Mini-LAMP: assessing literacy and numeracy through national household surveys

PISA for Development and Opportunities for Skills and Learning Data Collection in Household Surveys, OECD, International technical workshop, 3rd December 2020
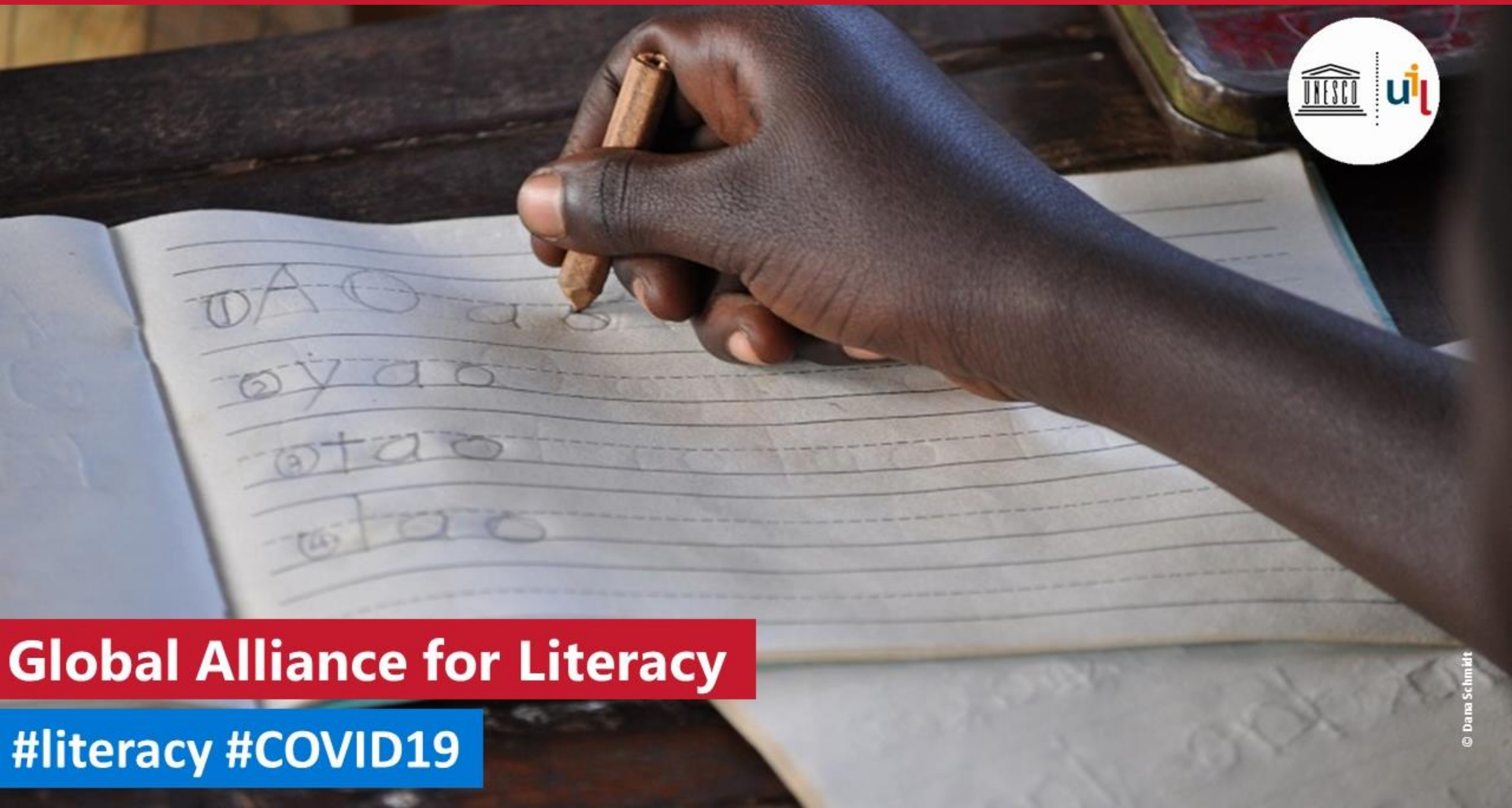
Global Alliance for Literacy

#literacy #COVID19

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Functional Literacy and Numeracy in the SDG4 framework

- Literacy and numeracy are part of the world's Sustainable Development Goals (SDGs), with SDG **Target 4.6** providing the mandate for action:
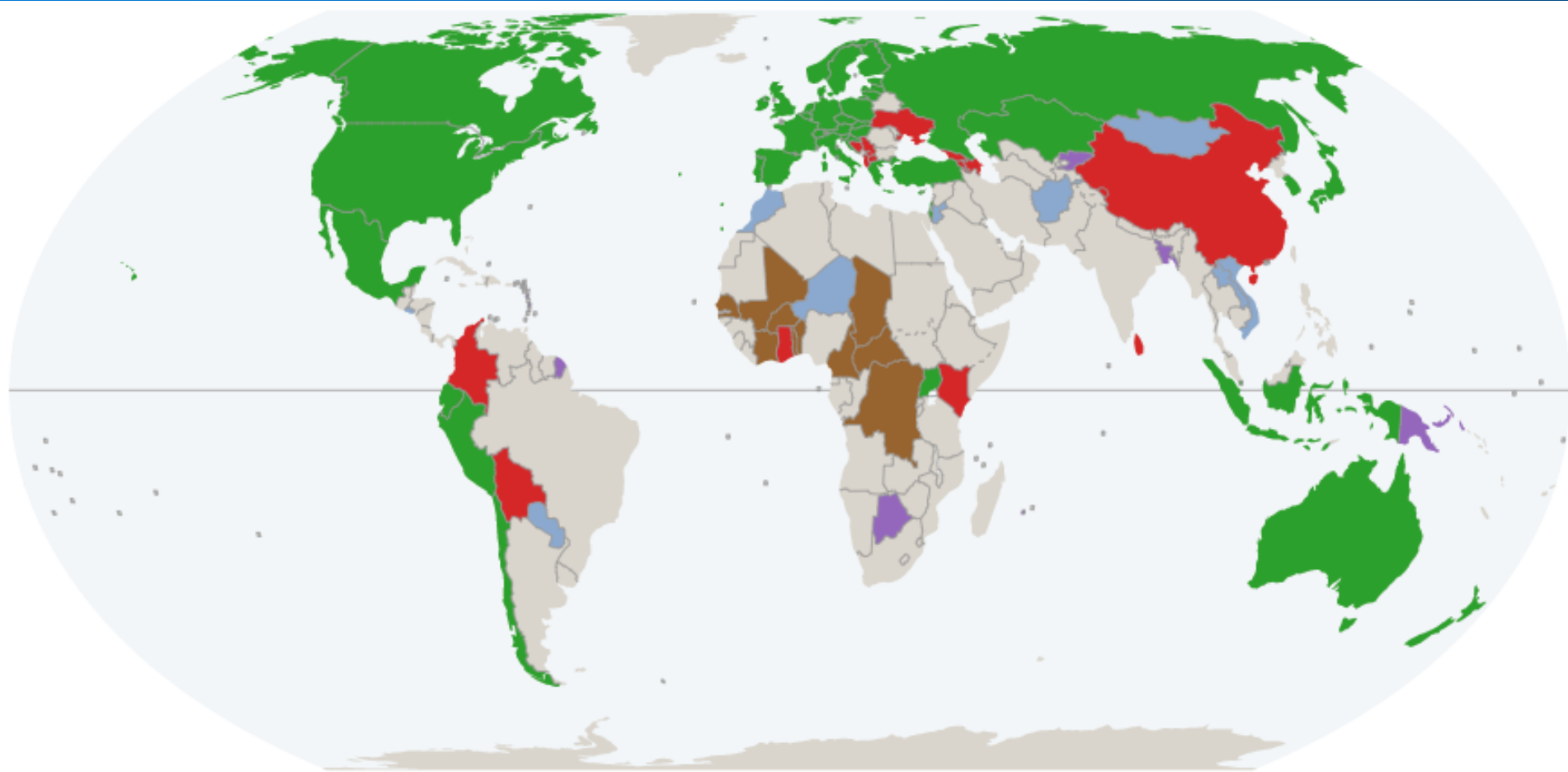
"By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy."

- To measure progress towards this target, **Global Indicator 4.6.1** measures:

"The percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex."

- Group age: the percentage of youth (aged 15 to 24 years) and adults (aged 15 years and older) who have achieved or exceeded a **fixed level of proficiency**.

Existing tools coverage

basemap from Natural Earth (CC0) - UIL, 2020

Direct assessment

- PIAAC
- STEP
- LAMP
- RAMAA
- National

UNESCO Institute for Lifelong Learning

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Education 2030

Existing tools

Given the vast difference in literacy skills within and across countries, a need of a variety of tools that can target and capture varied skills across population

Tool	Description
PIAAC	• PIAAC instrument captures well middle-to-high skills
STEP	• STEP instrument only covers Literacy skills so might not have sufficient information to report on indicator 4.6.1
LAMP	• LAMP instrument and methodology captures better low and middle skills so might be suited for low- and middle-income countries but it is discontinued and there were cost-efficient
RAMAA	• UIL's RAMAA does not survey the full adult population in the 12 participating African countries, but assesses literacy programme participants' literacy skills at the start, in the middle and at the end of the programme.

LAMP: Meeting specific needs of low-income countries

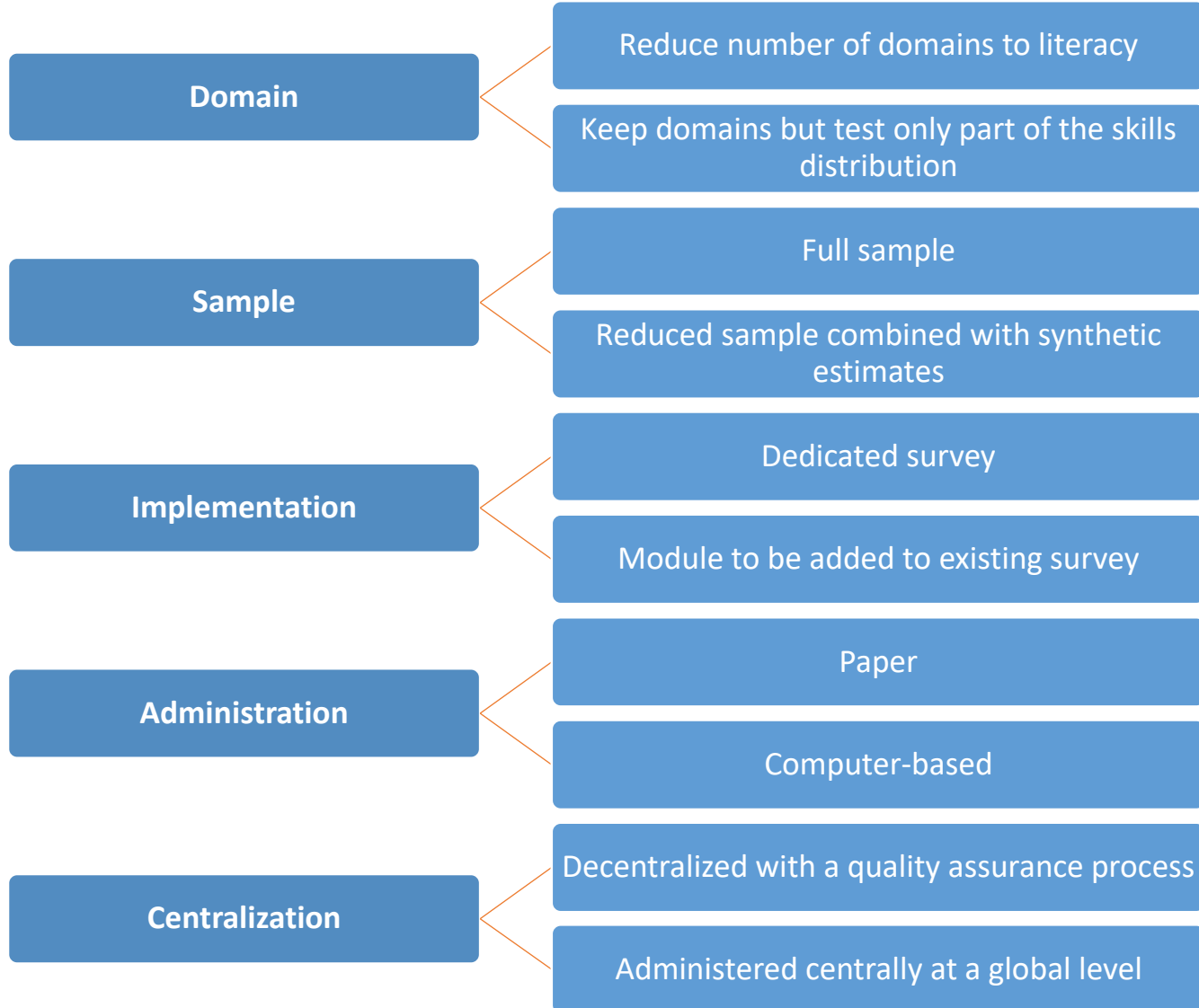- The Literacy Assessment and Monitoring Programme (LAMP)

  - Developed by the UNESCO Institute for Statistics (UIS).

  - To respond to the pressing need to measure literacy and numeracy.

  - It provides a sound methodology and tools to help countries, especially low- and middle-income countries, to monitor and improve literacy skills.

- LAMP was field-tested in 10 countries:

Afghanistan	Morocco	Lao PDR	Niger	**Paraguay**
El Salvador	**Jordan**	**Mongolia**	**Palestine**	Viet Nam

  - While the testing demonstrated the value of the LAMP methodological approach, it also highlighted the challenges of implementing assessments across a range of diverse locations and linguistic settings.

Options to reduce financial and technical complexities

Domain
- Reduce number of domains to literacy
- Keep domains but test only part of the skills distribution

Sample
- Full sample
- Reduced sample combined with synthetic estimates

Implementation
- Dedicated survey
- Module to be added to existing survey

Administration
- Paper
- Computer-based

Centralization
- Decentralized with a quality assurance process
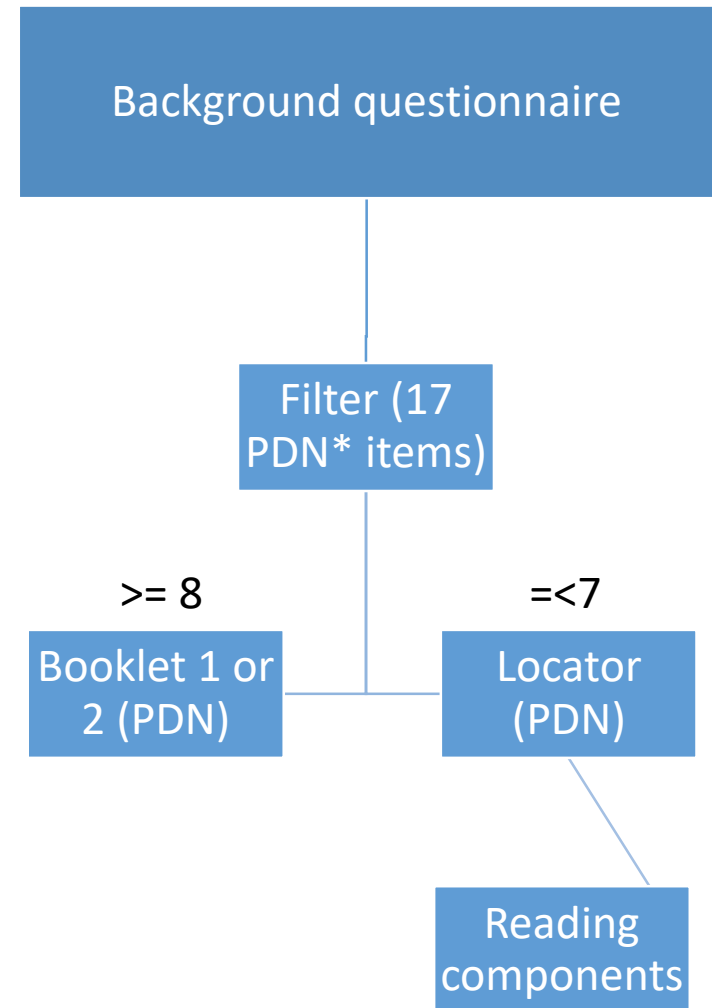- Administered centrally at a global level

Mini-LAMP is based on

- A **background and self-report questionnaire** to understand the language practices of a household and the reading, writing and numeracy skills of individual household members, as well as their use of technology and educational experience. This information can also be used for other SDG 4 indicators.

- A **literacy and numeracy module** which includes 15 test items administered by an interviewer. The module is designed to assess the fundamental level of an individual's reading and numeracy abilities and can be adapted to reflect the specific contexts of countries.

- **Documentation and guidelines** to help countries implement Mini-LAMP and ensure quality control of the results.

- A **software package** to produce the data needed for policymaking and reporting.

Expanding and upgrading Mini-LAMP

- Availability of items: expand the current pool at the time of administering

- Reading Components could be developed by countries

- Technology: online and adaptive platform

- Expand the ranges of skills assessed with the trade-off

Background questionnaire

Filter (17 PDN* items)

>= 8   =<7

Booklet 1 or 2 (PDN)   Locator (PDN)

Reading components

PDN: Prose, Document and Numeracy

Thank you

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