Progress on SDG 4.1.1a (and others)

EDCS Meeting, 27-28 February 2025

Luis Crouch

Background

GAML and TCG Meetings December 2023: clearer criteria on which assessments can report on 4.1.1.

- Autumn 2023 "demotion" of SDG 4.1.1a due to insufficient numbers

- Many in community claim that there are plenty of measurements

- UIS contends: "not sufficiently rigorous"

- UIS Calls for GAML meeting to discuss

- Sense of the meeting: need for clear criteria for what is acceptable, UIS please provide

- TCG (now EDSC) approved of plan December 2023

- Draft document by March 2024 (note: special application to 4.1.1a)

- Many (hundreds) comments received

- TAGs in March and May 2024 to review, comment for further drafts

- Current version is Version 4 and incorporates the clarifications sought by commentators

Work done prior to 2023-24

- Curricular analysis around the world: can one even talk of learning outcomes that are held in common around the world?

- Global Proficiency Framework GPF): so what are they, <u>specifically</u>

- Minimum Proficiency Levels (MPL): and, what is a reasonable level of accomplishment on those skills?

Main accomplishments since early 2024 - 1

- Set of rigorous criteria an assessment has to meet (will list them as an annex) to report, now in version 4 (details in annex)

- In principle would allow many more non-traditional assessments to report, upping the count

- Some of the criteria needed background research, which is done or ongoing (next slide)

- Community ("non traditional assessment suppliers") have responded very well (UNICEF, PAL, USAID, etc.)

Main accomplishments since early 2024 - 2

- Some of the criteria needed background research, which is done or ongoing

- Key decision in reading: only reading comprehension counts but ask countries to measure "precursors" to comprehension (can kids read the letters at least?), if not doing well on comprehension
  - But what are those?
  - And how does one benchmark what a reasonable level of achievement is?
  - And how predictive (psychometrically) are they, really?
    - Papers were commissioned, we have drafts
  - Difficulty of items: how easy or difficult should items be? (For maths too.)
  - Mathematics: needed more items and item analysis is "maths beyond simple operations

Main accomplishments since early 2024 - 3

- Historically, countries dependent on donors: "we will fund you if you use assessment X":
  - UIS tries to de-link

- So, added to the above: ancillary documentation / proposals / projects on "institutional" issues (pertain to all 4.1.1)
  - If more assess avail. how should countries choose? Created "Buyer's Guide."
  - Little donor coord (some countries three assessments within a year or two, others none all):
  - **Virtual Fund**, to better-coordinate allocation, not to look for new money or manange it
  - To make countries more indep from not only donors but assessment suppliers, create "public goods"
    - Assessment items in collab with France-led FLIP: library of items countries can use
    - A more or less "generic" assessment (AMPL) called for by UIS, tried in various countries
    - For now somewhat dependent on a given supplier, idea is to use it as items
  - "Blueprint" for what a good (generic) assessment looks like

Annex: Rigorous criteria for "what an assessment should be able to do"

1. Validity. Must fit to the SDG: how specifically: What specific skills of reading and math to cover

2. Quality. How good are the items on which students are tested?

3. Sampling: How representative sample must be

4. Process management: making sure examiners are well trained and to a standard

5. Reliability: How predictable are the results, how accurately does the test represent student knowledge?

6. How to peg results to a global standard ("benchmarking to the MPL")
   - Which is what makes the SDG comparable (as per the SDG creation document)

7. Comparability over time

Behind every bullet point in this PPT there may be hundreds or thousands of hours of work by UIS (incl, Director but many many staff), academic collaborators, **and you**

So:

THANK YOU

Learn more:

uis.unesco.org

databrowser.uis.unesco.org

@UNESCOstat

#25YearsOfDataInsights