

GAML-15

Pilot of SDG 4.7.6 Breadth of Skills Indicator: Interim Reporting

GAML7

October 2020

Note. These slides are adapted from two interim reports:

MacGregor-Stubbs, M., Kubacka, K., Ramirez, M. J., & Gambhir, G. (2020). *Interim Pilot Report: UNESCO Institute for Statistics SDG 4.7 Breadth of Skills Indicator*. NFER: Berkshire, UK.

Care, E. (2020). *SDG 4.7.6 Breadth of Skills Indicator Pilot: Interim Report Part 1: Pilot Process*.



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Objective of the indicator

To capture the opportunity for students to acquire and develop competencies that are hypothesised to contribute to global citizenship and sustainable development through intended, planned, and implemented education across three aspects – teaching and learning, assessment and accountability, and enabling environment

Pilot of tools for proposed indicator 4.7.6

- Suite of tools developed by National Foundation for Educational Research based on concept note (GAML6) and extended framework report (NFER, Aug 2020)
- Tools piloted by Bhutan, Costa Rica and The Gambia in September 2020
- Qualitative data collected on country experiences
- Tool-derived data analysed for Bhutan and The Gambia
- Interim reports provided to UIS
- Recommendations

Participating countries

Table 1

Countries	System	School	Teacher
Bhutan	1	3	11
Costa Rica	4	4	16
The Gambia	1	5	20



Table 2

Countries	Method
Bhutan	All virtual; documents transmission only
Costa Rica	All virtual; online information sessions and focus groups; individual completion of forms
The Gambia	In person: information sessions and separate data collection visits - individuals and groups



Levels by 'aspects'

Aspects	Aspect Description	Environments		
		System	School	Classroom
TEACHING AND LEARNING	covers the indicators related to the vision/curriculum, pedagogies, teacher training, policies and materials that support breath of skills at the system, school and classroom levels	Intended	Planned Implemented	Implemented (Experienced)
ASSESSMENT AND ACCOUNTABILITY	covers the indicators related to school accountability arrangements and students' assessments for monitoring and supporting breath of skills			
ENABLING ENVIRONMENT	covers the indicators related to the institutional arrangements, facilities, budget, policies and practices to support a positive learning environment and to support school engagement with the community			

Approach to reporting

Three types of response data:

- Closed Response: Yes/No
- Text in support of Closed Response
- Documentary evidence in support of responses

Scoring and reporting:

- Scoring options across the Closed Response, supporting Text, and supporting Evidence responses
- Reporting at categorical level (or at scale level with interpretive comment?)

	DOES NOT MEET	PARTIALLY MEETS	MEETS
OVERALL SYSTEM LEVEL RUBRIC	The country meets none of the following: (1) has clear policies in teaching and learning supporting breadth of skills (BoS), (2) has clear policies in assessment and accountability supporting breadth of skills, and (3) has an enabling environment that supports breadth of skills.	The country meets one or two of the following: (1) has clear policies in teaching and learning supporting breadth of skills, (2) has clear policies in assessment and accountability supporting breadth of skills, and (3) has an enabling environment that supports breadth of skills.	The country meets three of the following: (1) has clear policies in teaching and learning supporting breadth of skills, (2) has clear policies in assessment and accountability supporting breadth of skills, and (3) has an enabling environment that supports breadth of skills.
Underlying scale quantifies ...	Negative or positive responses at Closed Item level, with no supportive text or evidence	Positive responses at Closed Item level: with (a) supportive text, but no evidence; or (b) inadequate text and evidence; or (c) no text and inadequate evidence	Positive responses at Closed Item level with supportive text and adequate evidence

Chart formats

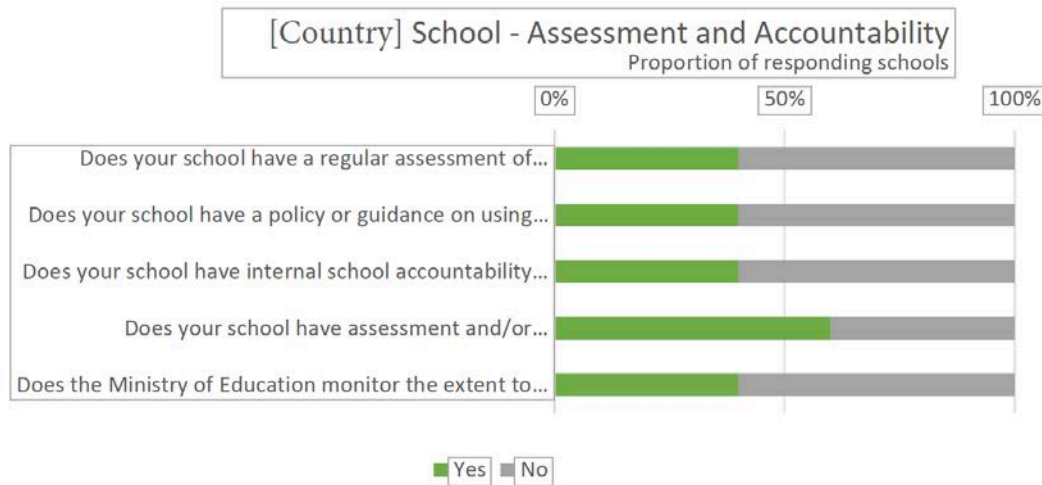
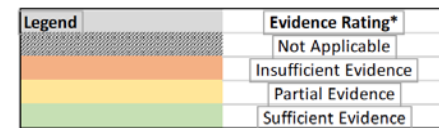


Figure 1. Aggregated responses to Closed items as % across responding schools within 'aspect'

Figure 2. Reporting Closed items, supporting text, and evidence aggregated responses across country levels and aspects



SYSTEM LEVEL RUBRIC	System	School*	Classroom**
1. TEACHING & LEARNING	PARTIALLY MEETS	% of schools Meets 100	% of classrooms Partially meets 10 Meets 90
2. ASSESSMENT & ACCOUNTABILITY	DOES NOT MEET	% of schools Does not meet 80 Meets 40	% of classrooms Partially meets 55 Meets 45
3. ENABLING ENVIRONMENT	MEETS	% of schools Partially meets 20 Meets 80	% of classrooms Does not meet 5 Partially meets 20 Meets 75

Discussion/Recommendations

- Recommendations :
 - formatting and platform improvements
 - more comprehensive guidelines to improve evidence collection and understanding of terms
 - include an additional country to pilot – which is perceived as ‘advanced’ in a ‘breadth of skills’ perspective, in order to ascertain the utility of the ‘evidence’ collection
 - possible re-consideration of reporting format

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References

- MacGregor–Stubbs, M., Kubacka, K., Ramirez, M. J., & Gambhir, G. (2020). *Interim Pilot Report: UNESCO Institute for Statistics SDG 4.7 Breadth of Skills Indicator*. NFER: Berkshire, UK.
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