



United Nations
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GLOBAL
ALLIANCE
TO MONITOR
LEARNING

Framework for interim reporting

Proposal by GAML Secretariat

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Overview

- Depending on the indicator, a few countries - not all regions represented - conduct cross-national surveys/assessments.
- Not participating in cross-national assessments/surveys after 2017, a large number of countries do not measure learning.
- Some assessment/surveys are not periodical.
- There is a number of countries that have their own national initiatives/assessments.
- Heterogeneous characteristics of assessments:
 - No agreed standards with respect to contents and data quality;
 - There are various national and cross national frameworks;
 - There are different benchmarks for every assessment;
 - Tools have different scope and coverage;
 - Different coverage in terms of domain;
 - Different modes of assessment (paper/computer based).

Identifying the problem

- The main issue in reporting at this level seems to be comparability across systems and languages. Do or should assessments at this level allow for comparability in reporting?
- There is a need for an initial list of criteria for data and measures.
- It is important to acknowledge that measurement cannot be done without parallel measurement of contextual determinants.
- There is a need to identify if further methodological work is required.
- There is a need to identify if further data collection tools are required.
- There is a need to include both work on existing datasets and the development of new samples.
- There is a need to encourage/induce some convergence of tools in order to achieve more comparability.
- There is a need to consider alignment of skills between pre-primary, primary and youth and adults skills.
- An interim strategy needs to take advantage of existing effort.

Defining principles for reporting

- Universal defining criteria not using a unique approach or tool unless agreed globally.
- Desirably long-term view given that many countries will choose their own tools to report.
- A definition of constructs desirable in a framework to achieve global comparability, or have “hooks” that allow comparability.
- Guide the best possible, cost effective measurement, not only reporting to SDGs.

- Have principles that are as pragmatic as possible and as rigorous as needed:
 - Based on long-term view.
- Accommodate a wide range of performance/contexts:
 - Allow across all grades/ages including early childhood, and
 - Include out-of-school children, if relevant.
- Useful to countries given national objectives (consistent with what countries are working toward).
- Depart from long-term view:
 - Establishing 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 to develop a set of purpose-built tools that countries can draw on/adapt.
- 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 by prioritising a fit-for-purpose approach.
- The focus would be to take all tools, regardless of whether they meet these criteria, and report those using annotations for those that do not meet all the criteria.
 - 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.
- Data gaps are going to 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 (and document them in writing and with examples).
- Evaluate existing data sources against those criteria and integrate criteria 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.

Indicator 4.1.1.

- Results from all assessments are accepted, whether school-based or not, for a period of three years starting when a definition of the MPL and other reporting criteria are reached.
- The name of the assessment and year are required.
- Results for +1/-1 grade are accepted, except for lower secondary, and the country is to identify if it is reporting in the exact grade or not.
- Results can or cannot include out-of-school children.
- The country needs to clarify if there are other exclusions.
- The country needs to add a column with the percentage of out-of-school children and the number of years of the relevant ISCED level, if it represents the end of cycle.
- Results are accepted with the assessment's own minimum level benchmark with policy descriptors:
 - This will allow alignment with harmonized levels; and
 - It will be possible to highlight the relation between the minimum level benchmark and the globally recommended one.
- The country needs to report data generating procedures.
- If following data alignment criteria at least in three main dimensions:
 - Fitness for purpose;
 - Representativeness; and
 - Translation.
- Where results are longitudinally equated or not.

Indicator 4.2.1

- Define developmentally on-track:
 - Criterion referenced.
- Measure learning in a holistic way:
 - Health, psychosocial well-being, learning.
- Depart from a long term view:
 - Describe the learning domain and its ties to other domains—general areas of early language/literacy, early numeracy, social/emotional, physical.
- The results can be population-based.
- The surveys can be conducted on a representative sample.
- Provide tools that are useful to countries given national standards (consistent with what countries are working towards).

- The results need to be globally comparable, or have “hooks” that allow one to determine their comparability.
- The assessments need to be administered at a variety of ages.
- The assessments need to have a well-defined reporting framework.
- The assessments need to follow the standards in the Good Practices in Learning Assessment (GP-LA).

Indicators 4.4.2 and 4.6.1

- Draw on the assessment frameworks and tools, and report on them with the appropriate footnoting.
- Quality standards to be used as footnoting:
 - Definition of literacy that invokes continuum;
 - Assessment that covers a full range of skills;
 - Representative sample;
 - Form of administration of assessment (paper or computer based);
 - Direct or indirect reporting;
 - National or Cross National assessment;
 - Ideally cover in terms of age groups; and
 - Use of adaptive tool or not.

Indicators 4.7.4 and 4.7.5

- Results from all assessments are accepted, whether school-based or not.
- The name of the assessment and year are required.
- The grades corresponding to the ages need to be reported.
- Results can or cannot include out-of-school children.
- The country needs to add a column with the percentage of out-of-school children and the number of years of the relevant ISCED level, if it represents the end of cycle.
- Results are accepted with the assessment’s own minimum level benchmark with policy descriptors.
- The country needs to report data generating procedures.
- Align with the manual and code of good practices
- The results needs to align with the manual and code of good practices.
- The results need to follow the data alignment criteria at least in three main dimensions:
 - Fitness for purpose;
 - Representativeness; and
 - Translation.

