# Global Alliance to Monitor Learning

# Concept Note

Montreal, Canada

October 31st , 2016

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# 1. Introduction

With the Sustainable Development Goal for Education (SDG 4), the international community has agreed on an ambitious education agenda to, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". In light of this mission, relevant measurement of learning outcomes is essential to track progress towards the education targets.

In recent years there has been significant growth and improvement in the field of learning assessment across the world. However, many countries are still unable to sustain long-term, high-quality learning assessments that are aligned with international standards. The fragmented nature of various initiatives, which are often insufficiently coordinated and not harmonized in terms of standards, creates friction, duplication, and inefficiencies in the overall system. A comprehensive conceptual and institutional framework at the global level could support and coordinate countries' efforts to measure learning.

The strategy to improve learning assessment within the new agenda calls for strong actions in the area of methodological innovation, technical assistance and capacity building, funding mobilization and the definition and assessment of quality standards and practices across initiatives. All of these factors are essential to produce quality data with sufficient coverage while seizing the potential for economies of scale and scope in the implementation of those actions and maximizing the comparative advantages of different players.

To establish a sound framework to efficiently measure learning outcomes, the international community, in partnership with countries, must commit to a number of actions that are similar than those taken in other areas of data collection.

# 2. The Global Alliance to Monitor Learning (GAML): An institutional framework for learning assessment

The SDG4-Education 2030 agenda is characterized by the prioritization of some areas that were absent in the past or not addressed explicitly. A renewed focus on equity and inclusion, and on the need to increase and expand the access to education further than at primary education or basic levels are distinctive aspects of this new global commitment.

However, SDG 4 bring the most complex demands in its strong focus on quality education that lead to effective learning outcomes, and the importance given to the development of basic literacy, job-relevant skills of the population. On these there are no obvious policies that assure reaching the SDG 4 learning-related targets efficiently.

The complexity to implement the agenda on improving learning and population's knowledge and skills in different domains also poses a significant challenge to produce data and indicators required for monitoring progress of those SDG 4 targets.

The Education 2030 Framework for Action (FFA) clearly ratifies the mandate of the UNESCO Institute for Statistics (UIS) to remain "the official source of cross-nationally comparable data on education". Moreover, it also proposes that: "In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate, working in coordination with the Education 2030 Steering Committee"[1].

In line with this mandate and to meet the challenge of setting in place a framework to measure learning outcomes, the UIS proposes to establish the Global Alliance to Monitor Learning (GAML), an institutional platform to oversee the coordination of efforts to measure learning and the harmonization of standards for measuring learning.

While cognizant of political and institutional realities, the GAML will also need technical and practical guidance. It will therefore establish Task Force (TF). The criteria underlying the formation and housing of the group should include: impartiality and credibility among peers; technical expertise in cross-cutting issues in the area of learning assessment; and broad geographic and inter-sectoral representation.

Supported by other ad hoc, time-bound technical groups and various specialized agencies and partners, GAML would provide strategic vision and coordination among the different players towards the establishment of a multi-year programme involving methodological and technological innovation, capacity-building and advocacy for learning assessment by engaging different stakeholders in a coherent and coordinated fashion.

This institutional framework, under the aegis of a United Nations Agency and with partners that are not part of the UN system, will provide an opportunity to mainstream learning assessment within the larger data effort and foster integration with other national data sources.

GAML has the following objectives:

1. Establish and promote the implementation of a common international code of practices on learning assessment;

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[1]   Paragraph 100 Education 2030 FFA.

2. Develop and carry out a coordinated programme of methodological work to underpin the development and adoption of improved standards, methods and practices in learning assessment, including the use of data;

3. Strengthen the sustainability of the implementation of learning assessment initiatives in countries.

## 2.1. Technical guidelines: An international code of practices for learning assessments

The coordination of learning assessments should be driven by a commonly accepted set of rules with an associated assessment mechanism that ensures accountability. Observance of a common code of practices by all national and international assessment stakeholders involved in the implementation of initiatives would foster a more coherent and effective approach. Learning assessments are complex and can be school-based or household-based. Consequently, quality procedures are needed in key areas to ensure that survey design, test administration, sampling, and quality assurance procedures are properly implemented.

A code of practices is not a guarantee of data quality and availability, but adherence would contribute to making systems more efficient and cost effective. Issues such as the underfunding of assessment initiatives, the provision of contradictory technical advice and low technical capacity, among others, would be more effectively resolved within an institutional framework defined by a key set of principles and agreed practices, with an associated assessment mechanism.

An international code of practices could serve both as a self-regulatory instrument for data producers and a regulatory instrument for the sponsors of assessments. National agencies (as well as regional or international agencies that manage survey programmes) could use the code to guide their assessment practices and present the results in a standard format. Country cases' assessment documents will be public and will include key recommendations to guide country's future survey efforts.

GAML will provide guidelines based on the following UN Fundamental Principles of Official Statistics: coordination and cooperation; relevance and timeliness; reliability and accuracy; sound methods and appropriate procedures; coherence and comparability; consistency, adequacy of resources and cost-effectiveness; confidentiality and data accessibility and usability.

## 2.2. Learning assessment standards and methodological research

Overall, the discussions around SDG monitoring have drawn attention to significant gaps in terms of data availability and the methods to measure key indicators. In the field of education,

these problems affect learning assessment data as well as administrative data and household survey-based data. There is a clear need for new methodological standards in the form of rigorously validated instruments, modules and questions, as well as best practices in design and fieldwork implementation. The creation and adoption of these standards will ultimately lead to greater harmonization and rationalization of investments in data by reducing transaction costs and enhancing both the quality and international comparability of education data in general and learning assessment data in particular.

A systematic, long-term programme of methodological work should be initiated to produce guidelines in a number of areas, including data collection, data capture, data editing, statistical disclosure control and data quality assessment. The international code of practices for learning assessment would be the guide for this work programme.

One of the first tasks for GAML will be to provide concrete solutions by creating a platform to develop the common measurement framework for SDG 4. In particular, the GAML would support the development and monitoring of the proposed global and thematic indicators by:

- Overseeing the definition of indicators and development of tools and methodologies to measure progress toward SDG 4. More specifically, it would:
  - Develop a strategy to measure learning outcomes related indicators including a framework for implementation and the potential use of proxy and placeholder indicators;
  - For each of the learning domains that is mentioned in the SDG 4 targets, developing a Global Common Content Framework for Reference (GCCFR) that describes substantively how learning progresses within the domain
  - For each of the learning domains that is mentioned in the SDG 4 targets, developing a learning metric that can be used to report learning levels in an informative and internationally comparable way;
  - Use the international code of practices for learning assessment to develop an Assessment of Data Process (ADP) that can be applied to assess the quality of learning assessment data, with a view to approving the reporting of results on the learning metrics.

- Setting a research agenda and supporting and disseminating research relevant to the GAML mission, including:
  - Facilitate research on methodologies and technological innovation related to learning and database access/usability;
  - Agree on a programme of studies to inform and promote the use of learning assessment data;

- Generate long-term strategic guidelines about information use;
- Support research and advocacy about the need to finance studies on how to improve learning.

## 2.3. Sustainability of learning assessment capacity of Member States

To strengthen learning assessment capacity and build a sustainable knowledge base at the international and national levels, the GAML will focus on three main areas: capacity-building, communication and data literacy, and funding.

### 2.3.1. Capacity-building

Support for learning assessment should not only aim to fill gaps in data and improve data quality, but also ensure that recipient organizations gain the capacity to sustain their survey programmes or substitute surveys with data from administrative or other sources as appropriate. To date, there has been little effort to put in place a long-term vision for capacity-building on learning assessments programmes in developing countries.

Currently, there is no global player taking the lead in the provision of capacity-building services for learning assessment. This is not the case in other areas, such as household surveys, where there are dedicated programmes to address gaps in country-level capacities related to survey design and data collection[2]. International learning assessment agencies have considerable experience and could help provide technical advice at a relatively large scale. The challenge lies in coordinating these efforts.

In addition, efforts are needed at the global level to better integrate learning assessment data in national strategies of data collection by: establishing sustainable capacity, especially in low income countries; fostering South-South cooperation; and strengthening educational information systems.

New approaches to capacity-building in the technical aspects of learning assessment need to be developed. These approaches should leverage the power of the Internet and new learning media, because using e-learning and other remotely administered training tools can lower costs and provide standard curricula.

The agencies that implement learning assessment must also build capacity in the use of the data. Facilitating peer-to-peer conversations and conducting case studies will enable different agencies to learn how data have actually been used to improve learning.

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[2] For example, the National Household Survey Capacity Programme, the Demographic and Health Survey, the Living Standards Measurement Study and the Multiple Indicator Cluster Survey

By creating and strengthening regional or sub-regional hubs, GAML will produce a critical mass of qualified learning assessment statisticians and practitioners by taking advantage of economies of scale in training and the provision of technical assistance.

Concretely, in the area of capacity-building, GAML will:

- Support developing countries in their efforts to build sustainable learning assessment systems that inform policy and programmes at the country level, including:

    o Facilitate the preparation of capacity-building plans at the country level;

    o Provide a cost-effective platform to link developing countries to organizations providing technical assistance.

## 2.3.2. Data literacy and data for evidence-based policymaking

Data-driven decision making is a continuum or an iterative process in which data are transformed into information and then actionable knowledge. Data are virtually meaningless in their raw state. Context enables data to be transformed into information and gives meaning to the numbers. The information is then transformed into knowledge which can be used to make or implement a decision with an outcome that can be monitored. The iterative nature comes into play when users determine the need to return to an earlier part of the process to collect more data or re-analyse the existing data. Data-driven decision making focuses on the identification of a problem, seeking a solution through the use of data or evidence, monitoring the ramifications of the decision, and determining what to do next.

This process becomes even more complicated with the use of different kinds of assessment data, their respective levels of utility, and the interpretation of results. System-level/national summative assessment data are the most contentious. The overarching question is the extent to which they are a valid indicator for instructional decision making. Classroom educators often express the perception that the results from system-level tests are too far removed from classroom practice, arrive far too late, and often lack the adequate curricular alignment to be of use in informing instructional practice. In short, the tests are not sufficiently aligned to curricula and the resulting data are not well aligned for instructional validity.

An additional caveat concerns the meanings and uses of data. Data needs are role based, meaning different people need different data depending on their role within the education system. Teachers need different data from their principals, who need different data from their superintendents. In addition, the same data may have different uses and interpretations depending on the role of the educator.

GAML will increase the availability, visibility and accessibility of data, through a centralize database, and comparable measures so that policymakers and donors can make informed decisions. GAML will be uniquely designed to share knowledge and evidence of how reliable, relevant and valid data can be used to achieve the SDG 4 targets, including peer exchanges of best practices.

### 2.3.3. Funding learning assessments

The scope and magnitude of SDG 4 and the Education 2030 Agenda imply enormous needs in terms of financing. In particular, resources should be sought and earmarked to support a full-fledged programme to improve the availability, quality and relevance of learning assessment data, which will directly contribute to the SDG data revolution.

A successful and sustainable financing model for learning assessment should recognize the need for countries to contribute their own financial resources to the design and implementation of learning assessment efforts. This is important because ultimately statistical systems are intended to respond to national policy and development priorities.

However, any sustainable financing model must also recognize that in order to promote data equality between richer and poorer countries, external resources will be needed to support lower-income countries in meeting their data objectives.

A financing framework for learning assessment should abide by the following principles: (a) maximize value from the data produced; (b) support continuous improvement in the underlying production process, especially capacity-building to ensure long-term feasibility; and (c) ensure the sustainability of the systems once external funding and technical support diminish.

Learning assessments must adapt to the changing data environment, and adequate funding will be needed to foster those adaptation efforts, in full alignment with the goals and accomplishments of the data revolution for sustainable development.

Given that resources are scarce, GAML could promote a "value of information" approach to targeting the funding to its most cost-effective uses. Experts around the world are beginning to envisage how to best deploy scarce resources, using information-theoretic approaches to understanding not just the costs, but the benefits, of better data, in order to guide investment. GAML would take advantage of this developing field by:

- Helping to mobilize the resources needed to support the development of sustainable learning assessment systems and the collection of data needed to monitor SDG 4. More specifically, it would:

- o Lead the process of establishing a funding mechanism for capacity-building of learning assessment systems;

- o Fund the investments needed to collect the learning data to monitor SDG 4;

- o Help the assessment community:
  - Identify and compile current methods and best practices;
  - Support technological innovation and methodological validation of promising practices;
  - Produce methodological guidelines and training materials to steer countries and international agencies towards the application of common standards; and
  - Scale-up and harmonize technical assistance and capacity-building activities based on the new guidelines and recommendations.

# 3. Theory of change

Figure 1 illustrates the theory on how to improve data systems and accelerate data use throughout the duration of Global Alliance for Learning Goals (GALG). This implies a clear definition of goals and roles for GALG and the use of levers at the global and country levels to improve data production and use of information by all stakeholders in order to produce better learning outcomes, better educational indicators and more efficient use of resources. The principal hypothesis is that better data and regular use of the information will create a culture of data use that will lead to improved decision-making, educational systems and outcomes.

To serve these goals GAML includes roles in three key areas:

**Data production:** Harmonized and systematic design for data capture of learning assessment, administrative and household data leads to data that are transformed into information at all levels.

**Infrastructure:** Financial, physical and human resources with adequate capacity, ensure service delivery, rational allocation and efficient use of resources, use of technology.

**Information Use:** This consumable information can be further analysed, understood, and used by skilled decision-makers who take and promote evidence-based actions. With a strong culture of data use, the stage is set to improve system outcomes based on the effective use of the information by all stakeholders, including parents, teachers and principals.

To bring about this change, we need levers at the global level in the form of guidelines, protocols and standards for data terminology and exchange that can be widely implemented at country, regional and global levels.

When these levers are acted upon they improve and intensify data production and information use, generating momentum for data use. The synergy of levers can further amplify their impact, enabling evidence-based decisions that drive learning levels and educational system performance.

The presence of these levers can also lead to a better environment for the entire data cycle, which requires: sufficient legislation, policy and compliance; services and applications; leadership and governance; strategy and investment; standards and interoperability; infrastructure.

Knowledge sharing is key. Therefore, GAML includes a series of activities to build in-service capacity for data use (e.g., data analytics, data management, using data for project planning/service delivery, etc.) for those involved in assessments as well as decision-makers and planners, who need specific skills to understand and use the results effectively. In short, it is designed to transform data into information to feed decision-making at all levels.

At the country level, the levers take different forms but ultimately involve transparent performance metrics to guide policymakers and promote data use at every level of decision-making. In particular, the levers involve: national legislation to create an enabling environment (e.g., infrastructure, privacy and security policies, and inter-ministerial data sharing and exchange); fostering integrated processes to develop evidence-based policies across ministries; and aligning national policy with best practices in global data use.

In summary, GALG will help countries use the data to:

- Identify the areas (e.g. geographical location, learning domain, minority groups, school resources) that need attention;
- Improve students' learning through targeted pedagogical approaches;
- Increase parental involvement in education through easy-to-understand accessible information;
- Improve teachers' effectiveness through better training and practices;
- Identify relevant resources (materials and aids) and appropriate practices in classroom teaching;
- Improve school innovation and leadership in learning.

*Figure 1. GAML Theory of Change*
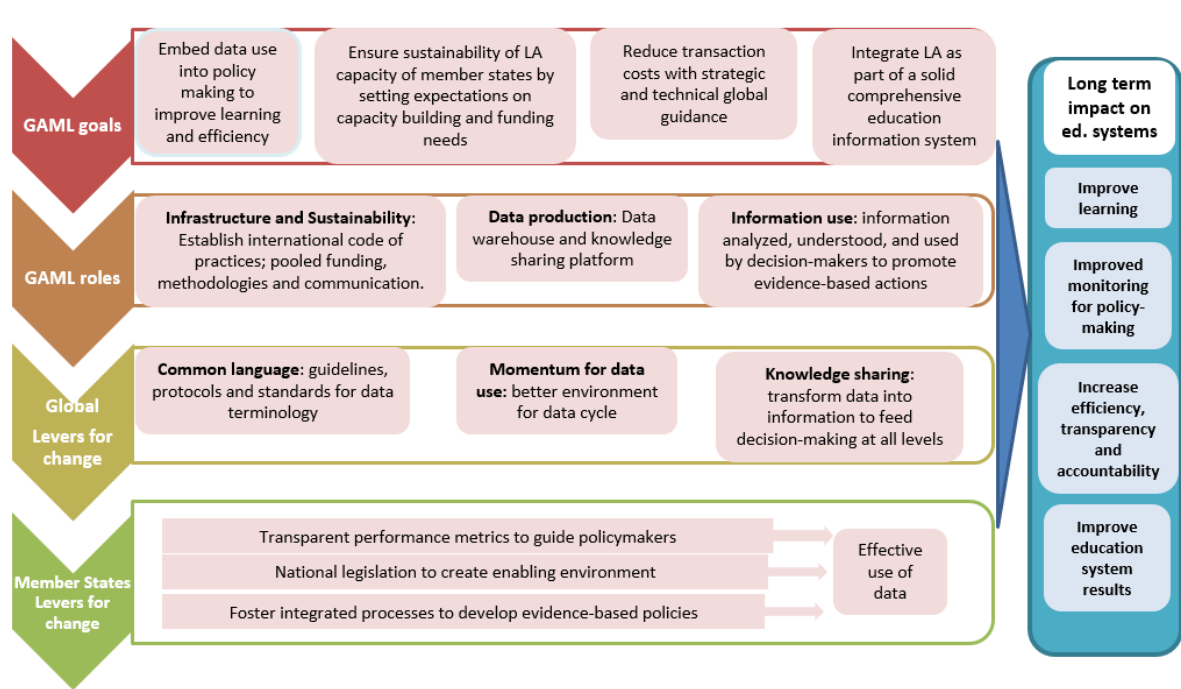
# 4. The political economy of implementing the global scale and the global metric

Assessment is a controversial issue. There is lot of political sensitivity and defensiveness that comes as a result of the tool whose use depends not only on implementation but on dissemination, data use and data analytics and how it reaches each stakeholder.

Assessment could be used to inform policy decisions for governments that spend millions of dollars and need better information to grand cost efficient and equity oriented expenditure. Assessment serve among other end to track curriculum implementation and to identify correlates of learning. Increasing accountability is always associated to better governance but a problem to teacher as well as access to inform decisions at all levels with sound dissemination. Donors need also information for different reasons.

However, learning assessment have had unforeseen and unintended consequences. Teaching to the test with the associated reduction in the scope of curriculum taught, pay for performance, the usefulness of assessment results for improving learning are among the sources of concern of many stakeholders at the time of discussing a broader use of assessment at the country level and for international comparability.

The former is true at the national lever and the introduction of the SDG agenda and the introduction of global metric or the comparability at a global adds a whole dimension about the risk and utility of assessment.

Resistance usually arise to initiatives that could potentially alter the status quo, how countries are being compared at the global level, sufficiently addressing cultural bias and context, among other issues. Mapping potential 'winners' and 'losers' analysing objectives, interest and potential sources of conflict, is a necessary step to shape the process.

Reforms that happen despite opposition are the ones able to deal with conflict and bring together reformers, politicians, teachers' unions, education administrators, public officials and CSOs.  Table 1 intends to summarize main stakeholders and potential interests:

*Table 1: Stakeholders and the global metric*

| Stakeholders | Stakeholders' interests and benefits |
|---|---|
| Testing agencies (IEA Data processing center, Analyses and Reporting unit, Pearson, ETS, ACER) | Implementing agency of international assessments, like IEA, ETS, ACER, etc. will be the potential beneficiary in the SDG learning agenda as learning outcomes data will be in demand. However harmonization would demand extra efforts. |
| Regional Assessment bodies (LLECE, PASEC, SACMEQ, SEAPLM, PILNA) | Regional assessment could reinforce their role in liaise with participating countries and help countries build technical capacity in learning assessments that are culturally appropriate. |
| Countries | The countries who participate in the global initiative will expand their national capacity to generate and use data as well as share national practices.<br><br>The principal central government actors in educational reform are the Prime Minister's or Cabinet chief's Office, the Presidency, the Ministries of Education and different technical institutes in a country. Who will have to see clearly the benefits as assessment could have political and financial costs that need to be weighed.<br><br>Indirectly, the institutions providing teacher training and the technical and professional schools will have an impact.<br><br>Other relevant ministries like the Ministries of Finance and Planning interested in cost efficiency and accountability and potential investors will be in favor of comparability. |

| General public (teachers and union, parents, private industry, NGO) | Citizens in general will gain by having an educated and skilled population in terms of literacy, civic participation, and productivity as well as indicators in general related to service quality and government's accountability. |
|---|---|
| | Civil Society Organizations and other actors dedicated to education and/or social affairs and social welfare, including political parties, professional and academic associations and unions, and student organizations, play some role in defining public attitudes towards the formulation of education policy. |
| | Teachers and Unions may feel threatened by assessment in general and the global comparability and the feat to being blamed for students' poor performance or assessment results used to link promotion and sanction. |
| | Professional and academic associations. They will likely to be most involved in the initiatives through research and advocacy. |
| | The private sector has been an actor in the development of their defined primary/ secondary education global metrics. |
| Donors | Foreign economic and technical assistance plays a massive role in this policy reform, both in the process which created it and in its implementation. |

## 5. Governance and management structure

The UIS would host the GAML Secretariat and the Alliance would be based within the United Nations Statistical Commission (UNSC).

The Secretariat will be responsible for communicating with different actors and stakeholders while providing overall guidance on the work associated with the SDG 4 framework.

The GAML co-chairs will provide direct inputs to the Secretariat. It will be responsible for strategic, political and policy issues. It will provide policy guidelines to steer the technical work and ensure that GAML initiatives are aligned with national and international policy frameworks and sectorial priorities. The co-chairs will ensure all inputs (e.g., country data) and outputs (e.g., standards and reporting metrics) are properly implemented. The co-chairs will be rotating among representatives of major stakeholders.

The Task Forces (TF) will report to the Secretariat and co-chairs. The criteria underlying the formation and housing of the group should include: impartiality and credibility among peers; technical expertise in cross-cutting issues, like the Data Quality Assurance Framework (DQAF) in the area of learning assessment; and broad geographic and inter-sectoral representation. The TF will provide guidelines and advice on the development of standards, methods and protocols for various initiatives, and commission research studies as needed. It will coordinate with the

Global Partnership for Education (GPE) and the Brookings Institution (at the stakeholders' level) on the A4L platform to ensure capacity-building at the country level.

The TF will provide guidelines to the Secretariat and co-chairs, they will be the working groups focused on technical issues related to five global targets of SDG 4 that refer to learning outcomes (i.e., 4.1, 4.2, 4.4, 4.6, and 4.7) and cross-cutting issue like the DQAF.

*Figure 2. GAML goverance structure*
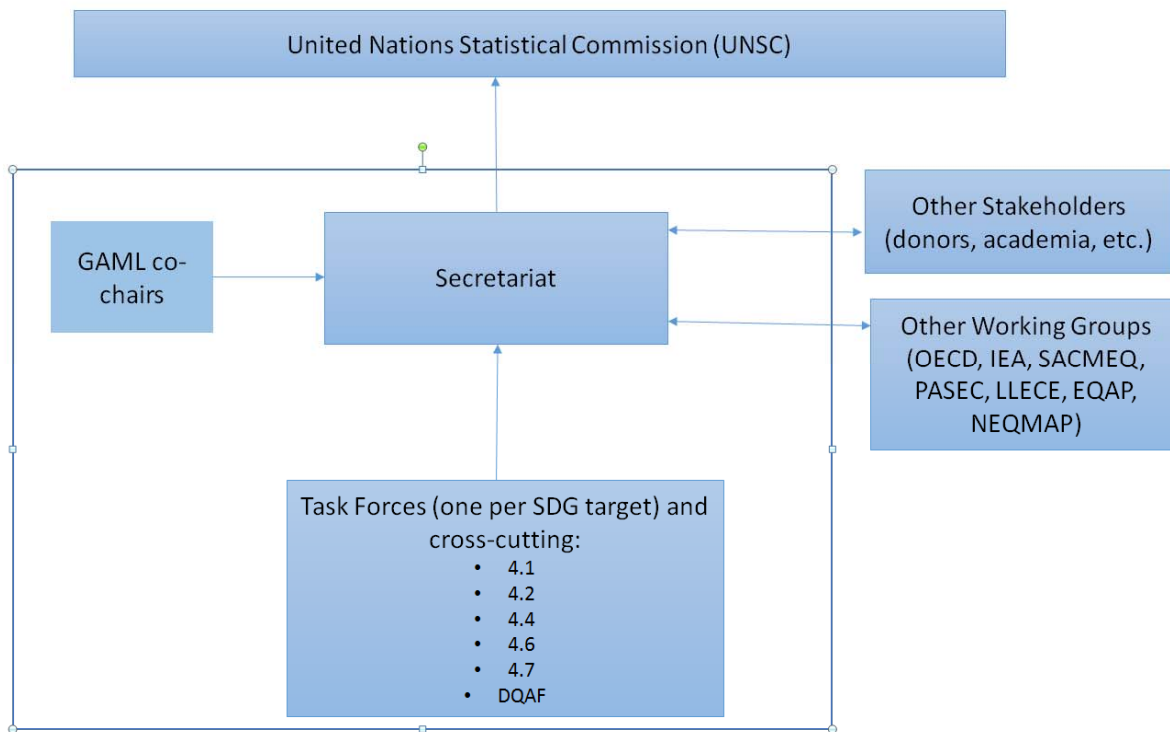


# 6. Operational model

Table 1 summarizes the mission statements, operating principles, cross-cutting actions, strategic goals, key performance indicators (KPIs) and objectives of GAML.

*Table 1. Summary of GAML*

| Mission | 1. Mobilize efforts to achieve learning for all using quality data for evidence-based decision making |
|---|---|
| | 2. Develop and build capacity in countries for sustainable production and use of quality data |
| | 3. Support the development of a sustainable funding strategy for learning assessment |

| Operating principles | 1. Ensure common understanding, co-operation and accountability among partners |
|---|---|
| | 2. Ensure technical quality in data and availability of data for evidence-based decision making |
| | 3. Advocate for improving education quality and lifelong opportunities for all through investment in sustainable capacity-building in quality data at country level |
| | 4. Coordinate among donors and develop funding strategy |

| Cross-cutting | 1. Monitoring and evaluation of education systems through quality inputs, outputs and outcomes data |
|---|---|
| | 2. Advocacy for reliable data and creative communication with user-friendly results |
| | 3. Capacity building in countries to obtain technically rigorous data for monitoring and evidence-based decision making |

| Strategic Goals/objective | SG1. Technical guidelines: An international code of practices for learning assessments | SG2. Learning assessment standards and methodological research | SG3. Sustainability of learning assessment capacity of Member States | | |
|---|---|---|---|---|---|
| | | | SG3.1. Capacity-building | SG3.2. Data literacy and data for evidence-based policymaking | SG3.3. Funding learning assessments |
| | Establish common frameworks (GCCFR and ADP), standards and guidelines | Engage academia and research institutions at global, regional and local levels to develop tools | Build national capacity to produce technically rigorous data and the use of quality data in evidence-based decisions making | Facilitate the creation of a data warehouse for microdata sets and provide guidelines for countries on how to make information available | Mobilize funding and allocate funding to countries to improve learning assessments |

| KPIs | Number of countries employing common framework, standards and guidelines for the development of assessments | Number of articles and/or research pieces published related to SDG 4 learning outcomes related indicators at local, regional or global levels | Number of countries engaged in building capacity in learning assessment (e.g. set up learning assessment unit, train staff in country, etc.) | Number of countries create the data warehouse for microdata sets | Number of countries receiving funding to improve learning assessment |
|---|---|---|---|---|---|
| | Number of countries engaged in aligning their assessment to the common content framework | Number of documents and/or guidelines about best practices of learning assessments and use of data for policy development published | Number of countries using assessment data for policymaking | Number of countries use the guidelines to make their learning assessment data available for secondary research | Number of countries allocating national budget to assessment |
| | | Number of countries engaged in aligning their assessment results to the global learning scale and reporting metric | | | |

| Objectives[3] | Improve data quality for country level decision making and global reporting | Improve the production and quality of data for monitoring | Sustainable capacity in countries to produce quality data for monitoring | Improve standardization of data for submission | Countries allocate national budgets to assessment and donors commit funding to improve learning assessments |
|---|---|---|---|---|---|
| Products | 1. International code of practices for learning assessments developed<br>2. Content and process validation plan and manual on learning assessment developed | 1. Strategy to measure learning outcomes related indicators including a framework for implementation and the potential use of proxy and placeholder | 1. Platform to connect countries with technical assistant providers established<br>2. Guidelines to produce capacity-building plan produced | 1. Data warehouse template and database produced<br>2. Guidelines to make learning assessment data available produced | 1. Guidelines to produce funding proposal developed<br>2. Strategy to collect country's legislation on funding allocation to learning assessments |

[3] SG1 is aligned to the GAML objective 1, i.e. Establish and promote the implementation of a common international code of practices on learning assessment; SG 2 and SG 3.2 are aligned to the GAML objective 2, i.e. Develop and carry out a coordinated programme of methodological work to underpin the development and adoption of improved standards, methods and practices in learning assessment, including the use of data; SG 3.1 and SG 3.3 are aligned to the GAML objective 3, i.e. Strengthen the sustainability of the implementation of learning assessment initiatives in countries.

| | | | | | |
|---|---|---|---|---|---|
| | | indicators produced<br><br>2. Common content framework for each subject area/domain established<br><br>3. Global reporting metric for each of the five selected global education targets developed | | | |

*Source: UIS.*

# 7. Timeline

GAML includes three main areas of work with specific outputs and activities according to Table 1.

The first is coordination and consensus building, which includes out-reach to potential donors and establishment of the administrative framework. Most of the activities are process-related (e.g. convening meetings and seminars).

The second area is methodological development, which includes setting standards and guidelines, best practices and processes to ensure data quality and the implementation of the global reporting metric for each of the five global targets.

The third area involves strengthening national data and evidence on learning outcomes. GAML will support UIS in building a platform to track and monitor results while serving as a knowledge forum on practices. This activity will also be carried out globally and will provide more in-depth information if requested by countries.

The timeline and implementation for each target is described in Figure 3. In the first year, GAML will ensure that Task Forces (working groups) are formed and begin the development work on the standards and guidelines needed for the Global Common Content Framework for Reference (GCCFR), the Assessment for Data Process (ADP), and for the learning assessments associated with the various SDG targets.[4]

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[4] Tentatively, this will include: Coordinate among funders to fund and support the development and coordination work; Identify names to various committees; Form respective Task Forces; Convene first Task Force meeting to develop initial guidelines for the technical works; Commission work to develop the framework and/or map existing information; Communicate with other Working Groups regarding GAML's role and their respective roles.

*Figure 3. Implementation timelines for each target*
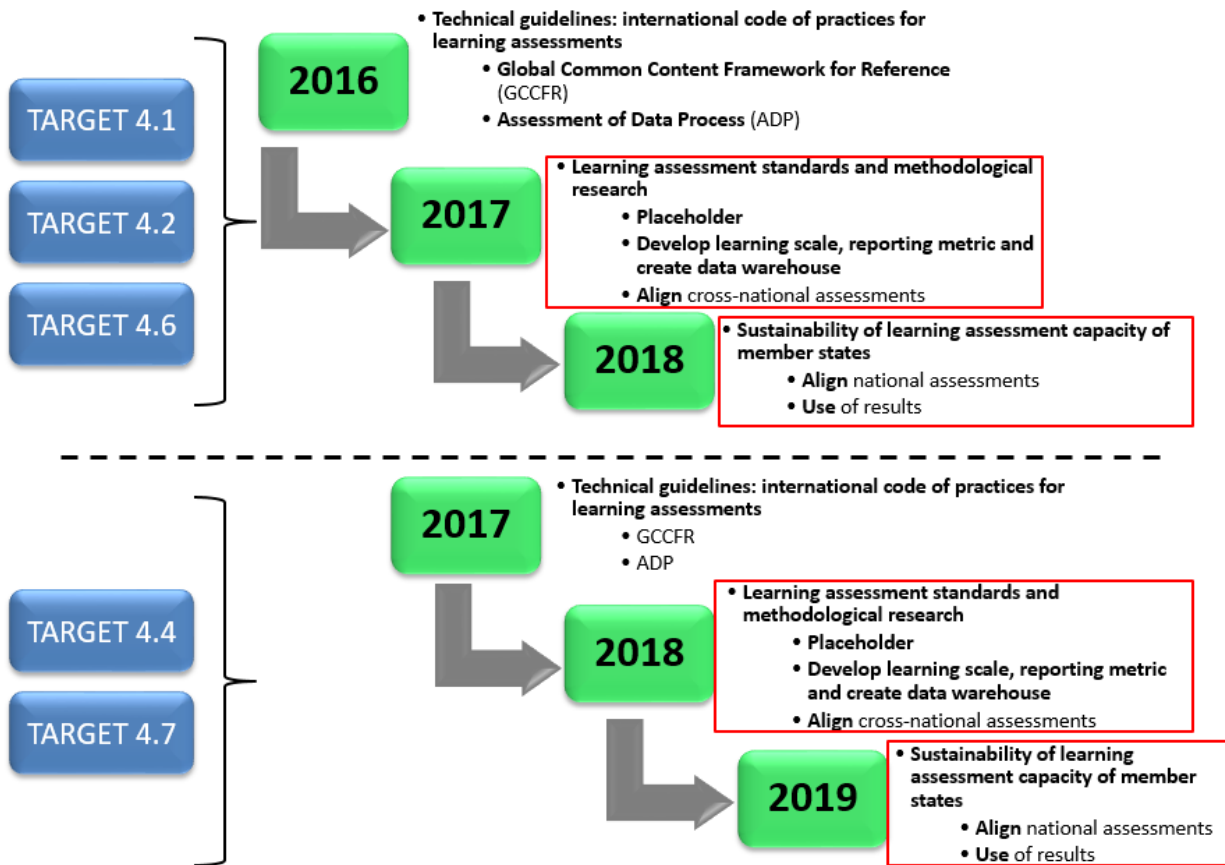


# 8. Immediate activities

The immediate activities for GAML will include:

1. Organize meetings

Identify experts for each SDG target and organize an initial meeting to communicate the role of GAML, build consensus in political and technical areas, and agree on plan to move the SDG 4 process forward. Once GAML is established and stakeholders agree on the overall direction and Technical Task Force meetings can be organized for in-depth discussions within each SDG target.

2. Create funding and operational model

GAML will produce terms of reference for each organized group (Tasks Forces); organize donors and develop funding strategy; and create a pragmatic operational model that is adaptable in different regions.

3. Propose results framework

The stakeholders will need to agree on a common set of results to be achieved during the partnership period. This results framework will be aligned closely with the Education 2030 Agenda as well as national and regional objectives.