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RESHAPING THE ECOSYSTEM FOR LEARNING ASSESSMENTS

Santiago Cueto, GRADE

Consultant, UIS

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SDG 4 - Global indicator 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’

“Global monitoring should be based, to the greatest possible extent, on comparable and standardized national data...”

Some tools have been made available, including:

- Global Proficiency Framework (GPF) for reading and mathematics.
- Assessment for Minimum Proficiency Levels (AMPL)
- Metadata, information about assessment costs, fitness for purpose, inventory of learning assessments, and a bank of items that countries can use
- Technical Advisory Group (TAG) established to develop criteria for eligibility for assessment programs to report on SDG 4.1.1 (work in progress)

Learning assessment market is inefficient and inequitable, including:

- Several evaluations are implemented without data on their validity or comparable benchmarks
- No data exists for many LMICs, particularly LICs
- Funding programs from international agencies are uncoordinated
- Countries, or assessment users, do not have guidance on what assessments are good for what
- Use of evaluation data to improve the quality and equity of education systems is rare

Products to be published in 2024-II

- Technical note on UIS products for the second half of 2024
- Draft concept note or set of discussion points on a virtual fund and vetting function for learning assessments
- Draft concept note for a Learning Assessment Buyer's Guide (topic of webinar 2, on 9/16)
- Eligibility criteria document for SDG 4.1.1

Purpose of this webinar

Main issues for your input, how to institutionalize mechanisms around:

- Vetting mechanism for establishing the validity of measurements and establishing comparable benchmarks
- Supporting mechanism to fund and promote valid evaluations that can be used to report on SDG 4.1.1 but also to improve educational systems

Consider that:

- Technical procedures, such as sampling procedures, validity of tests, analysis of results, and other technical issues are being agreed on by TAG
- Your input would be most valued on the institutional innovations needed to advance on the issues mentioned before

Reshaping the ecosystem for learning assessments

- Should these mechanisms be a part of an existing institution or should a new one be created? What set-up would be more effective and efficient?
- What institutional model from another area, or SDG indicator, could be used as inspiration?
- What are some of the opportunities and risks for these mechanisms to thrive?
- Which existing institutions should it collaborate with (i.e. who are the main stakeholders in this field and how should each be included)?
- Who would be willing to fund? How to ensure that funders don't "overgovern"?
- What emphasis should be put on capacity building at the local level?

What comes next:
Interviews will be conducted with key stakeholders (volunteers accepted!)

Contact Santiago Cueto (scueto@grade.org.pe) for references, materials
and insights



Thank you

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