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Institute for Statistics

CONFERENCE ON
EDUCATION DATA
AND **STATISTICS**

CONFERENCIA SOBRE
DATOS Y **ESTADÍSTICAS**
DE **EDUCACIÓN**

CONFÉRENCE SUR LES
DONNÉES ET **STATISTIQUES**
DE L'**ÉDUCATION**

7-9 FEBRUARY 2024
UNESCO HEADQUARTERS, PARIS, FRANCE

Learning outcomes and skills indicators

| Indicator		Domain	Required definitions
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	Reading and mathematics	Minimum proficiency level Procedural quality minimum
4.6.1	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	Literacy and numeracy	Fixed level of functional numeracy and literacy
4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	Global citizenship and sustainability	Adequate understanding of global citizenship and sustainability
4.7.5	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Environmental science and geoscience	Proficiency in environmental science and geoscience knowledge

Coverage

Indicator 4.1.1

Number of countries covered
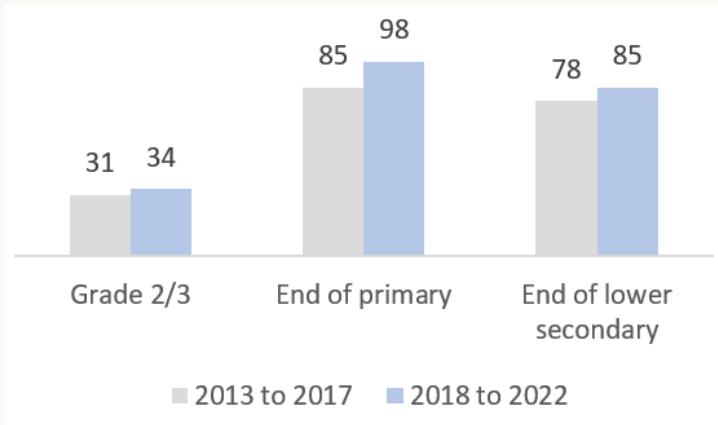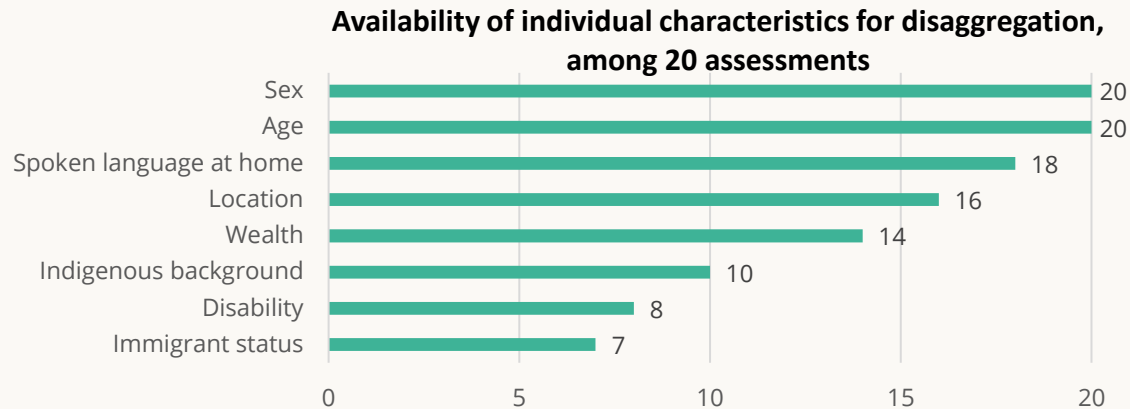

Percentage of population covered
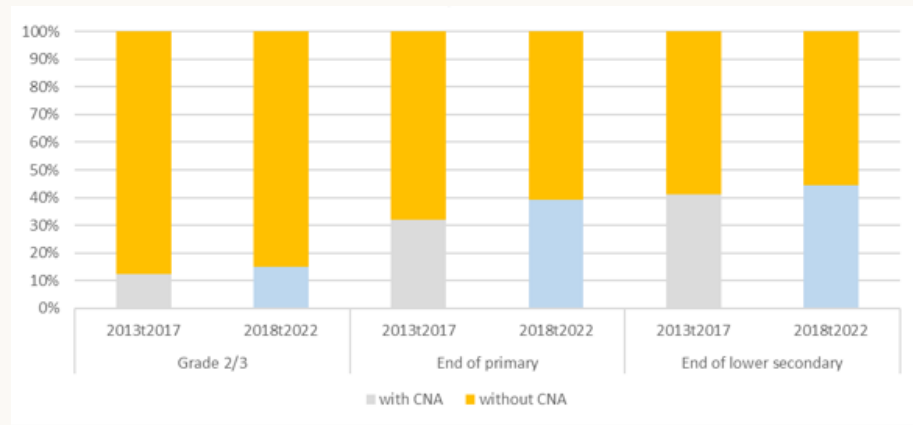
Indicators 4.6.1, 4.7.4 and 4.7.5

Coverage from 5% to 15% and almost exclusively from high-income countries

Data from cross-national assessment questionnaires

Equity

Availability of individual characteristics for disaggregation, among 20 assessments

Characteristic	Value
Sex	20
Age	20
Spoken language at home	18
Location	16
Wealth	14
Indigenous background	10
Disability	8
Immigrant status	7

Other SDG indicators

Indicators sourced, by assessment

Assessment																
TIMSS	4.1.1	4.2.1	4.2.2	4.a.1	4.c.1	4.1.3	4.1.6	4.1.7	4.2.3	4.2.4	4.5.2	4.a.2	4.c.2	4.c.3	4.c.4	4.c.7
PASEC	4.1.1	4.2.2	4.a.1	4.c.1	4.1.6	4.1.7	4.2.4	4.5.2	4.5.4	4.a.2	4.c.2	4.c.3	4.c.4	4.c.5	4.c.7	
PIRLS	4.1.1	4.2.1	4.2.2	4.a.1	4.c.1	4.1.3	4.1.7	4.2.3	4.2.4	4.5.2	4.a.2	4.c.2	4.c.3	4.c.4	4.c.7	
SACMEQ	4.1.1	4.2.2	4.a.1	4.c.1	4.1.3	4.1.6	4.2.4	4.5.2	4.7.2	4.a.2	4.c.2	4.c.3	4.c.4	4.c.6	4.c.7	
PISA	4.1.1	4.2.2	4.a.1	4.c.1	4.1.6	4.1.7	4.2.4	4.5.4	4.7.5	4.a.2	4.c.2	4.c.3	4.c.4	4.c.7		
TERCE	4.1.1	4.2.2	4.a.1	4.c.1	4.1.6	4.2.4	4.5.2	4.a.2	4.c.2	4.c.3	4.c.4	4.c.7				
ICCS	4.7.1	4.a.1	4.c.1	4.1.3	4.1.7	4.2.5	4.7.4	4.a.2	4.c.2	4.c.3	4.c.4					
ICILS	4.a.1	4.c.1	4.1.3	4.4.2	4.c.2	4.c.3	4.c.4	4.c.7								
EDI	4.2.1	4.2.2	4.2.4													

■ Global ■ Thematic

Methodological challenges and solutions on 4.1.1

Challenges

▶ Comparability

- of grades and education levels

- between countries, over time

▶ Heterogenous procedural quality among assessment programs, especially national assessments

▶ Low coverage

▶ High financial costs

Solutions developed

▶ Global standards and harmonization tools

- Minimum Proficiency Level (MPL)

- Linking assessment programs to MPL:

  - Assessments for Minimum Proficiency Levels (AMPL)

  - Rosetta Stone: concordance between international (TIMS/PIRLS) and regional (PASEC and ERCE) assessments

▶ Capacity development tools

- Menu of alternatives for reporting

- Policy linking / Pairwise comparison of items

Agenda forward to work with Member States (1)

▶ **Assessment harmonization and reporting handbook**

- Compile and regularly update a handbook with all information
on eligibility criteria for reporting:
= alignment to standards and frameworks; representativeness;
administration comparability; process transparency; and participation
feasibility (costs, schedules, capacity building, overall burden for a country)

▶ **Assessment accreditation system**

- Introduce a process certifying compliance with a checklist of assessment
eligibility criteria for reporting based on the handbook

▶ **Approach to increase investment to fund learning assessments**

- Build infrastructure at national level
- Transfer knowledge and skills
- Transfer purchasing power and decision-making

Agenda forward to work with Member States (2)

▶ **Standardization of context questionnaires in learning assessments**

- Agree on key definitions and on standard items and formats to capture individual student, teacher, and school characteristics to improve comparability in measuring equity and drivers of learning

▶ **Innovative methodologies on indicators with low coverage**

- Scale up the mini-LAMP as a cost-effective approach to adult literacy measurement to increase coverage of SDG indicator 4.6.1

- Explore approaches for measuring indicators 4.7.4 and 4.7.5 that mirror the AMPL approach for indicator 4.1.1 through a module that measures the minimum agreed standards taking advantage of existing assessments

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Proposed decision (1)
Learning assessment data: challenges and solutions

▶ *Noting* the information presented in the report 'Learning assessments and skills survey data: challenges and solutions forward' (1 UIS/EDS/7);

▶ *Welcoming* the significant progress made in establishing conceptual, methodological, and reporting frameworks for SDG indicator 4.1.1;

▶ *Acknowledging* the remaining challenges in reporting SDG indicator 4.1.1;

▶ *Noting* the low coverage and remaining challenges for SDG indicators 4.6.1, 4.7.4 and 4.7.5;

Proposed decision (2)
Learning assessment data: challenges and solutions

The UNESCO Conference on Education Data and Statistics

▶ *requests* the TCG/EDS Commission to focus efforts on:

- an assessment harmonization and reporting handbook

- an assessment accreditation system

- the standardization of context questionnaires in learning assessments

- innovative methodologies on indicators with low coverage

▶ *invites* the international community to develop an approach to increase investment to fund learning assessments

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