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Session 6 – Capacity development in the implementation of SDG4

Esther Care

Ousmane Senghor, The Gambia

Oumar Ali Moustapha, Tchad

Ung Chinna, Cambodia

Mpuya K. Malaba, Tanzania

Ramya Vivekanandan

GAML5

October 2018

Hamburg, Germany



Succinct statement from a country

While UNESCO has helped formulate sets of global targets and indicators, it is incumbent on national governments to integrate these SDG 4 global commitments into their collective national education efforts and establish appropriate intermediate national and local benchmarks, or data points, to serve as quantitative goalposts for review of overall progress vis-à-vis the longer term goals.

Furthermore, for each benchmark there must be available tools/data sets to provide quantitative evidence that can be consolidated into an overall national SDG 4 performance scorecard. This means each government agency and partner contributing towards SDG 4 should be able to clearly articulate what data it is collecting, how and when it is collecting it, and how it plans to integrate generated data with the data sets of other agencies and partners, as evidence of success and identified areas for priority action. A related challenge is how to consolidate these multiple data sets into a single national education SDG 4 progress report for the entire country in the most accurate, efficient and effective manner as possible.

Key questions posed in a country forum

What are educational agencies and partners doing to align their plans and monitoring systems to the SDGs?

What efforts have been expended to generate benchmarks or data points for progress monitoring related to attainment of SDG 4?

What tools are being used by agencies and partners to generate needed data on the outcomes of their SDG 4 related efforts?

What are the challenges in data collection and how might these be resolved?

What are the concerns related to consolidation of data sets across agencies and how might these be resolved?

How can we streamline SDG 4 data consolidation effort across agencies and partners?

Where are the goalposts and how do we know we are winning?

Forum stakeholders

[country] UNESCO National Commission
Department of Education
Commission on Higher Education
Technical Education and Skills Development Authority
Department of Social Welfare and Development
Literacy Coordinating Council
Early Childhood Care and Development Council
National Economic & Development Authority
Institute for Development Studies
UNICEF [local]

[country] Statistics Authority
Department of the Interior and Local Government
Commission on Audit
Congressional Committee on Education
Senate Committee on Education
Department of Health (impact of health and nutrition on educational attainment)
Local Government Unit representatives
Social Watch
Other partners implementing programs to attain SDG 4



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Capacity development in the implementation of SDG:

The Gambia

GAML5

October 2018

Hamburg, Germany





Policy context

The Gambia new sector-wide education policy 2016-2030 “**Ensure inclusive and equitable quality education and promote life-long learning opportunities for all**” has triggered critical thoughts for policy implementation and monitoring at the onset.

- What would be our new dispensation in terms of data collection, data sources, frequency of data collection, coordination of data collection ?
- Is there any institutional restructuring requirement to be done for rapid data compilation?
- What networking arrangements do we need to consider for secondary data collection ?
- How do we ensure, at national level, the coordination of information and data?
- Do we have the necessary local capacity to report on all SDG4 indicators?
- How do we align policy goals and targets with the SDG4 indicators ?
- What are the financial and human resource requirement for the achievement of the targets and in terms of data needs and data collection?

Primary Level Learning Outcomes

The Primary School Leaving Certificate Examination (PSLCE) used to be the only measure of students learning achievement at the Primary level. Following the expansion of upper basic levels in the late 1990s and the institution of a **nine year uninterrupted schooling** new learning assessment tools have been developed to assess students' level of achievement and inform policy on the overall performance of the system at the primary level.

Type of assessment	Main features	Implementing agents	Purpose
<p>Early Grade Reading Assessment (EGRA) Results</p> <p>Conducted every 2 years, Since 2007</p>	<p>a sample-based nationally representative '12,000 children from 40 schools selected through stratified and random methods. The student test is combined with socio-characteristics background, teacher background and school information</p>	<p>The curriculum Unit / INSET UNIT / Assessment Unit</p>	<ul style="list-style-type: none"> to measure the most basic foundation skills for literacy acquisition in Grades 1 to 3 to inform the education sector on the system's quality of instruction, comprehension. To improve the teaching of reading and influence the development of tailored reading materials
<p>National Assessment Test (NAT)</p> <p>Conducted annually</p> <p>A first pilot national assessment was introduced in 2001.</p>	<p>all students in Grades 3 and 5 in government, private and grant-aided schools in the 4 core subjects (English, Maths, Social and Environmental Studies, Science).</p> <p>Influenced by the EGRA survey protocol, the 2011 NAT test is The student test is combined with socio-characteristics background, teacher background and school</p>	<p>WAEC , SQAD, CREDD</p>	<ul style="list-style-type: none"> to provide a national picture of learning achievements by Grades 3 and 5 in core subjects. At regional, cluster and school levels the results are analyzed to develop strategies to improve students' performance. This will be used to inform curriculum revision and to signal weaknesses in the system. For accountability

The Gambia

Secondary Level Learning Outcomes

There are two main types of examination in The Gambia for the secondary cycle. Both exams are administered by the West African Examinations Council (WAEC)

Type of assessment	Main feature	Implementing agents	Purpose
<p>The Gambia Basic Education Certificate Examination (GABECE) which students sit at the end of Grade 9 and is used for both certification (as the final exam) and selection for entry into senior secondary;</p>	High stake exam	WAEC	<ul style="list-style-type: none"> • Mainly used to determine entry into Senior Secondary Schools • Results of GABECE are now used to inform policy

Type of assessment	Main feature	Implementing agents	Purpose
<p>The West African Senior Secondary Certificate Examination. The WASSCE was introduced by the West African Examinations Council in 1998 to replace the GCE Ordinary and Advanced level examinations, as part of the educational reform programmes of member countries This latter exam is administered at the regional level-The Gambia, Ghana, Sierra Leone, Nigeria and Liberia</p>	<p>High stake exam</p> <p>It is administered twice in a year, in May/June and November/December, which is meant to offer private candidates the opportunity to improve their grades. WASSCE incorporates school-based continuous assessment scores, with a 30 percent weighting.</p>	WAEC	<ul style="list-style-type: none"> •Use an entry requirement for higher education •To mark the completion of Grade 12 •Inform teacher about curriculum coverage and mastery

The Stakeholders

In the Gambia, data on SGD4 indicators are generated from variety of sources and different stakeholders are involved in the process:

1. The education sector dedicated units (Planning and Assessment/Examination unit) and the *West African Examination Council*
2. The Health sector (Early childhood data)
3. The Gambia Bureau of Statistics (MICS and IHS data)
4. Trade and Industry sector (Youth related matters)
5. NGOs and Civil society on specific areas of interest

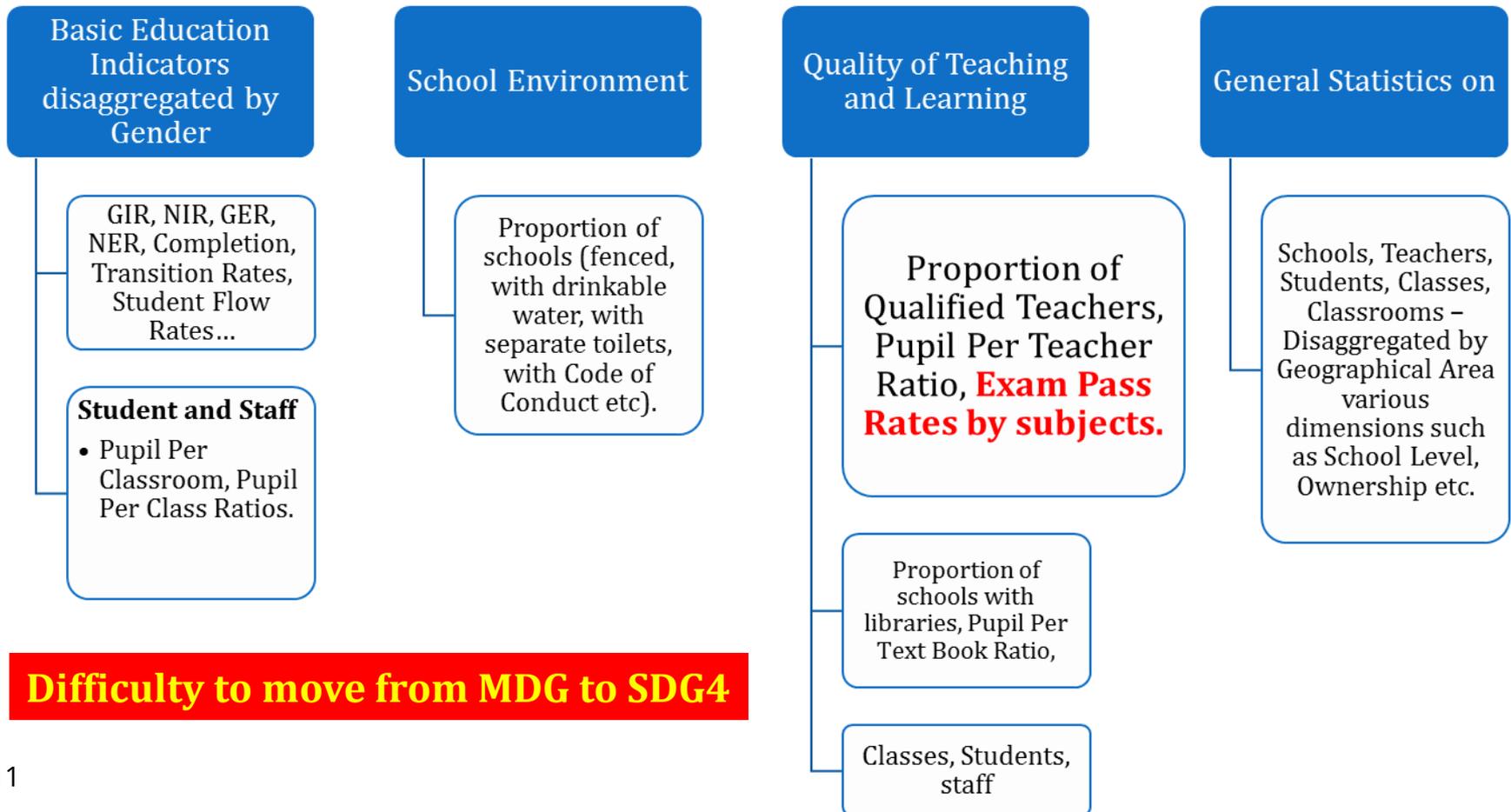
The country is yet to establish a coordination mechanism on SDG4 reporting

Data collection tools and reporting requirement differ from one stakeholder to the other. In the Gambia, information on learning assessment indicators are expected to produce by the Ministry of education and available on its EMIS platform.

The Gambia

Learning and skills related to SDG4

Despite attempts to link student's information with learning outcomes, the current reporting option on education related indicators that one could consider reliable and readily available are limited to the information provided by EMIS.



The Gambia

Learning and skills related to SDG4

The EMIS does not provide information on specific SDG4 learning assessment indicators. The education system has to rely on other data sources.

SGD4	Data source	Freq	Age/ grade level	Remarks
4.1.1 a	EGRA EGMA	2 yrs	Grades 1,2 and 3	Local expertise available. Funding donor driven
4.1.1 b	NA	NA	NA	A proxy indicator is used which is derived from the National Assessment Test in Grade 5 on students overall performance in English language and Mathematics using pass rates.
4.1.1 c	Examination results	1 yr	Grade 9	Students overall performance in English and Mathematics. However, this indicator does not report directly to the SDG 4 target.

The Gambia

Learning and skills related to SDG4

The EMIS does not provide information on specific SDG4 learning assessment indicators. The education system has to rely on other data sources.

SGD4	Data source	Freq	Age/ grade level	Remarks
4.2.1	Adhoc surveys, MICS and IHS	adhoc	Under 5 yrs	Donor driven and information not always available and reported as in SDG
4.4.2	Surveys,	adhoc	-	Limited information traceable on adhoc surveys
4.6.1	Census/MICS and IHS	10 yrs	All age groups	Statistic Bureau. Information on literacy and numeracy not always satisfactory.
4.7.4	Policy doc & learning Mat.	-	All levels	Assessment related information not available
4.7.5	NA	NA	-	-

Challenges in tracking learning assessment data

- Benchmarks not define at the national level
- Indicators related to SDG4 learning targets are not always clearly well-defined. What is a minimum proficiency? Psychosocial well-being?
- information provided on learning assessment does not always relates with grades as the SDG4
- Absence of a coordination structure that cuts across sub-sectors to collect and compile administrative, assessment data and household information for reporting and analysis
- Limited local capacities to measure learning outcomes at various levels in formal and ***non-formal settings***
- Lack of capacity to develop a standardized instrument and related tools to measure 21st century related skills (Human right, global citizenship awareness ...).
- Lack of synchronization between policy goals, targets and the SDG4 learning indicators
- Data collection activities on indicators that not captured by the EMIS are highly donor or development partner dependent.
- Different reporting format and tools used by the variety of stakeholders involved in SDG4 reporting

Capacity needs

- Develop of standardized instruments to measure learning outcomes related to SDG4 at all levels and in all settings.
- Develop simple monitoring tools that could be used at the decentralized level to capture learning outcomes
- Establish a local coordination Unit on SDG4
- Provide a detailed lexicology of the different concepts that is accessible and understandable by all stakeholders.
- Provide a framework to EMIS managers to integrate learning outcomes derived from Assessment Data and Household Surveys
- Develop proxy indicators to address issues of missing data
- Review all data collection questionnaire and ensure their alignment in order to improve reporting on the SDG 4 indicators
- Improve local capacity to conduct large-scale assessment surveys



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Thank you!

Ousmane Senghor

Head of Assessment Unit – Ministry of
Basic and Secondary Education



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PRESENTATION DU TCHAD

GHUMAR ALI MOUSTAPHA
Directeur de la Promotion des Ecoles
Nomades, Insulaires et des
Enseignements Spécialisés (DPENIES-
MENPC),

Point Focal TALENT, UNESCO Dakar

GAML 5, Hambourg,
République Fédérale
d'Allemagne

17-18 Octobre



PRESENTATION DU TCHAD ET SON CONTEXTE scolaire



- ❖ Superficie 1.284.000 km²
- ❖ Population: **11 175 9152**
- ❖ Taux de croissance Le taux de croissance démographique annuelle est estimé à 3,6%.

Un Plan intérimaire de l'éducation au Tchad arrimé aux ODD4 en cours

- Taux de redoublement moyen de 21,7% et taux d'abandon de 23,0% en 2014)
- Faible qualification du corps enseignant souvent démotivé (uniquement 12% ont reçu une formation initiale appropriée,
- 75% des enseignants sont des maîtres communautaires payés par les parents
- 1 manuel pour 5 élèves



DEFIS MAJEURS DU SYSTÈME EDUCATIF TCHADIEN

Cinq défis majeurs apparaissent comme essentiels au regard de l'analyse sectorielle du système éducatif tchadien:

1. Accroître l'offre d'éducation dans tous les ordres d'enseignement ;
2. Améliorer la qualité des apprentissages et des acquis scolaires pour les apprenants;
3. Mettre en adéquation le niveau de financement du secteur avec les ambitions de développement retenues ;
4. Rendre l'éducation dans tous les ordres d'enseignement plus équitable, en veillant à la réduction des disparités ;
5. Rendre plus performants et plus efficaces la gestion et la gouvernance du système éducatif.



Quels groupes ou institutions dans votre pays produisent et / ou rassemblent les données afin de faire rapport sur les odd?

- Le Ministère de l'éducation à travers la direction des examens et concours (évaluation formative, évaluation sommative dans les salles de classe, examens nationaux certificatifs (BEF, BAC))
- PASEC en ce qui concerne l'échelle d'échantillon du primaire (CE-CM) en mathématiques et en lecture;
- De l'enseignement moyen(5^{ème} – 4^{èm}) pour tous les domaines



Existe-t-il des défis auxquels votre pays est confronté dans la mise en œuvre des évaluations d'apprentissage décrites dans le tableau?

- Le niveau des acquisitions de compétences au sein du système éducatif tchadien est faible;
- Le secteur de l'éducation nationale ne dispose pas d'un système d'évaluation des acquis scolaires des élèves fiables;
- Manque des outils d'évaluation à grande échelle
- Les résultats du PASEC 2014 montrent que le système éducatif tchadien demeure positionné parmi les pays les moins efficaces de la région du début jusqu' la fin du primaire en lecture qu'en mathématiques
- Une grande proportion des élèves ne maîtrisent pas le français à 82% en langue et 52% en mathématiques), ii)
- manque de dispositif comportant des outils de collecte de données sur l'élève, l'enseignant et le chef de l'établissement



Indicateurs ODD4	Votre pays dispose-t-il d'une source de données pour cet indicateur?	Source de données / évaluation	Groupe d'âge / niveau scolaire couvert	Fréquence de la collecte de données	Institution / agence / unité responsable de la collecte de ces données
4.1.1 a	PIET	PASEC 2014	7-9 ans	2 ans	PASEC
4.1.1 b2 248 537	PIET	PASEC 2014	9-11 ans	2 ans	PASEC
4.1.1.c 106 825	PIET	PIET	15-18	1 an	ONECS
4.2.1					
4.4.2					
4.6.1					
4.7.4					



Quels sont, le cas échéant, les besoins de votre pays en matière de renforcement des capacités en ce qui concerne les évaluations d'apprentissage que vous avez énumérées?

- Mise en place d'un système national d'évaluation des acquis dans l'enseignement formel et non formel
- Conception et élaboration des outils du système national d'évaluation
- Formation des cadre nationaux d'évaluation
- Renforcement de capacité des cadres de la direction des statistiques dans la collettes des données en lien avec l'évaluation nationale
- Préparation et organisation des premières évaluations nationales à grande échelle du système formel et du système non formel
- Prise en charge du fonctionnement la structure du système national d'évaluation
- Formation des acteurs pluridisciplinaire du MENPC afin d'assurer l'autonomie de l'instance d'évaluation pour une opérationnalisation pérenne du dispositif national d'évaluation



Une fille de Cm2 en séance de lecture





Une fille nomade de cp2 en seance de lecture





En pleine zone de nomade dans le parc de zakouma





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**JE VOUS REMERCIE
POUR VOTRE
AIMABLE ATTENTION**

**OUMAR ALI
MOUSTAPHA**

oumargore78@gmail.com





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Session 6 – Capacity development in the implementation of SDG4

CAMBODIA

GAML5

October 2018

Hamburg, Germany



- SGD4 has switched Cambodia's **attention to quality and equity in education** more than previously.
- The attention to quality and equity has been seen as a key strategy to improve **access to and educational attainment in the secondary education** (Cambodia is facing a high school dropout at this level, resulting in about only 20% of students remaining in school through to end of Year 12).
- Many school retention policies (scholarship for girls and the poor) are in place at the secondary education level; meanwhile education reforms are being focused, with priorities placed, among others, on **the quality of teaching and learning as well as school management and leadership.**
- But the success of those efforts has to be informed by student assessment data.

What data are used in Cambodia to describe student learning and the system?

National assessment of student achievement at grades 3, 6, 8 and 11 (4-year cycle)

It is curriculum-based and uses a nationally represented sample.

It measures students in three subjects: Khmer, mathematics and physics.

Regional assessment of student achievement at grade 5--- South-East Asia Learning Metric (SEA-PLM)

It is generic curriculum-based (common curriculum across the participating countries).

It also measures global citizenship.

International assessment of student achievement at age 15--- Programme for International Student Assessment for Development (PISA-D)

It is competency-based and measures reading, mathematics and science.

PISA-D is a key entry for Cambodia to produce high-quality data in the long run.

All are conducted by a specialized department under the Ministry of Education, Youth and Sport.

SDG 4 Indicator	Does your country have a source of data for this indicator?	Data source/ assessment	Age group/ grade level covered	Frequency of data collection	Institution/ agency/unit responsible for collecting these data
4.1.1a	Yes---completion rate (localized indicator)	EMIS	Grades 1-6	Every year	PoE (School/DoE)
4.1.1b	Yes---completion rate (localized indicator)	EMIS	Grades 7-9	Every year	PoE (School/DoE)
4.1.1c	Yes---completion rate (localized indicator)	EMIS	Grades 10-12	Every year	PoE (School/DoE)
4.2.1	Yes---preschool enrollment rate	ECD	Ages 5 and 6 who have passed ECD programs	Every year	ECD
4.4.2	N/A	N/A	N/A	N/A	N/A

CAMBODIA

SDG 4 Indicator	Does your country have a source of data for this indicator?	Data source/ assessment	Age group/ grade level covered	Frequency of data collection	Institution/ agency/unit responsible for collecting these data
4.6.1	Yes---Adult literacy rate	CSES	15+ years	Every year	MoP
4.7.4	N/A	N/A	N/A	N/A	N/A
4.7.5	N/A	N/A	N/A	N/A	N/A

Are there challenges that your country faces in implementing the learning assessments as outlined in the table?

- SDG4 indicators for Cambodia are now more relevant to **student enrollment and completion rates** as well as to **teacher education** as it is the urgent need of the system.
- Producing learning level data is not a challenge but **setting it against SDG4 really is** due to the underuse of student assessment results and the lack of assessment of previous education interventions and resource uses.
- SEA-PLM and PISA-D are in the inception phase, while the national assessment is not linked to competency framework, making the measurement of students' competence difficult for now.
- The national assessment has yet to capture (i) global citizenship education and (ii) education for sustainable development/21st century.

What kind of support (resources, capacity, etc.) might your country need in order to collect and report on learning data in a reliable and timely manner?

- How to produce reliable scale score and proficiency levels to compare trend
- How to develop competency-based assessment to align it with the new curriculum framework
- How to utilize assessment results to improve competency-based teaching and learning

What, if any, capacity building needs does your country have in relation to the learning assessments you have listed?

- SDG-based planning (to align SDG with our key actions)
- Development of assessment communication products
- Competency-based classroom assessment

What groups or institutions in your country are producing and/or assembling the data for reporting against the SDGs?

- Education Quality Assurance Department
- Department of Planning
- EMIS Department
- Monitoring & Evaluation Department



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Thank you!

NAME: Ung Chinna

POSITION: Director of Education Quality Assurance

COUNTRY: Cambodia



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YOUTH AND ADULT LITERACY AND NUMERACY

The United Republic of Tanzania

October 2018
Hamburg, Germany



The Education system of Tanzania in brief.

- Population about 55 million people
- Area: Covers 945,087 square km.
- The Education and Training Policy of 1995 stipulated the structure of the formal education and training system in Tanzania as 2-7-4-2-3+, that is;
 - ✓ 2 years of pre-primary education (year 1 and 2);
 - ✓ 7 years of primary education (Standard I-VII);
 - ✓ 4 years of secondary ordinary level education (Form 1-4);
 - ✓ 2 years of secondary advanced level education (Form 5 and 6) and 3 or more years of higher education.

SDG	Description
4.1	Proportion of children and young people ... achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
4.1.1a	(a) in grades 2/3
4.1.1b	(b) at the end of primary
4.1.1c	(c) at the end of lower secondary
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
4.4.2	Proportion of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
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
4.7.4	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) <i>national education policies</i> , (b) <i>curricula</i> , (c) <i>teacher education</i> and (d) <i>student assessment</i>
4.7.5	Proportion of 15-year old students showing proficiency in knowledge of environmental science and geoscience

UNITED REPUBLIC OF TANZANIA

Data Sources and Coverage

SDG4 Indicator	Data Source Available?	Source of Data	Grade level Covered	Frequency of Data Collection	Institution s/Agency for Data collection
4.1.1(a)	YES	Standard II National Assessment	Students completing standard II	Annually	NECTA, Others, e.g. USAID, ..
4.1.1 (b)	YES	PSLE	Students completing primary education	Annually	NECTA
4.1.1 (c)	YES	CSEE	Students completing O' level	Annually	NECTA
4.6.1	YES	BEST	Adult not the formal ed.	Annually	BST

The Challenges The Country Faces In Implementing The Learning Assessments

- **Some of the learning assessments are yet to be benchmarked and therefore they are not assessed.**
- **Lack of funds to make the assessments sustainable especially those not linked directly with the functions of the National assessment body (NECTA).**
- **Technical capabilities in some areas still needs to be improved particularly data analysis and presentation in sampled assessments.**

The kind of Support the Country Needs in Order to Collect and Report on Learning Data in a Reliable and Timely Manner

- **Capacity Building in terms of training especially in:**
 - ✓ **Assessment tools development,**
 - ✓ **administration of the assessments**
 - ✓ **data analysis and**
 - ✓ **development of reports.**
- **Resources to fund the assessments and develop strategies to make them sustainable.**



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Thank you for listening !

Mpuya K. Malaba

Principal Examinations Officer I - NECTA



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Proposed GAML Task Force on Capacity Development

Brookings Institution & GPE

GAML5

October 2018

Hamburg, Germany



- Chaired by Brookings Institution
- Members have included the World Bank, OECD, NORRAD, ASER Centre, ITA Pakistan, ACER, GPE and others
- Two main outputs in 2017:
 - overseeing the development of the Principles of Good Practice in Learning Assessment (also known as the Manual of Good Practices in Learning Assessment).
 - providing inputs on a number of capacity development resources such as the “quick guides” series produced by the GAML Secretariat (Quick Guide 3 on Implementing a National Learning Assessment and Quick Guide 2 on Making the Case for a Learning Assessment)
- However there is now need for much greater focus on ***capacity development!***

Data coverage/coherence

- Mapping and mobilization (and/or development) of a number of different types of learning assessments and other data sources
- Lack of clarity around construct definitions of the skills within these indicators
- Lack of alignment between particular country designations of grades and learning outcomes and the specifications of the SDGs
- Multiplicity of stakeholders at country level who are “in charge of” the different data sources and an unclear sense of linkages between them

Data quality

- Concerns over the quality of assessment tools
- Lack of technical expertise for assessment design, administration, analysis, and reporting
- ⁴⁷Lack of financial resources

Guides/tools

- Principles of Good Practice in Learning Assessment
- Quick Guide to Education Indicators for SDG 4
- Content & Procedural Alignment Tools
- World Bank's National Assessments of Educational Achievement series

Training courses

- IEA workshops
- UNESCO IIEP's MOOC on learning assessments
- World Bank open access e-learning course on student learning assessment

Diagnostic tools/frameworks

- World Bank's SABER-Student Assessment
- GPE's Analysis of National Learning Assessment Systems (ANLAS)

Capacity development as a part of cross-national assessments and networks

- Participation in cross-national assessments
- Participation in regional networks which offer capacity development and knowledge sharing

Country-focused technical assistance/support

- Fielding of technical assistance for specific aspects of countries' assessment systems
- Upskilling of relevant officials

Better understanding of capacity development resources and practices

- To provide easy access to existing and upcoming capacity development resources which are available to countries
- To highlight lessons learned and good practices in regard to capacity development, through a series of case studies
- To develop and pilot prototype capacity development workshops (presentations, training material, etc.) to describe and explain the SDG monitoring process

Organizational aspects of monitoring and reporting

- To support country-level mapping of learning assessments and other data sources vis-à-vis the indicators
- To establish guidelines and approaches, based on data collected from a representative sample of countries, on the needed organizational links and procedures for coordinating decisions about data sources and organizations which are responsible for them

Proposed composition

Co-chaired by Brookings & GPE

Membership:

- 6-7 countries, to be determined
- 2-3 international organizations and donors
- At least one regional assessment program representative
- Large-scale assessment organization



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