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Institute for Statistics  
Global Alliance to  
Monitor Learning

TCG Working Group on  
Learning Assessments

WG/GAML/1

## **CONCEPT NOTE and AGENDA**

**Meeting on 28 October 2021**

The Technical Cooperation Group (TCG) Secretariat and the chair of the Global Alliance to Monitor Learning (GAML) working group, which serves as the TCG WGG on Learning Assessments, Luis Crouch from RTI International, are pleased to convene you to a meeting which will precede the 8<sup>th</sup> Meeting of the TCG, which will be held on 2 November 2021. The working group meeting will be an occasion to present the latest development and continue the collaboration and exchanges between members on issues related to methodological aspects and use of learning assessments. The working meeting will take place on Thursday 28 October 2021 at 13:00-18:00 (Paris time).

The session will include the participation of technical partners and Member States.

### **Objectives of the Meeting**

The meeting will focus on:

- Providing an update on the progress and the methodological issues of:
  - o SDG 4 Global Indicator 4.1.1 on learning proficiency:
    - Share the latest developments on Policy Linking, more specifically on the Global Proficiency Framework and the methodologies.
    - Present the activities taken and the outcomes in the framework of Learning Losses with the Measuring Impact of Learning Outcomes (MILO) project
  - o SDG 4 Global Indicator 4.6.1 on measuring youth and adult skills
  - o Household surveys to measure learning:
    - Give an update on the progress and follow-up on how education can be monitored through the integration of learning assessment modules to household surveys in general based on a UNESCO and World Bank Group initiative
- Discuss on refinements in reporting for indicators 4.1.1 and 4.2.3
- Introduce the Learning Data Compact, a joint initiative by UNESCO, UNICEF and the World Bank, and present the activities and actions related to the collaboration.

Consequently, the main objectives of the meeting are:

- To MAKE recommendations for TCG members to be presented at the 8<sup>th</sup> TCG Plenary Meeting

## Meeting Modalities

The meeting of the Working Group on Learning Assessment/GAML will be held virtually for a total duration of 5 hours, with breaks throughout the meeting.

Date: **Thursday 28 October 2021**

Time: **13h00 to 18h00 (Paris time)** – verify the meeting time in your time zone [here](#).

The meeting will be held in English, with simultaneous translation to French and Spanish.

## Agenda (tentative)

**Table 1** presents the general agenda of the meeting, which will be divided in different sessions each focusing on specific topics. An annotated agenda follows with details of each of the session.

**Table 1 – General Agenda**

Session	Topic	Duration	Speaker
1	Opening and welcome to the meeting	5 min	Chair
2	General update on all indicators relevant to learning outcomes	15 min	Silvia Montoya
3	Activities and outcomes of the Learning Losses – MILO project	75 min	ACER, PASEC
4	Rosetta Stone update	30 min	IEA
5	Developments on Policy Linking	70 min	UIS/ Countries
6	Learning Data Compact	45 min	UIS/WBG/UNICEF
7	SDG 4 Indicators 4.6.1 on measuring youth and adult skills	45 min	UNESCO Institute for Lifelong Learning (UIL) (TBC)
8	Concluding remarks	10 min	

## Annotated Agenda

### Session 2 – General update on all indicators relevant to learning outcomes

Session aims to describe the progress since last TCG meeting in the reporting of indicators using Learning Assessment surveys. The session aims to discuss a proposal from the Secretariat regarding indicators 4.1.1 and 4.2.3.

### Session 3 – Activities and outcomes of Measuring Impact of Learning Losses (MILO) project

The COVID-19 pandemic has severely affected all areas of life. An increased reliance on parent-led and self-guided learning, staggered school attendance and the lack of adequate home educational resources have caused substantial disruptions to learning for many children and are exacerbating learning inequities.

The ambitious education goals of the 2030 Sustainable Development Agenda are threatened by nationwide and localised school closures around the world. In response to the pandemic, governments around the world

have put measures in place to mitigate the impact of school closures, and to facilitate the continuity of education for all through remote learning.

This session will be dedicated to a discussion on the empirical measures of learning losses through the Measuring the Impacts of Learning Losses (MILO) project, which examined the reading and mathematics outcomes in 6 countries in Africa, in order to determine the impact of COVID-19 on learning and to evaluate the effectiveness of distance learning mechanisms utilised during school closures.

To quantify the impact on learning outcomes, data on learning outcomes prior to the pandemic were used as a basis for comparison. The knowledge about current and prior learning outcomes has also laid the foundation for the participating countries to compare future learning outcomes. See the figure below for an illustration of the study.

The project offers: a) longitudinal equating for each of the selected assessments; b) subject-based linking, where each student in a given countries take two tests and their results are them calibrated; and c) statistical linking, where a common test is administered to all students.

The session will describe the project and will offer an opportunity to hear the experiences from technical and implementing partners. See detailed agenda of the session.

**Table 2 – Agenda for session 3**

<b>Topic</b>	<b>Detail</b>	<b>Duration</b>	<b>Speaker</b>
Welcome	Outline	2 min	TBC
Introduction	<ul style="list-style-type: none"> <li>• Participating countries</li> <li>• Organisations</li> <li>• Four project goals</li> <li>• Global item bank</li> <li>• Study design</li> </ul>	10 min	TBC
Assessment of MPL	<ul style="list-style-type: none"> <li>• Instruments</li> <li>• Standard setting</li> </ul>	8 min	TBC
Capacity development	Module 1 Module 2 (Learning platform)		
Toolkit		10 min	TBC
Timeline challenges	<ul style="list-style-type: none"> <li>• No opportunity to pilot tools and procedures</li> <li>• Administrative challenges – financing</li> <li>• School closures</li> <li>• Little time for capacity development activities</li> </ul>		
Lessons learned	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Financing</li> <li>• Communication and support</li> </ul>		
Next steps MILO	<ul style="list-style-type: none"> <li>• Scaling analysis reporting</li> </ul>		
Reflections (1)	<ul style="list-style-type: none"> <li>• Coordinating the PASEC countries:</li> </ul>	10 min	CONFEMEN

Topic	Detail	Duration	Speaker
	<ul style="list-style-type: none"> <li>Challenges and lessons learned</li> </ul>		
Reflections (2)	<ul style="list-style-type: none"> <li>National experience overall</li> <li>Capacity development</li> </ul>	10 min	YBC
Next Steps		5 min	TBC
Questions and Answers		20 min	

#### Session 4 – Rosetta Stone project

The objective of the Rosetta Stone to link together assessments, which have been administered in the recent past, to build concordance tables to compare their outcomes to and benchmark national results to those of the regional assessments. This method enables countries to measure SDG 4 indicator 4.1.1. In a first effort to implement this approach and establish concordance tables, the regional assessments of ERCE and [PASEC](#) are linked to two international assessments of IEA, namely [TIMSS](#) (for mathematics) and [PIRLS](#) (for reading). All countries participating to these regional assessments will subsequently be able to freely use concordance tables and benchmark their national results to those of the regional assessments. The Rosetta Stone approach has been implemented in two regions of the world: in Latin American and the Caribbean using ERCE, and in Africa with PASEC.

This session aims to discuss progress and update on some preliminary outcomes.

**Table 3 – Detailed agenda for session 4**

Topic	Duration	Speakers /Presenter
Preliminary Results	20 min	IEA
Comments and questions	10 min	participants

#### Session 5- Developments on Policy Linking: progress and development from country cases

The Policy Linking is a methodology for Measuring Global Learning Outcomes (Policy Linking for short) is a low cost, quick, and easy-to-implement method that allows countries to link existing national reading and/or mathematics assessments to a common scale. The Global Proficiency Framework (GPF) is used as common scale to set the benchmarks for producing and reporting on SDG 4.1.1 Indicators *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*. The outcomes from a national assessment that are linked through policy linking can be compared, aggregated, and tracked over time. Upon completion of the policy linking workshops, a country will be able to use results from linked national assessment(s) to report on SDG4.1 indicator(s). It allows relevant stakeholders to identify where the greatest learning gaps exist so that targeted interventions can be implemented to those areas and/or population(s) most at need. Currently, the revised GPF and toolkit are publicly available to conduct the workshop.

Policy Linking has been implemented to produce and report on SDG 4.1 indicators in various parts of the world, largely supported by different development partners, UNESCO Institute for Statistics (UIS), the World Bank Group, and USAID. More than ten countries have already conducted Policy Linking workshops,

produced and reported on SDG 4.1, with a focus on the different grades and levels of education. Additional countries are also planned to implement the Policy Linking this year.

Considering the above context, the Working Group on Learning Assessments/ GAML is organizing a session to learn and share the experiences and outcomes of the implementation of the policy linking methodology. See **Table 3** for the tentative agenda for this session.

**Table 4 - Detailed Agenda for session on Policy Linking**

Topic	Guiding questions	Duration	Speakers
Opening		5 min	Silvia Montoya
Overview of Policy Linking implementation and next steps on quality control	What is Policy Linking and how many countries have used the methodology? Overall view from countries	15 min	Shailendra Sigdel, UIS
What would you do if you had a National Assessment for Grade 2/3, end of primary and of lower secondary which would enable you to report on SDG 4.1? Experience from three countries:  <ul style="list-style-type: none"> <li>• India</li> <li>• Nepal</li> <li>• Ghana</li> </ul>	Based on what you know, what are the options available to report on SDG 4.1? Why would you choose the Policy Linking methodology?  How was your overall learning from the workshop?  What limitations you have observed regarding the technical aspects of Policy Linking?  Which areas of the technical, general process, and logistics would benefit from an improvement?	30 min  (10 min) (10 min) (10 min)	
Discussion and Questions		15 min	Moderator: Joao Pedro Azevedo, World Bank
Closing remarks		5 min	Joao Pedro Azevedo, World Bank

### Session 6 - Learning Data Compact

The Learning Data Compact aims to improve the availability, frequency, relevance, and timeliness of learning data. Its main objective is to radically expand the access to and use of learning data for policy makers, educators, and other stakeholders in low- and middle-income countries. Ultimately, the initiative aims to help establish sustainable capacity to effectively produce and use such data for informed decision making to improve teaching and student learning outcomes, and help countries achieve their educational goals.

**Table 5 - Detailed Agenda of Session 6**

Topic	Duration	Speakers
Presentation	25 min	WBG/UNICEF/UIS
Discussion/Q&A	20 min	participants

### Session 5 – SDG 4 Indicator 4.6.1 on measuring youth and adult skills

**TBC**