Framework for interim reporting

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GAML4
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Interim Reporting
- Starting point in 2017
- 2018 and on until?
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
  ✓ SGD 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.
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 of 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?
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.
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.
<table>
<thead>
<tr>
<th></th>
<th>Cross National Assessment only as of today</th>
<th>Cross National, National and Non Official Assessment, footnoting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparability</strong></td>
<td>Limited to countries/states that have participated</td>
<td>Limited to the countries/states that have joined Cross National Assessment or have national assessments</td>
</tr>
<tr>
<td><strong>Coverage</strong></td>
<td>Limited to regions that have CNAs and/or to countries that join ILSA</td>
<td>Maximizes use of available data for reporting</td>
</tr>
<tr>
<td><strong>Quality of the data</strong></td>
<td>Own parameters in general complying with good international standards.</td>
<td>Own parameters in general complying with known and agreed international standards in cross-national assessment. Countries more unknown.</td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>Depends on each international organization cycle</td>
<td>Depends on organization/country wave’s assessment</td>
</tr>
<tr>
<td><strong>Advantages</strong></td>
<td>available as option only restricted countries’ decision to join</td>
<td>Maximizes use of available data for reporting</td>
</tr>
<tr>
<td><strong>Limitations/Restrictions</strong></td>
<td>Implementation is technically, operationally and financially demanding</td>
<td>Lack of comparability includes between different assessments and between countries. Needs footnoting</td>
</tr>
<tr>
<td><strong>Reporting by</strong></td>
<td>It is used now</td>
<td>The option could be used in 2018</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>No additional costs but the ones resulting from Harmonization</td>
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</tr>
<tr>
<td></td>
<td>Concordance</td>
<td>Social Moderation</td>
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<tr>
<td><strong>Comparability</strong></td>
<td>Limited to countries/states that have participated in IEA’s and have RAs that participate</td>
<td>Could include all assessments linked to a global conceptual framework or reporting scale.</td>
</tr>
<tr>
<td><strong>Coverage</strong></td>
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<td>Maximizes use of available data for reporting</td>
</tr>
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</tr>
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<td><strong>Time Frame</strong></td>
<td>Depends on waves of Regional assessment and IEA’s</td>
<td>Need to run the process but could be 6 months</td>
</tr>
<tr>
<td><strong>Advantages</strong></td>
<td>Comparability thought restricted</td>
<td>Easy to understand on the political point of view</td>
</tr>
<tr>
<td><strong>Limitations/res</strong></td>
<td>available as option only restricted countries’</td>
<td>assessment vary in strand and levels of difficulties among other and it is not</td>
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</table>
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
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)
• 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
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4.4.2. and 4.6.1.

- 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
4.7.4. and 4.7.5

- School-Based or not
- Name of the assessment and year
- Grade of years
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  - Translation
Thank you!

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