Upgrade SDG indicator 4.1.1(a)

Silvia Montoya, UNESCO Institute for Statistics

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Outline

1. Background and rationale

2. Methodology and governing body

3. Development and testing of the methodology

4. Results of pilot studies and consultations

5. Next steps

Background and rationale

4 QUALITY EDUCATION

Target 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Indicator 4.1.1

4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Indicator 4.1.1(a) in tier III…

1. Results from cross-national assessments are not on the same scale; and

2. National learning assessments' tools and metrics are not comparable.

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Methodology: steps to define the indicator

- The reporting format communicates:

  1. The percentage of students meeting minimum proficiency standard for the relevant domains (mathematics and reading) for grades 2/3; and

  2. When different programs can be considered comparable to the percentage reported from another country.

- Required inputs:

  a. *Definition of common content and abilities*; what contents should be measured and what is the percentage of coverage to be covered by a given assessment to be comparable to other programs;

  b. *Definition of common procedures that ensure comparability between programs:* what procedures are good enough quality of the data collected; and

  c. *Reporting*; based on the:

     a. definition of the minimum level (MPL) for each domain that would allow the estimation of the percentage of students above that level; and

     b. a linking or alignment procedure (or conversion factor) between assessments.

Governing body: reporting **to** Ed 2030

Steering Committee

Member States, international partners, cross-national learning assessments, donors, and civil society organizations are part of GAML and TCG….

- ➢ Methodologies for SDG 4 global and thematic indicators ensuring consultation and representation;

- ➢ Standards and guidelines; and

- ➢ Tools to support implementation and reporting

- ➢ Countries represent all regions reproducing schemes at UNESCO and the IAEG-SDGs

Algeria   Netherlands   Sweden
Cabo Verde   The Philippines
Armenia   Russian Federation
Canada
China
Samoa
Uganda
Senegal
Cuba
Bahrain
Cameroon
Egypt
France
Germany
Jamaica
Fiji
Botswana
India
Mexico
Colombia
Brazil
Kyrgyzstan

5

Methodology

- Pedagogical calibration / policy linking:
  - Linking based on:

  > Verbal definition of the learning level / abilities children should develop at a certain point in time

- Involves experts from the Custodian Agency and expert from countries

- Based on the definition and the unpacking of the various tasks that they imply is possible to use assessments that :
  - Have questions that are not identical
  - Use different languages
  - Are administered in a different way
  - To report
  - To help guide countries the UIS is compiling questions (items) from existing assessments

Methodology

- Advantages of the proposed methodology:

    - Alignment is discussed with countries

    - Does not need a new global assessment

    - Make use of existing data

    - Allows different languages and way of administering

    - Respective of countries' curriculum and assessment practices

    - Safeguard and benefit from country investment in national assessments

Country's ownership

Development and testing of the methodology

- Summary of cross-national initiatives:

Grades/age	Assessments	Number of Countries participating
2nd	EGMA, EGRA, PASEC	76
3rd	EGMA, EGRA, LLECE	73
4th	PILNA, PIRLS, TIMSS	94

- Minimum proficiency level definitions:
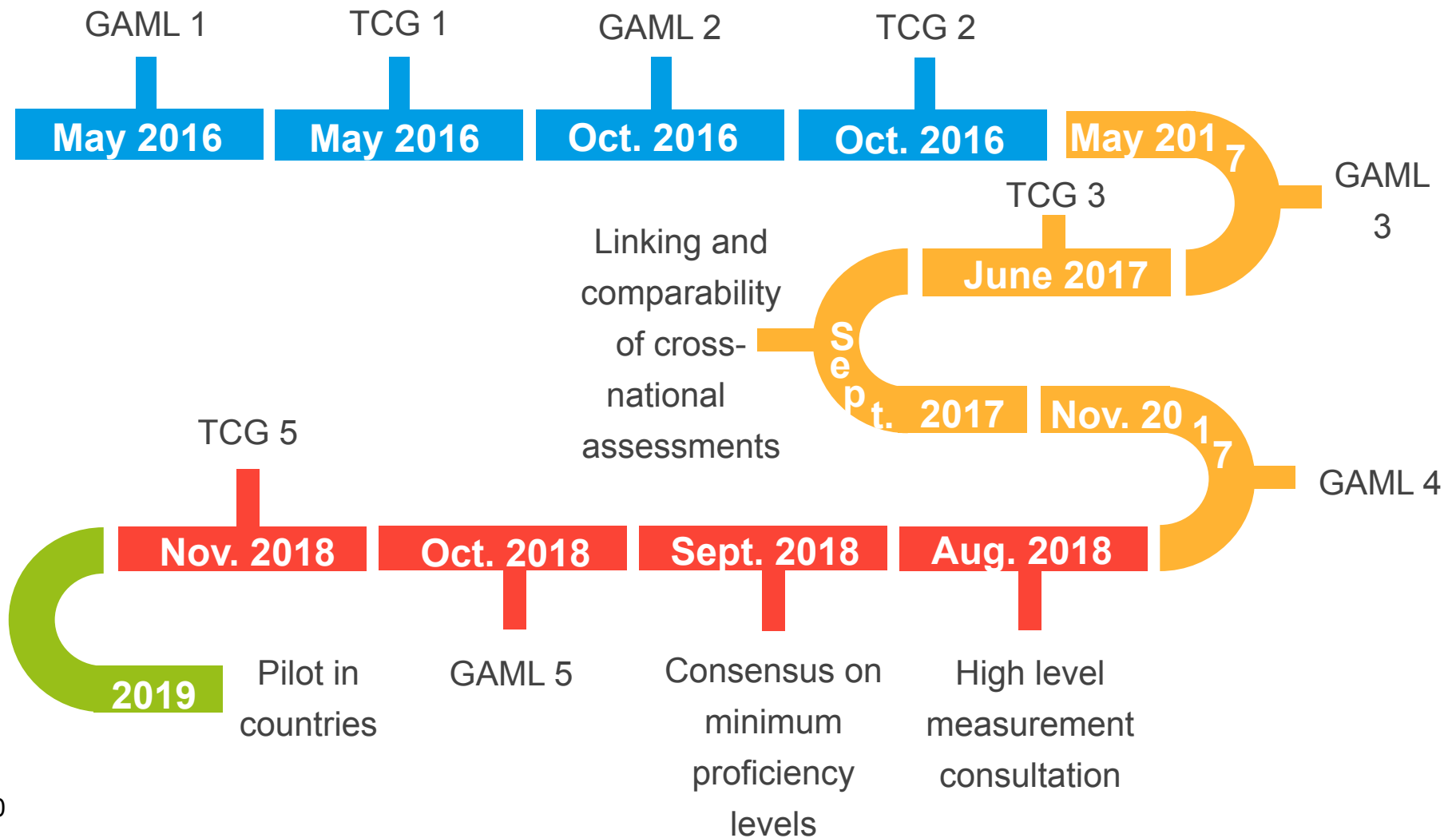
Education Level	General Descriptor - Reading	General Descriptor - Mathematics
Grade 2	Students read and comprehend most of written words in an instrument given to them, particularly familiar ones, and extract explicit information from sentences.	Students demonstrate skills in number sense and computation, shape recognition and spatial orientation, with an increase in proficiency between Grades 2 and 3.
Grade 3	Students read aloud written words accurately and fluently. They understand the overall meaning of sentences and short texts. Students identify the texts' topic.	

8

Results of pilot studies and consultations

- Consensus building meeting on definition of the Minimum Proficiency level and the alignment of current cross-national initiatives (Paris, France – September 2018)

- Representatives from international, regional, house-hold survey based and citizen-led assessments.

- Minimum proficiency in relation to results on existing international, regional, and citizen-led tests:

Assessment Proficiency Level Descriptors that align with the descriptor	
Reading	**Mathematics**
Uwezo – Std. 2 (Story with meaning)	TERCE 2014 -- Level 2
PASEC 2014 (Gr. 2) – Level 4	
TERCE (Gr. 3) – Level 1	PASEC 2014 -- Level 1
UNICEF MICS 6 – Foundational Reading Skills	
EGRA – Level 9	PASEC 2014 -- Level 2
ASER – Std. 2 (story)	
PASEC (Gr. 2) – Level 3	

Roadmap to consensus and implementation

GAML 1 — May 2016
TCG 1 — May 2016
GAML 2 — Oct. 2016
TCG 2 — Oct. 2016
May 2017 — GAML 3
TCG 3 — June 2017
Linking and comparability of cross-national assessments — Sept. 2017
Nov. 2017 — GAML 4
Aug. 2018 — High level measurement consultation
Sept. 2018 — Consensus on minimum proficiency levels
Oct. 2018 — GAML 5
TCG 5 — Nov. 2018
2019 — Pilot in countries

Data coverage

- Data on indicator 4.1.1(a) published on UIS.Stat:
  - Range 2000 to 2015;
  - Data released from cross-national assessments, and more recently, national assessments;
  - +1/-1 grade → maximize reporting;
  - Data aggregated <u>but not</u> internationally comparable

- As of September 2018, 100 countries report data for grade 2/3 (including grades 2, 3, and 4), of which:
  a) 43 countries report data for grade 2/3 (including c.)
  b) 68 countries have chosen to report data for grade 4 to inform the indicator (including c.)
  c) 11 countries report data for grade 2/3 and grade 4 (in different years – e.g. grade 2/3 in 2015 and grade 4 in 2017)
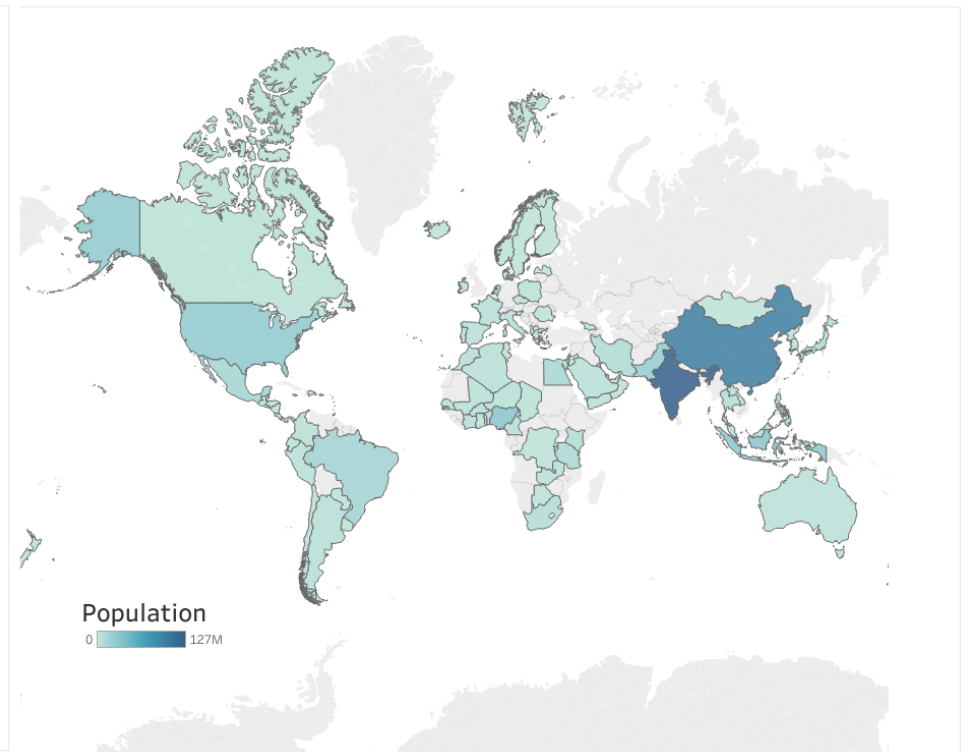
11

Data coverage

Availability of data by grade

■ grade 2,3, and 4
■ grade 2/3
■ grade 4
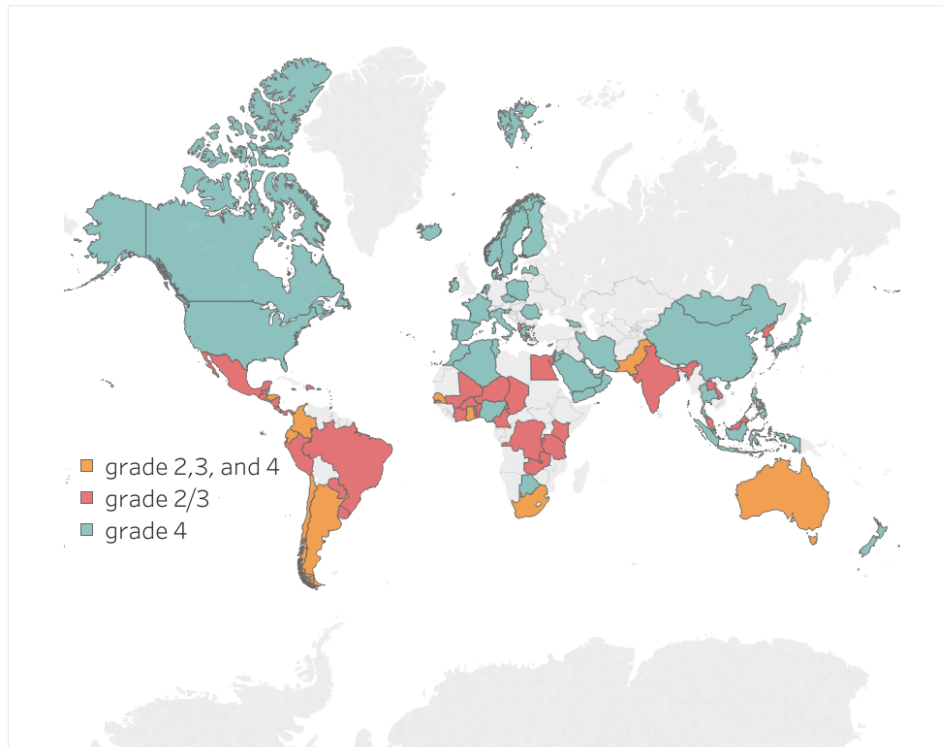
Population coverage where data are available

Population

0 — 127M

Next steps…

- Extend alignment to national assessments; standard setting methodology

- Production of toolkit (concept note, training guide, presentation slides, rating forms, spreadsheets, and reporting forms)

Thank you!

Silvia Montoya

Director, UNESCO Institute for Statistics