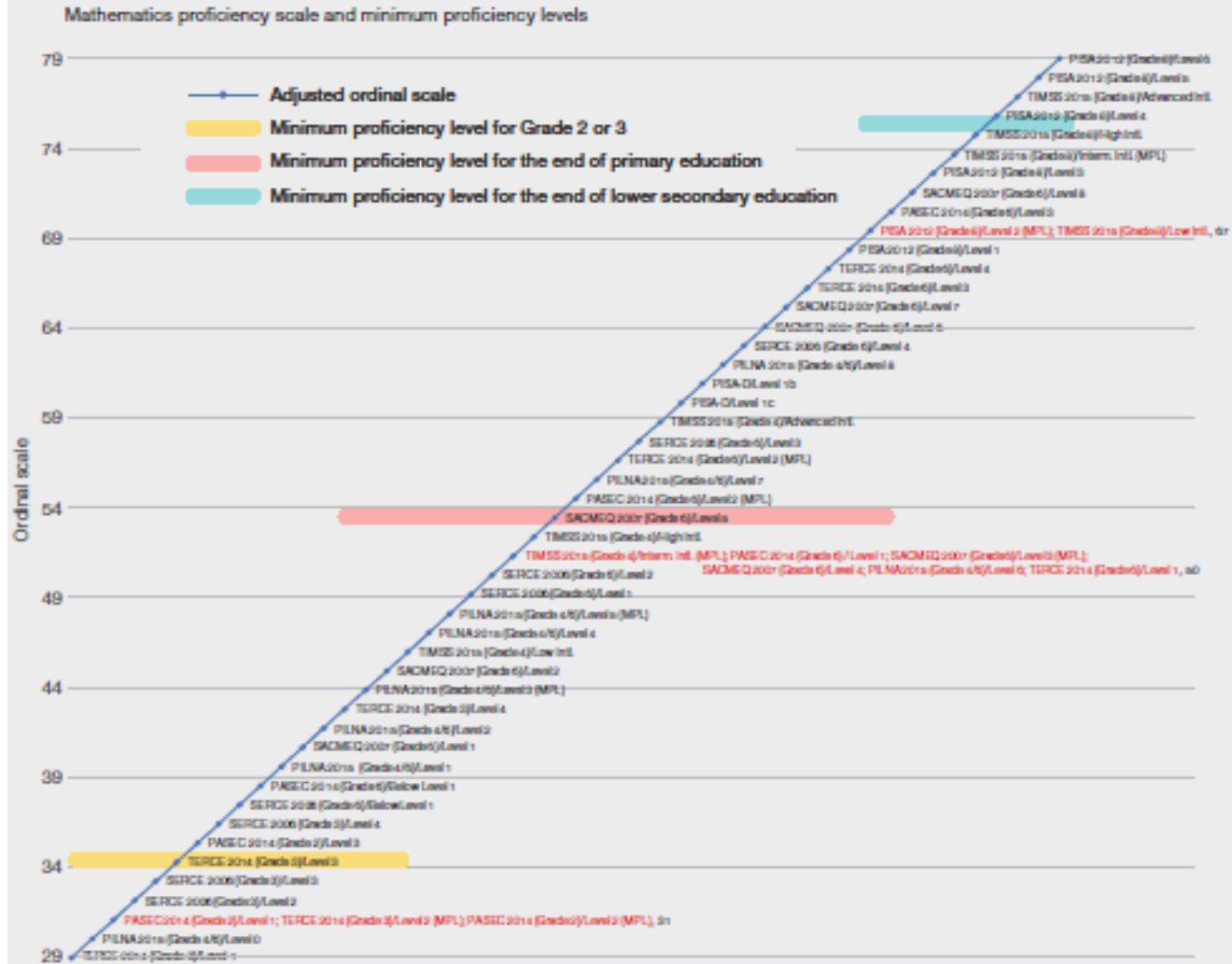
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Pacific
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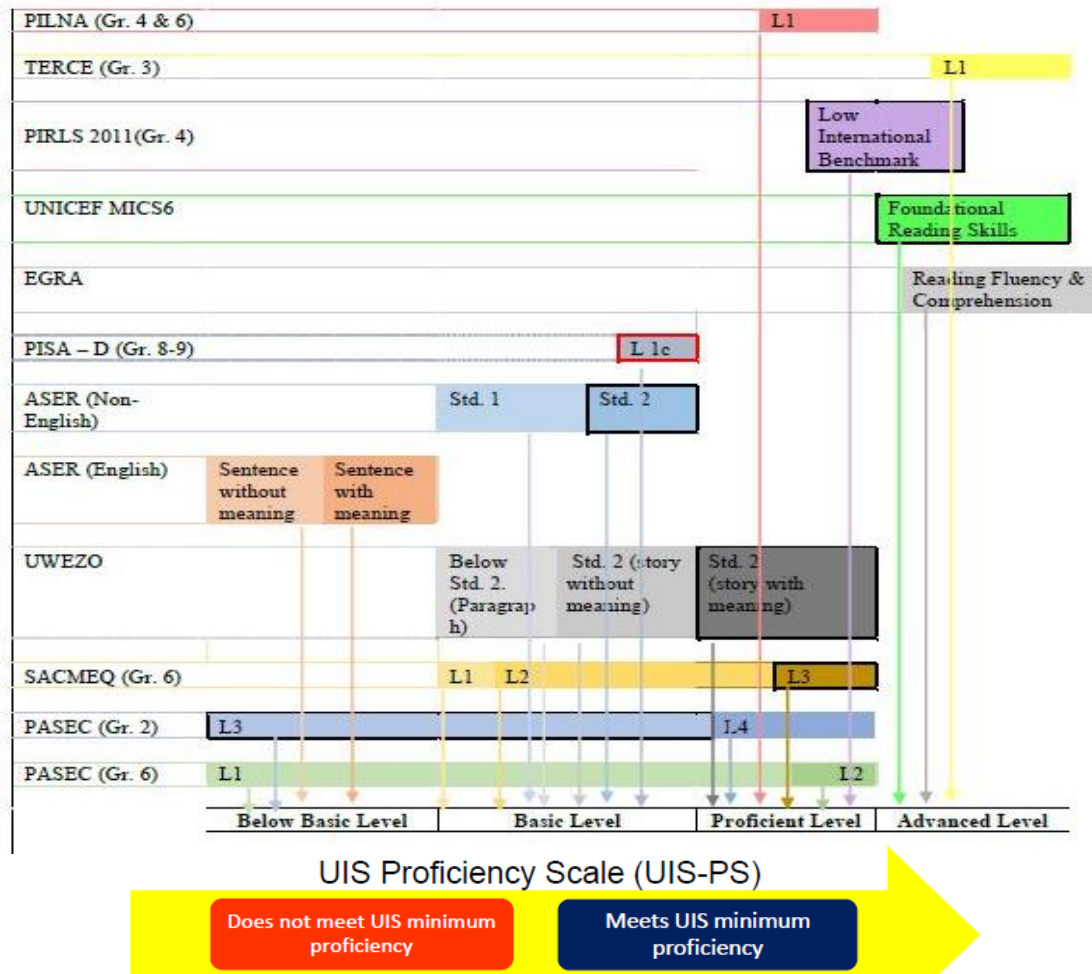
Figure 2.7 Proficiency scales in mathematics according to current PLDs



Notes: Proficiency levels below the scale: All proficiency levels from ASER 2017, EGMA, Uwazo and UNICEF MICS6; PASEC 2014 Grade 2 (below level 1); SERCE 2006 Grade 3 (Level 1 and below Level 1). MPL: Minimum proficiency level as defined by each assessment.

Source: UNESCO Institute for Statistics (UIS).

Progress in indicator 4.1.1:

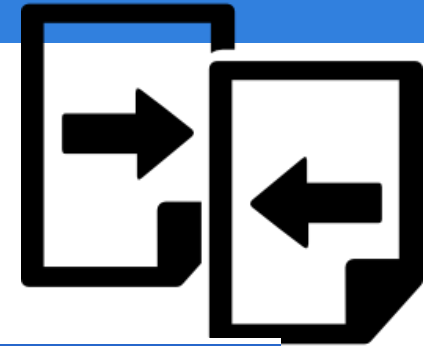


Progress in indicator 4.1.1:

Comparability in reporting indicator 4.1.1

- General policy level descriptors
- Multi-fold reporting

Mathematics



Educational level	Descriptor	Assessment PLDs that align with the descriptor	Minimum proficiency level in the assessment
Grades 8 and 9	Students demonstrate skills in computation, application problems, matching tables and graphs, and making use of algebraic representations.	PISA 2015, Level 2	Level 2
		TIMSS 2015, Low International	Intermediate international
Grades 4 and 6	Students demonstrate skills in number sense and computation, basic measurement, reading, interpreting, and constructing graphs, spatial orientation, and number patterns.	SACMEQ 2007, Level 3	Level 3
		SACMEQ 2007, Level 4	
		PASEC 2014, Level 1	Level 2
		PILNA 2015, Level 6	Level 5
		TERCE 2014, Level 1	Level 2
		TIMSS 2015 Intermediate international benchmark	Intermediate international
Grade 2 or 3	Students demonstrate skills in number sense and computation, shape recognition and spatial orientation.	TERCE 2014, Level 2	Level 2
		PASEC 2014, Level 1	Level 2
		PASEC 2014, Level 2	



Conceptual framework:

[Global Content Framework of Reference for Mathematics](#)

[Global Content Framework of Reference for Reading](#)

[Content Alignment Tool](#)



Online platform for Content Alignment Tool

Methodological framework:

[Manual of Good Practices in Learning Assessment](#)

[Quick Guide: Making the Case for a Learning Assessment](#)

[Quick Guide: Implementing a National Learning Assessment](#)

[Procedural Alignment Tool](#)

[Online Dashboard on Using LA 4 SDG4](#)



Measuring SDG4 using Learning Assessments

Reporting framework:

[Minimum proficiency levels](#)

[Interim reporting strategy](#)

[Reporting Protocol](#)

Linking methodologies:

- Pedagogical linking
- Non-pedagogical linking



Portfolio approach



Linking strategy portfolio

Learning Assessment Dashboard

<http://gaml.uis.unesco.org/dashboard/>

Mapping existing learning assessments to SDG 4 indicators

SDG 4	Indicator concept	Indicator name	Type of assessment	Assessment	Questionnaire
Global	4.1.1 Learning	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least:	School-based	EGMA/EGRA PASEC PILNA PIRLS PISA	Cognitive test Cognitive test Cognitive test Cognitive test Cognitive test

SDG 4 DATA DIGEST 2018
Data to Nurture Learning

Type of assessment	Assessment	F
School-based	TIMSS	4.1.1 4.2.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
	PASEC	4.1.1 4.2.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
	PIRLS	4.1.1 4.2.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
	SACMEQ	4.1.1 4.2.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
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	TERCE	4.1.1 4.2.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
	ICCS	4.7.1 4.8.1 4.9.1 4.1.3 4.1.7 4.2.5 4.7.4 4.8.2 4.9.2 4.3.4 4.3.4
	EGMA/EGRA	4.1.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
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Household-based	Young Lives	4.2.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
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	PAL Network	4.1.1 4.2.2 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13 4.3.14 4.3.15 4.3.16 4.3.17 4.3.18 4.3.19 4.3.20 4.3.21 4.3.22 4.3.23 4.3.24 4.3.25 4.3.26 4.3.27 4.3.28 4.3.29 4.3.30 4.3.31 4.3.32 4.3.33 4.3.34 4.3.35 4.3.36 4.3.37 4.3.38 4.3.39 4.3.40 4.3.41 4.3.42 4.3.43 4.3.44 4.3.45 4.3.46 4.3.47 4.3.48 4.3.49 4.3.50 4.3.51 4.3.52 4.3.53 4.3.54 4.3.55 4.3.56 4.3.57 4.3.58 4.3.59 4.3.60 4.3.61 4.3.62 4.3.63 4.3.64 4.3.65 4.3.66 4.3.67 4.3.68 4.3.69 4.3.70 4.3.71 4.3.72 4.3.73 4.3.74 4.3.75 4.3.76 4.3.77 4.3.78 4.3.79 4.3.80 4.3.81 4.3.82 4.3.83 4.3.84 4.3.85 4.3.86 4.3.87 4.3.88 4.3.89 4.3.90 4.3.91 4.3.92 4.3.93 4.3.94 4.3.95 4.3.96 4.3.97 4.3.98 4.3.99 4.3.100
	STEP	4.2.2 4.3.1 4.4.1 4.6.1 4.1.3 4.1.4 4.1.5 4.1.6 4.2.4 4.3.2 4.3.3 4.4.3 4.5.2 4.6.2 4.6.3
	PIAAC	4.3.1 4.4.1 4.6.1 4.1.4 4.1.5 4.3.2 4.3.3 4.4.3 4.6.2
	EAP ECD Scales	4.2.1 4.2.2 4.2.3 4.2.4 4.2.5 4.5.4
	EHCI	4.2.1 4.2.2 4.2.3 4.2.4
	IDELA	4.2.1 4.2.2 4.2.3 4.2.4
	MELQO	4.2.1 4.2.2 4.2.3 4.2.4
	ITU	4.4.1 4.4.2

		activities with your child (e.g. read books, told stories, sang song, took outside, played, named, counted or drew things)
		In the past 3 days, did you or any household member age 15 or over engage in any of the following activities with (name) (e.g. read books, told stories, sang song, took outside, played, named, counted or drew things)
		In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? (e.g. read books; tell stories to the child; sing songs; play games, show teach something; spank/hit your child for misbehaving, etc.)
		1. If there are children's books in the home...In the last 7 days, how many days has someone in the home read to (name)? 2. I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: homemade toys (such as dolls, cars, or other toys made at home)?
		Typically how many hours did each child in the household (aged between 5 and 17yrs) spend on the following activities during a typical day(from Monday to Friday) in the last week? (e.g. sleeping, caring for others, domestic tasks, at school, studying, play, etc.)

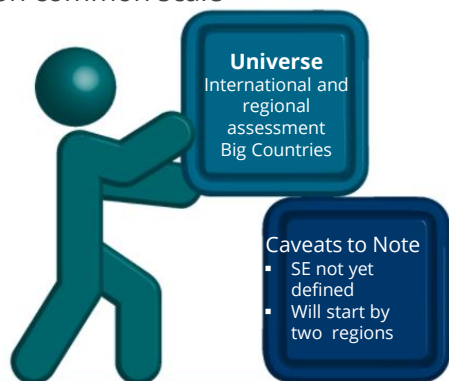
SDG4.1.1- 3 Innovative Solutions to generate comparable data

The UIS PS is the reference scale for reporting indicator 4.1.1, after all assessments are put on

Statistical methods

Test-based approach*

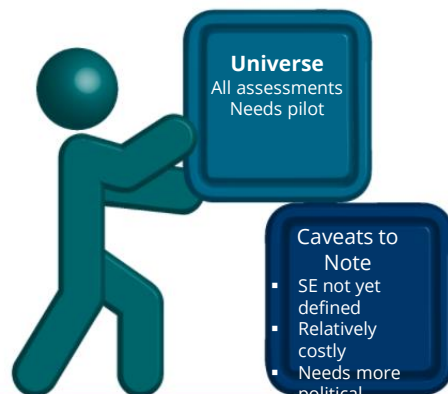
Anchoring: calibrated ability two test
 Tool: two different tests Common individuals
 Output: concordance table on common scale



common scale

Item-based approach**

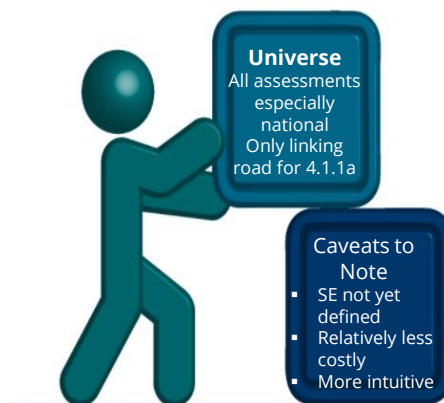
Anchoring: calibration pool
 Tool: different tests with a sub-set of common items
 Output: assessments are on common scale



Non - Statistical methods

Pedagogical calibration***

Anchoring: expert opinion
 Tool: policy descriptors and difficulty linking
 Output: assessments are on common scale



* Test-based approach: Common individuals meaning representative individuals of similar characteristics are presented with two different tests.

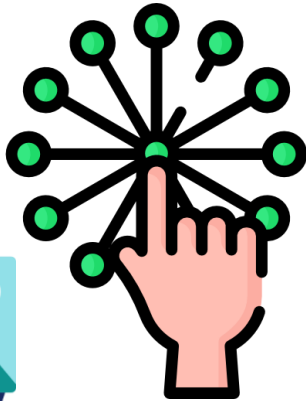
** Item-based approach: Common items different tests taken by different individuals. Tests will be put on common scale once embed the calibrated items from the item pool.

*** Pedagogical calibration approach: Use content/context experts with relevant experience in country to generate consensus on the alignment of national assessment to a Proficient Scale taking into account constructs and difficulties of the items. No extra field work required.

Progress in indicator 4.4.2

What is a globally agreed definition of ICT and digital literacy skills?

- [Global Competency Framework of Reference on digital literacy skills](#)
- Measurement strategy by Task Force chair
- Mapping of existing assessments on the Global Framework for Digital Literacy Skills



Cross-national examples

Relevance	
Assessment and competence frameworks	<p>IEA International Computer and Information Literacy Study (ICILS)</p> <p>OECD Programme for the International Assessment of Adult Competencies (PIAAC)</p> <p>ECDL Foundation International Computer Driving License (ICDL)</p> <p>European Commission Digital Competence Framework for Citizens (DigComp 2.1)</p> <p>LSE/Twente/Oii Measuring digital skills</p>
Implementation	
Technical standards <ul style="list-style-type: none"> Sample, coverage etc. Modality, security etc. 	
Interpretation	
<ul style="list-style-type: none"> Reporting scale Performance levels Benchmarks 	<p>European Union Digital Economy and Society Index (DESI)</p> <p>Dimension 2: <u>Human capital/digital skills</u></p>

Task Force activities

Global reporting Standard expected GAML outputs	2017/ 2018	2018/ 2019	2019/ 2020
Has a learning assessment taken place? <ul style="list-style-type: none"> Catalogue of learning assessments 	X		
What is the least common denominator? <ul style="list-style-type: none"> Global content framework 	X		
How do different assessment frameworks map against the global content framework? <ul style="list-style-type: none"> Content coding scheme Evaluation of content alignment 		X	
Are the assessments technically robust? <ul style="list-style-type: none"> Evaluation of data quality 			X
How does learning improve? <ul style="list-style-type: none"> Learning progression A score that is attached to each learning level <ul style="list-style-type: none"> Reporting scale What level should learners achieve on that scale? <ul style="list-style-type: none"> Minimum proficiency level 			X
			X
			X

Progress in indicator 4.7.5

What is “adequate understanding”?

What is “proficiency”?

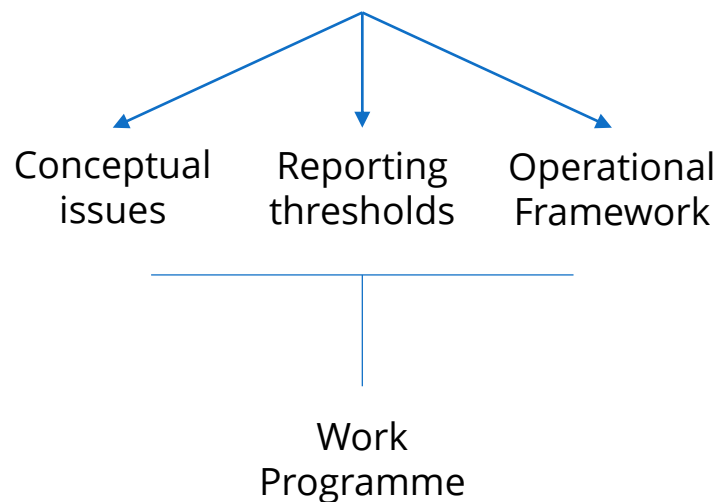
What are “issues related to sustainable development”?

TIMSS data to measure indicator 4.7.5



TIMSS grade 8 science framework

- Proposal for refining indicator to include secondary education instead of 15 years old
- This would allow reporting



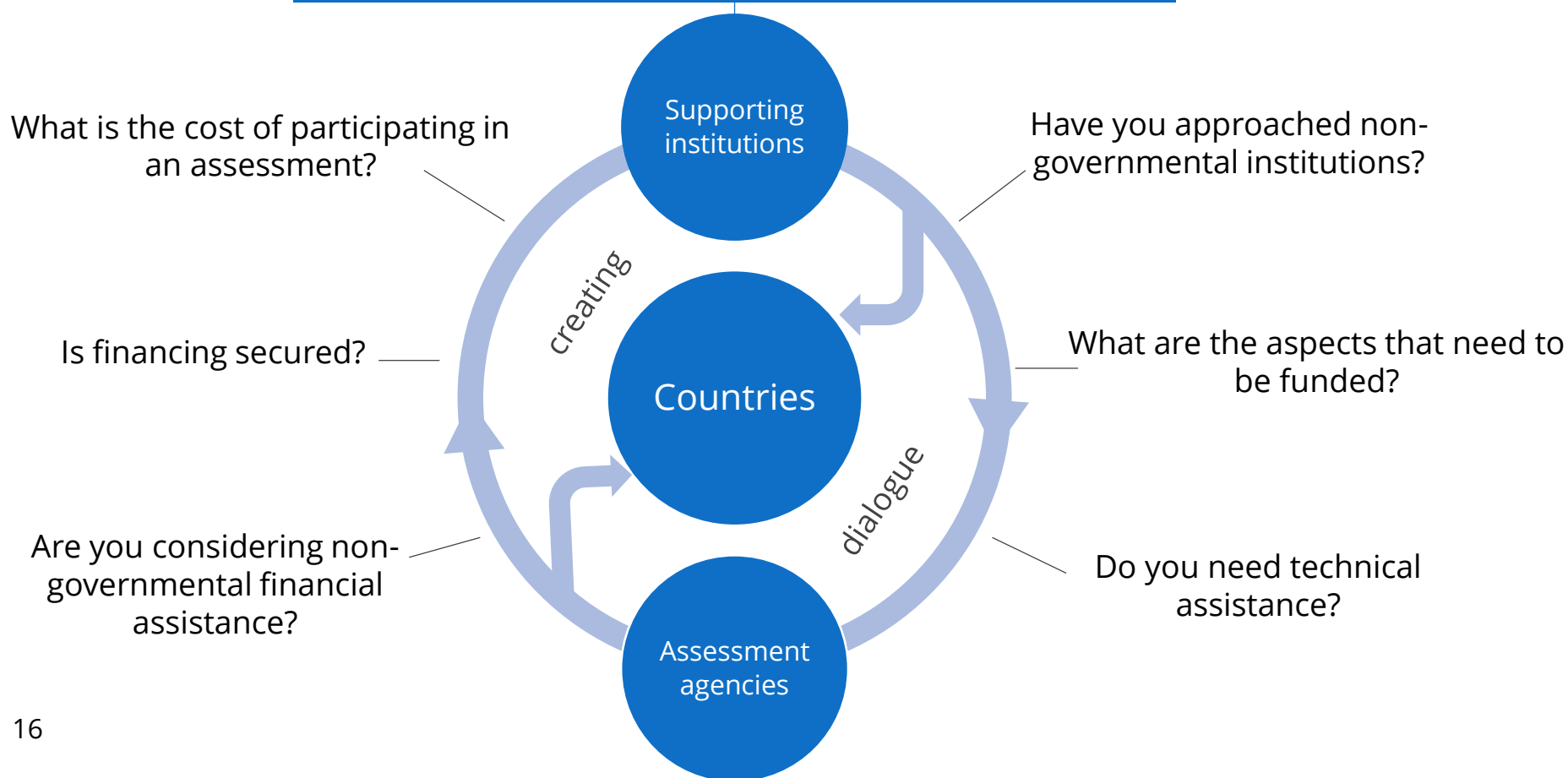
What do countries need?



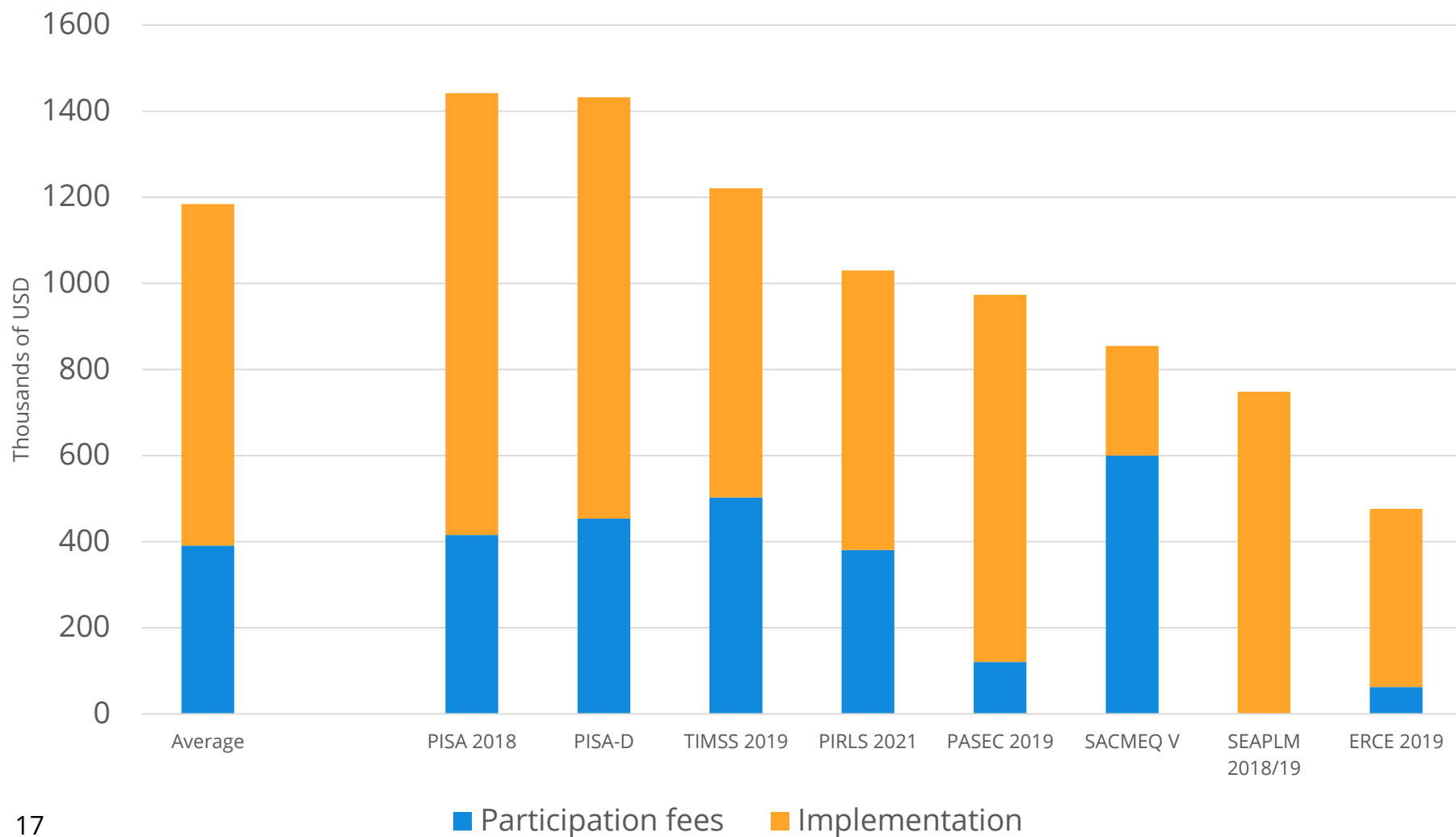
- Sustainable funding
- Technical assistance
- Alignment tools
- Gaps in data collection addressed
- Consolidation of data sets across agencies
- Coordination between partners
- Networking arrangements
- Sharing of good practices
- Alignment of national policies with global requirements
- Capacity development workshops; training material

Understanding the Funding of Learning Assessments

Participation in Cross-national assessments



How much does it cost participate in a cross-national assessment?



Tools need to address...



- **Data coverage** – not every country has data for every measurement point that is requested.




- **Data quality** – content and procedural alignment tool go some way to help countries reflect on the quality of assessments they are using to collect data points



- **Data coherence** – if pulling different assessments for different points, to what extent can you use the alignment or linking strategies that have been proposed, statistical or not, pedagogical or not, to improve coherence.

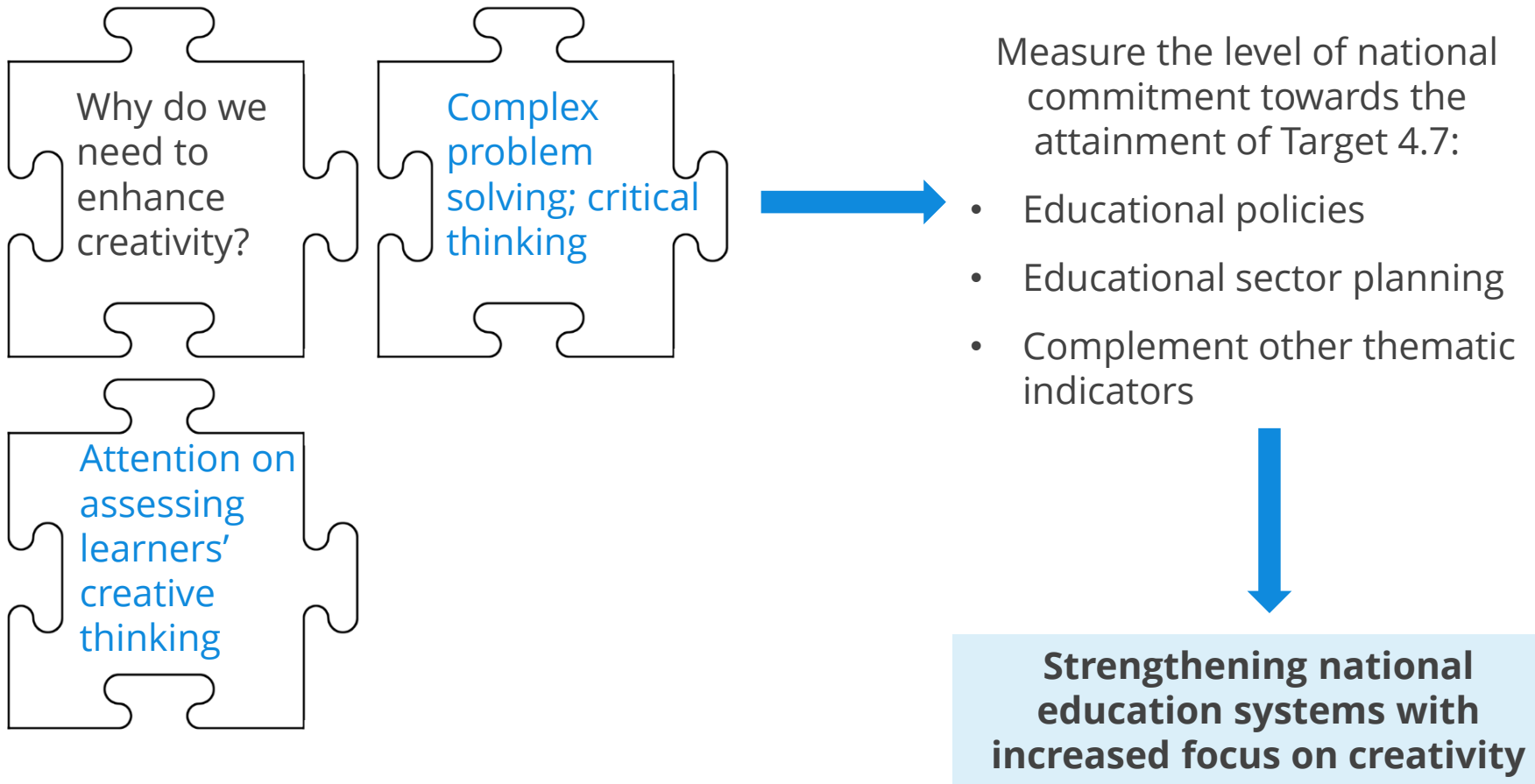
Proposal for a new indicator on **CREATIVITY**

- Rationale
 - From MDG to SDG; responding to a changing environment
 - No mechanism to promote the development of a breadth of skills for all learners
 - Moving beyond basic functional and vocational skills
 - Some countries have already embedded those skills in their national curricula



Extent to which national education policies and education sector plans recognize creativity as a key skill that needs to be enhanced in national education systems

Proposal for a new indicator on **CREATIVITY**



Highlights from GAML 5

- Need to build **capacities, funding, technical expertise**, etc...
- Paradox: too much data, but not enough of the **right** kind
- **National examination** as a source of data for 4.1.1
- **Sustainability** of grant funded assessments
- Motivation for **assessment and validation**
- **Minimum proficiency levels** are lower at country level
- **Timely dissemination** of data
- Better **coordination** at country-level is needed
- **Mother tongue of instruction** in the first year of schooling



➤ 4.1.1

- Definition of MPL
- Alignment methodology for indicator 4.1.1
- Content Framework and mapping tools
- Procedural guidelines and alignment tools
- All three points are now in Tier II.

➤ 4.4.2.

- Agreement on the content framework and next steps

➤ 4.6.1.

- Agreement on the need to generate
- Disagreement on proceed with self-reporting to report for indicator 4.6.1
- Proposal on improving literacy measure on HHS

➤ 4.7.5.

- ²² ▪ Proposal on refining the indicator to open the door



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Thank you!

Silvia Montoya

Director, UNESCO Institute for Statistics