GAML WG – Using Learning Assessments to report on SDG 4 non-cognitive indicators

Filling data gaps in SDG4 reporting : Indicators, 4.5.2, 4.a.2, 4.c.7 and 4.a.1

The proposals consider the use of ILSA to expand data coverage for Global and Thematic Indicators

- Intend to make the most use of available data and efforts done by countries in collecting data

- It is categorized in 3 different actions
  - Refine indicators already reporting to allow a most efficient and policy relevant use of data (indicators 4.5.2 and 4.a.2)
  - Expand the use of ILSA to report on indicators today not reporting or reporting only for a specific region (indicator 4.c.7)
  - Expand the use of ILSA to fill data gaps in indicators that are currently reporting (4.a.1)

1) Refinement of Indicator 4.5.2

- Current definition: 4.5.2 Percentage of students in primary education who have their first or home language as language of instruction

- Data is reported from Cross-national learning assessments (PASEC 2014 grades 2 and 6, TIMSS 2015 grades 4 and 8, LLECE 2013 grade 6, and PISA 2018)

- Could be also reported from:
    - PAL NETWORK (http://gaml.uis.unesco.org/dashboard/)
    - MICS

Proposed Refinement

- ## Current definition
  - There is information for ILSA for the same levels than for indicator 4.1.1 with the same coverage
  - The issues reported have a different degree of policy relevance according to the level
  - There is data for point coverage and for trend coverage

- ## Therefore: we proposed the refinement as follows

Documentation

Methodological Note: http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/SDG-4.5.2-Methodological-note.pdf

Metadata Note: http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/08/Metadata-4.5.2.pdf

Database: SDG Data Book (worksheets –pages 440/449) http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/SDG4_Global_Tables_2020_v06.xlsx

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Proposed refinement - Indicator 4.5.2

- Current definition: 4.5.2 Percentage of students in primary education who have their first or home language as language of instruction

- Proposed definition: 4.5.2 Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction

2) Refinement of Indicator 4.a.2

- Current definition: 4.a.2 Percentage of students experiencing bullying in the last 12 months

- Data is reported from the
    - Health Behaviour in School-aged Children (HBSC), 11, 13 and 15 years old for Europe and North America;
    - the Global School-based Student Health Survey (GSHS) for more than 80 countries for 13 to 17; and
    - Cross-national learning assessments (LLECE 2013 grade 6, TIMSS 2015 grade 4 and 8, and PISA 2018)

Proposed methodological development to discuss in next GAML/TCG meetings - 4.a.2

- **Proposed methodological development to discuss in next GAML/TCG meetings**

    - Reporting bullying from the CNAs and HBSC / GSHS data would offer multiple points of measure for different target populations.

    - Because survey data is being used to estimate this indicator, the resulting values are actually estimates of the SDG 4.a.2 indicator rather than official values.

    - ILOSTAT relies heavily on estimates for employment statistics and, as a result, reports indicators by country and survey.

    - This approach is proposed for UIS's reported of estimates for SDG 4.a.2 from the CNA data and HBSC / GSHS data.

    - For the purposes of monitoring, the proposed approach is to determine a ranking of survey programmes and to report the value of the highest ranked survey that a country participates in.

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Proposed Refinement

- Current definition
  - There is information for ILSA for the same levels than for indicator 4.1.1 with the same coverage
  - The issues reported have a different degree of policy relevance according to the level
  - There is data for point coverage and for trend coverage
- Therefore: we proposed the refinement as follows

Documentation
Methodological Note: http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/SDG-4.a.2-Methodological-note.pdf
Metadata Note: http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/08/Metadata-4.a.2.pdf
Database: SDG4 Data Book (worksheets/pages- 576/582) http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/SDG4_Global_Tables_2020_v06.xlsx

Refinement of Indicator 4.a.2

- Current definition: 4.a.2 Percentage of students experiencing bullying in the last 12 months

- Proposed definition: 4.a.2 Percentage of students experiencing bullying in the last 12 months in
  - a) primary and
  - b) lower secondary education

- Proposed methodological development to discuss in next GAML/TCG meetings
  - Reporting bullying from the CNAs and HBSC / GSHS data would offer multiple points of measure for different target populations.

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GAML WG Feedback/Decision

1. Do you agree members agree with the use of Cross National Assessment to report on indicator 4.5.2 and 4.a.2?

2. Do you agree with proposed disaggregation?

3. Any other suggestion?

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3) Use of Indicator 4.c.7 to report on Recent Professional Development

- TCG6 has approved the use of TALIS to report for indicator 4.c.7 for OECD countries

- The reviewed large-scale CNAs collect data on the educational qualifications of teachers but do not collect data on whether the teachers are properly qualified for their teaching position

- All reviewed CNAs also collect data on whether teachers have received in-service professional development, thought the scope and time period varies

Documentation

Methodological Note with proposed metadata proposal http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/10/WG-GAML-12-SDG4.c.7-Recent-Professional-Development.pdf

Proposed indicator for recent in-service professional development

- SDG Indicators: 4.c.7
  Percentage of teachers who received in-service training in the last 12 months

- **Definition and methodology**: CNAs and TALIS would provide the percent of students whose teacher has received professional development in the past two years. The indicator would measure whether the teacher has participated in any type of professional development included in the survey questionnaire

- **Surveys and target populations**: a
  - ✓ The indicator would be calculated for primary-level schooling using data from the 3rd and 6th grade LLECE, 2nd
  - ✓ 6th grade PASEC
  - ✓ 4th grade TIMSS grade 8
  - ✓ PISA would be for the modal grade of 15 year-olds, typically grade 9 or 10.
  - ✓ TALIS as proposed by OECD methodological note

Percent of students with teachers who have received in-service professional development in the past 2 years
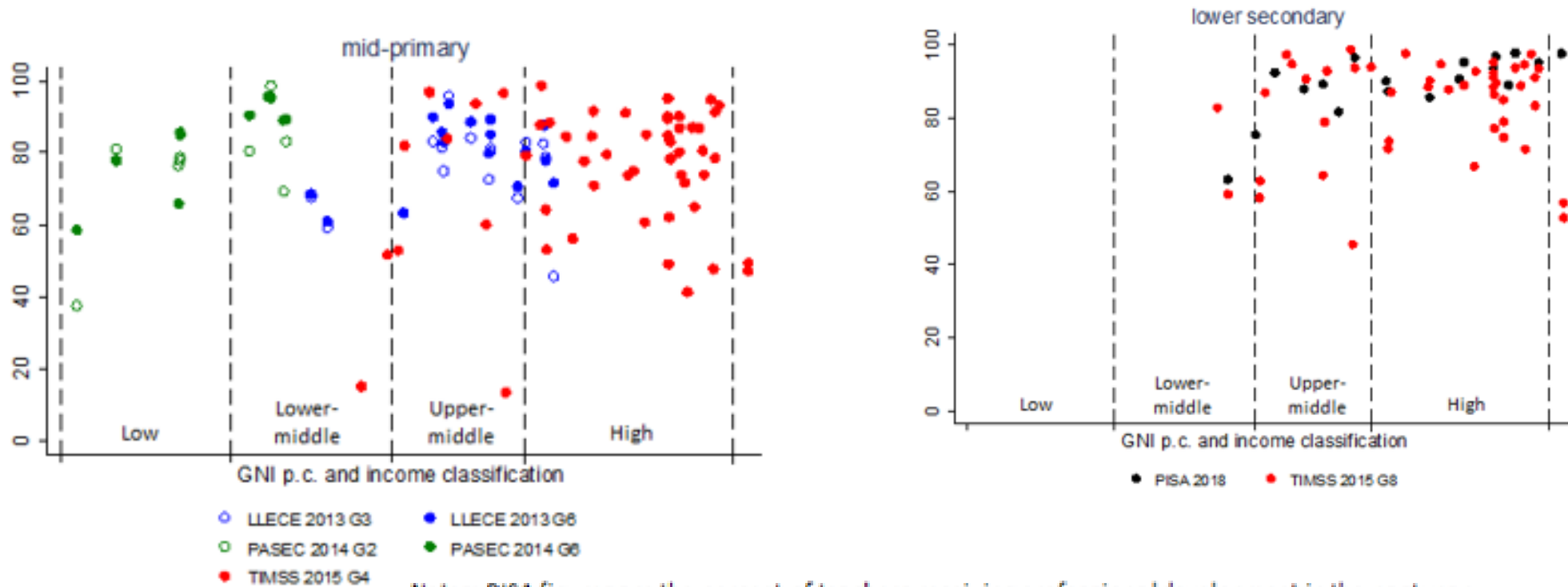
Notes: PISA figures are the percent of teachers receiving professional development in the past year. TIMSS figures are the percent of students whose math and science teachers have received professional development in the past two years. LLECE figures are the percent of students whose math, language and, for 6th grade, science teachers have received professional development in the past two years.
Source: author's calculations using LLECE, PASEC, PISA and TIMSS data.

Working Group Decision

1. Do you agree with the use of Cross National Assessment to report on indicator 4.c.7?

2. Comments on approach?

3. Any other suggestion?

4) Indicator 4.a.1: Filling data gaps with Cross National Learning Assessments

■ Basic school infrastructure is currently collected through EMIS surveys as well as school surveys including the World Bank's Service Delivery Indicators.

■ Of the reviewed cross-national learning assessments for this data,

- LLECE 2013 and PASEC 2014 collected data on drinking water and electricity;
- LLECE 2013 and PISA 2018 also collected data on computers and internet,
- TIMSS 2015 collected data on computers used in science and math instruction.

Documentation

Methodological Note with proposed metadata proposal

http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/10/WG-GAML-11-SDG-4.a.1-methodological-note.pdf

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Data collection related to school environment indicators

Assessment	Target population	electricity	internet for pedagogical purposes	computers for pedagogical purposes	adapted infrastructure for students with disabilities	basic drinking water	single-sex basic sanitation facilities	basic hand-washing facilities
PISA 2018	secondary schools with 15 year-old students		X	X				
TIMSS 2015	schools with 8th grade; schools with 4th grade			X				
PASEC 2014	schools with 2nd grade; schools with 6th grade	X				X		
LLECE (TERCE) 2013	schools with 3rd grade; schools with 6th grade	X	X	X		X		

Propose expansion of data sources to fill gaps

- **Indicator:** data source could be expanded to fill data gaps for the following sub-indicators of SDG 4.a.1: (a) electricity; (b) the Internet; (c) computers for educational purposes; and (e) basic drinking water.

- **Definition and methodology:** The indicators would be defined as the proportion of schools with the available infrastructure item. For each infrastructure item, a binary variable for each school would be calculated based on whether the school reports having the infrastructure.

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Working Group Decision

1. Do you agree with the use of Cross National Assessment to report on indicator 4.a.1 and to fill data gaps if country is not reporting at all?

2. Comments on approach?

3. Any other suggestion?

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