Framework for interim reporting

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November 2017 – Madrid, Spain

Interim Reporting

Reporting

➢ Starting point in 2017
➢ 2018 and on until?

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➢ The 48th (March, 2017) session of the UN Statistical Commission requested IAEG-DGS to develop guidelines on how custodian agencies and countries can work together

➢ There is an **interim period before NSOs can produce all SDG indicators according to standards**

➢ Alternative sources may be used to estimate country-specific values of SDG indicators when national official data

  ➢ do not exist, are incomplete, or

  ➢ do not comply with international standards, or

  ➢ to impute missing values within a national official time series or

  ➢ to extrapolate official time series.

➢ **As pragmatic as possible, as rigorous as needed**

➢ **The long terms view is single UIS RS**

   ✓ Accommodates wide range of performance

   ✓ Allows across all grades including early childhood

➢ **Tools for Measuring Progress as a Global Good**

   ✓ A huge spectrum but being as open as reasonable

➢ **Age vs Grade**

   ✓ The SDGs give three reporting points, it is their operationalisation that is crucial to moving forward.

➢ **Out of school Children –**

   ✓ Equity is central to the SDGs and

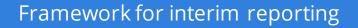   ✓ SGDs are there for marginalised populations too

- ➢ **Building on Existing Work** as much as possible.

- ➢ **Starting point already defined: everybody publishing on their own metrics**

- ➢ **Linking Regional and International Assessments for the same scale**

  - ✓ is a great place to start.

- ➢ **Use of National Assessments**

- ➢ **Use of Non Official data to fill gaps**

- ➢ **Quality --** is important, but

  - ✓ recognise the realities of the context and suggest that we need to work within a framework of fitness for purpose.

  - ✓ definition of what is good enough, not just what is good.

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Overview

- What assessments countries conduct:
  - Cross national assessments
  - National assessments
  - Specific Surveys/ module to surveys
  - NONE at all

- Characteristics of conducted assessments:
  - No agreed standards;
  - Multiple frameworks;
  - Different benchmarks;
  - Diverse scope, coverage and domains/subdomains;
  - Different modes of administration/ reporting.
  - Quality data

Identifying the problem

What is the Main problem?

- **Comparability across systems and languages**.

What is missing/required?

- initial list of criteria for data and measures.

- Methodological work or data collection tools.

- Convergence of tools for more comparability.

- Alignment of skills between pre-primary, primary and youth and adults skills.

- Interim strategy to take advantage of existing effort.

Principle for reporting

- Long-term view:
  - Criteria based on an agreed globally-agreed approach;
  - A framework to achieve global comparability, or have "hooks" that allow comparability;
  - Guide the best possible cost effective measurement;
  - Accommodate a wide range of performance/contexts:
    - Allow across all grades/ages including early childhood, and
    - Include out-of-school children, if relevant.

Principle for reporting (Cont'd)

Depart from long-term view:

- Establish a common framework for reference that defines the constructs to be evaluated across all contexts;

- Guide the best possible, cost-effective measurement, not only reporting to SDGs;

- List the set tools that could serve to inform the target;

- Evaluate and develop a set of purpose-built tools that countries can draw on/adapt.

Principle for reporting (Cont'd)

Both views should Identify criteria for reporting in three areas:

- Does the measure cover the necessary domains?
- What are the properties of the tool?
- What are the properties of the data?

Interim strategy

An interim strategy promotes the highest level of participation and reporting.

The focus would be to take all tools and report using annotations where necessary.

- Non-ideal measures would be accepted;
- Report data with annotations;
- National data to be reported;
- National benchmarks to be utilized; and
- Solutions will be worked out with governments.

Interim strategy (Cont'd)

Data gaps will be filled with available data, provided the following are given to judge alignment:

- Data on the indicator; and
- Information about procedural decisions.

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Interim reporting process

➢ Identify ideal criteria for data and measures

➢ Evaluate existing data sources and integrate into the Catalogue of Learning Assessments (CLA) and other mechanisms.

➢ Outline a reporting system with two possible approaches:

- Conceptual alignment; and
- Possible empirical approaches including linking.

Alternative Options for Reporting

	Cross National Assessment only as of today	Cross National, National and Non Official Assessment, footnoting
Comparability	Limited to countries/states that have participated	Limited to the countries/states that have joined Cross National Assessment or have national assessments
Coverage	Limited to regions that have CNAs and/or to countries that join ILSA	Maximizes use of available data for reporting
Quality of the data	Own parameters in general complying with good international standards.	Own parameters in general complying with known and agreed international standards in cross-national assessment. Countries more unknown.
Time Frame	Depends on each international organization cycle	Depends on organization/country wave's assessment
Advantages	available as option only restricted countries' decision to join	Maximizes use of available data for reporting
Limitations/restrictions	Implementation is technically, operationally and financially demanding	Lack of comparability includes between different assessments and between countries. Needs footnoting
Reporting by	It is used now	The option could be used in 2018
Cost	No additional costs but the ones resulting from Harmonization	No additional costs but the ones resulting from Harmonization

Alternative Options for Reporting

	Concordance	Social Moderation	Psychometric Linking
Comparability	Limited to countries/states that have participated in IEA's and have RAs that participate	Could include all assessments linked to a global conceptual framework or reporting scale.	Will render the most comparable
Coverage	Limited to regions that have IEAs and have RAs that participate	Maximizes use of available data for reporting	Assessments that undergo the complete alignment process
Quality of the data	Own parameters in general complying with known and agreed international standards in cross-national assessment.	Own parameters in general complying with known and agreed international standards in cross-national assessment. Countries more unknown.	According to international reference standards
Time Frame	Depends on waves of Regional assessment and IEA's	Need to run the process but could be 6 months	According to willingness to report
Advantages	Comparability thought restricted	Easy to understand on the political point of view	More accurate and aligned to standards and contents
Limitations/restrictions	available as option only restricted countries'	assessment vary in strand and levels of difficulties among other and it is not	Need some protocol for sharing items

Indicator 4.1.1.

- School based or not
- Name of the assessment and year
- Accepts +1/-1 excepts for Lower Secondary that above accepts and then
    - Identify if reporting in exact grade or not
- Includes or not OOSCi
- Clarify of other exclusions
- Add column with OOSCi percentage and number of years of the relevant ISCED level if end of cycle
- Accept own minimum level benchmark with policy descriptors
    - Align with consensuated levels or not
- Reports data generating procedures
- Align with the manual and code of good practices
- Follows the data alignment criteria at least in three main dimensions
    - Fitness for purpose
    - Representativeness
    - Translation
- Longitudinally equated
- Conceptually aligned in content
- Benchmark for minimum level relation with Global recommended one

- Have a definition of developmentally on-track

    - Criterion referenced

- Measure learning in a holistic way

    - Health, psychosocial well-being, learning

- Population-based

- Conducted on a representative sample

- Useful to countries given national standards (not inconsistent with what countries are working toward)

- Be globally comparable, or have "hooks" that allow one to determine its comparability

- Administered at a variety of ages

- Have a well-defined reporting framework

- Follow the standards in the Good Practices in Learning Assessment (GP-LA)

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Indicator 4.2.1

- Have a definition of developmentally on-track
    - Criterion referenced
- Measure learning in a holistic way
    - Health, psychosocial well-being, learning
- Population-based
- Conducted on a representative sample
- Useful to countries given national standards (not inconsistent with what countries are working toward)
- Be globally comparable, or have "hooks" that allow one to determine its comparability
- Administered at a variety of ages
- Have a well-defined reporting framework
- Follow the standards in the Good Practices in Learning Assessment (GP-LA)

- Draw on the assessment frameworks and tools and report on that with the appropriate footnoting.

- Quality standards to be used as footnoting.

  - Definition of literacy invokes continuum

  - Assessment covers full range of skills

  - Representative sample

  - Form of administration of assessment (paper or computer based)

  - Director or indirect reporting

  - National or Cross National

  - Coverage in terms of age groups

  - Adaptive tool or not

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- School-Based or not

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- Grade of years

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- Add column with OOSCi percentage and number of years of the relevant ISCED level if end of cycle

- Accept own minimum level benchmark with policy descriptors

- Reports data generating procedures

- Align with the manual and code of good practices

- Follows the data alignment criteria at least in three main dimensions

    - Fitness for purpose

    - Representativeness

    - Translation

Thank you!

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