



# The Global Alliance to Monitor Learning

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# Outline



- Setting the Stage: Learning in the global and thematic agenda
- Overview global and national measurement landscape
- Discuss mechanisms to engage, support and guide countries
- Discuss next steps relevant for learning measurement: Agree on process and goals for revisions to tools
- Introduce GAML and agree on management mechanisms

# Goals for this meeting

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- ❑ Consensus on where we are with measurement and agree on process
- ❑ Best possible strategies to produce the global indicators necessary to monitor targets 4.1, 4.2 and 4.6
- ❑ Agree on main points for guidance to countries to sustainable
- ❑ Agree on the governance structure and management mechanisms proposed for the initiative.
- ❑ Agree on process :
  - What degree of global comparability should we attempt to establish?
  - How do we phase reporting ?

# SDG indicators: Where we are?

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Two parallel processes...

- Definition of indicators
  - Global
  - Thematic
- Implementation (definition in practice, benchmark)
  - Global
  - Thematic

## ...with different stakeholders *defining the list of indicators*

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Indicator proposals were generated in two parallel but strongly linked processes:

### □ Global Indicators

- 28 Member States led the Inter-Agency and Expert Group (IAEG-SDGs); intl. organizations participated as observers
- Two meetings in 2015 and several rounds of global consultations

### □ Thematic indicators

- International Community with Technical proposed by Technical Advisory Group (TAG), with Member States and CSOs

# Global and thematic indicators

## *How many indicators?*



### □ Global indicators

- 229 indicators for global development framework of 169 targets (241 – some duplicated )
- 11 indicators for all education targets

<http://unstats.un.org/unsd/statcom/47th-session/documents/2016-2-IAEG-SDGs-E-Revised.pdf>

### □ Thematic education indicators

- TAG proposal has 43+ indicators that include the 11 global indicators

<http://www.uis.unesco.org/Education/Documents/43-indicators-to-monitor-education2030.pdf>

# Finalizing the global indicators

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- IAEG-SDG submitted proposal to UN statistical Commission (UNSC) (19 Feb)
- 47th Session of UNSC approved IAEG report (8-11 Mar)
- Adoption of set of Global Indicators by ECOSOC (July)
- Adoption of Global Indicators by UN General Assembly (Sep)

# Finalizing thematic indicators: the role of the TAG and Extended TAG

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- ❑ Formed in March 2014 chaired by UIS and included key international education stakeholders (EFA GMR, OECD, UNESCO, UNICEF, World Bank)
- ❑ Approach
  - Co-chaired by UIS and UNESCO ED/ESC
  - Added twelve Member States and CSO representative
  - Two in-person meetings: 30-31 July and 22-23 September 2015
  - Consultation carried out by regional focal points
- ❑ Elaborated the proposal for thematic monitoring framework for Education 2030 Framework for Action
  - identified potential improvements to the preliminary TAG proposal
  - agreed on an approach to further consult Member States



# Implementation is already in place

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- Global indicators:
  - 3rd meeting of the IAEG-SDGs (30Mar-1April): implementation of the framework that will continue at least two years
  - Main work at this stage: tier system
- Thematic Process:
  - Finalization of thematic indicators (Apr 2016)
  - Endorsement by SDG 4-Education 2030 Steering Committee
  - Technical Cooperation Group on the indicators SDG4-Education 2030 to monitor framework

# SDG4: 11 indicators for a Life Cycle Approach to Education and Skills



## Targets and Indicators

4.1. Basic Education learning outcomes

4.2. ECD learning child dev

4.6. Youth and adult literacy

4.3. TVET and higher Education

4.4. Work and skills

4.7. GCE and ESD

## Means of Implementation

Education finance

4. a. School environment

4. b. Scholarships

4. c. Teachers

## Transversal Dimensions

4. 5. Equity

# Thematic monitoring: implementing the 43 thematic indicators

| Target | Number of indicators | Concepts           |
|--------|----------------------|--------------------|
| 4.1    | 7                    | Learning           |
|        |                      | Completion         |
|        |                      | Participation      |
|        |                      | Provision          |
| 4.2    | 5                    | Readiness          |
|        |                      | Participation      |
|        |                      | Provision          |
| 4.3    | 3                    | Skills             |
| 4.4    | 2                    | Completion         |
|        |                      | Equity             |
| 4.5    | Parity indexes       |                    |
|        | Distributions        |                    |
| 4.6    | 3                    | Policy             |
|        |                      | Skills             |
| 4.7    | 5                    | Provision          |
|        |                      | Knowledge          |
| 4.a    | 5                    | School environment |
| 4.b    | 2                    | Scholarships       |
| 4.c    | 7                    | Teachers           |
| TOTAL  | 43                   | 11                 |



# Thematic Etag vision on indicators

- ❑ **No consensus.**
  - 4.1. Inclusion of early grades. IAEG incorporated that in the proposal to UNSC.
- ❑ **Alternative formulations**
  - 4.4. the TAG preferred indicator 16.1 but 16.2 is in the IAEG list
  - 4.7. the TAG preferred indicator 25 but 27 was in the IAEG September list. Now 25 has become the global indicator
- ❑ **Alternative formulations**
  - Learning outcomes at primary and secondary education
  - Readiness: school readiness of children under 5; **stimulating home learning environment**
  - Skills: ICT skills, **digital literacy**. Literacy skills.
  - Knowledge: GCED, environmental science and geoscience

# Assessing difficulties: Criteria for TIER Classification

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- Tier 1 conceptually clear, established methodology and standards Available but data is produced regularly by countries
- Tier 2 conceptually clear, established methodology and standards Available but data is not produced regularly by countries
- Tier 3: Indicators for which there are no standard and methodology are being developed/tested

# Tier Classification for Global Indicators

| Target | Main indicator | Placeholder (if relevant) |
|--------|----------------|---------------------------|
| 4.1    | II?            | I                         |
| 4.2    | II             |                           |
| 4.3    | I              |                           |
| 4.4    | II?            | II?                       |
| 4.5    | I              |                           |
| 4.6    | I              |                           |
| 4.7    | II?            | I                         |

# Monitoring Learning Outcomes: What does it take?

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- Measurement tools that
  - Yield data on outcomes
  - Definition on benchmarks
  - Repeated measurement for monitoring
- Capacity for action (human, financial and technology)

# Monitoring learning: what is needed?

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- ❑ Consensus on policy relevance
  - agreement statement on measurement, to inform ministers and other stakeholders about learning measurement
- ❑ Consensus on technical content.
  - Agreement upon a common framework
  - Agreement upon set of shared quality criteria
- ❑ Consensus on how to inform monitoring while keeping an on-going discussion of how to improve and align tools within countries



# Setting a Process starting by goals

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- Define Guiding principles
  - Leveraging on existing resources/initiatives at the international level
  - Increase collaborative action by harmonizing :
    - Contents (assessment framework)
    - Quality of data processes
    - Reporting metrics, benchmarks and targets
    - Donors support?
- Find consensus on
  - Better ways to support to countries technically and financially
  - Link to research to improve methods and standards

# Outline for Next Session

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- Setting the Stage: Learning in the Sustainable Development Goals
- Learning Assessment Landscape; challenges and opportunities
- Discussion:
  - What learning domains to start with?
  - What degree of alignment could give us acceptable comparability?
  - How do we help countries to establish sustainable assessment system?
  - Timeframe trade-offs (restrict some aspects in the short term)?

# Thank You



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