



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
FOR  
STATISTICS

# The Global Alliance to Monitor Learning (GAML): Log Frame

Montreal, Canada  
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## 1. Executive Summary

The Global Alliance to Monitor Learning (GAML) is an initiative to support national strategies for measuring learning and enable international reporting. Led by the UNESCO Institute for Statistics (UIS), GAML brings together UN member states, international technical expertise, and a full range of implementation partners—donors, civil society, UN agencies, and the private sector—to improve learning assessment globally.

GAML is the first initiative of its kind, bringing together all education stakeholder groups for collective action on obtaining better learning data. The key features of GAML include:

- Balancing data needs of countries and accuracy needed for global reporting
- Engaging stakeholders through various pathways of participation by national governments, civil society, teachers' organizations, donors, UN agencies, and academia
- Providing actionable guidance to countries to improve monitoring of learning

This document describes the log frame of the project as of 8 May 2017.



## 2. GAML log frame

GAML has two basic objectives: to support national strategies for learning assessment, and to ensure international reporting on the SDGs by all UN member states. Ultimately the rationale behind SDG monitoring is that it would serve to make better decisions and improve education systems and, learning.

The overarching goals for long-term impact include improved monitoring for policy-making; increased efficiency, transparency and accountability in education data; improved education system results; and, ultimately, improved learning worldwide. GAML will achieve these objectives through work in four strategic components:

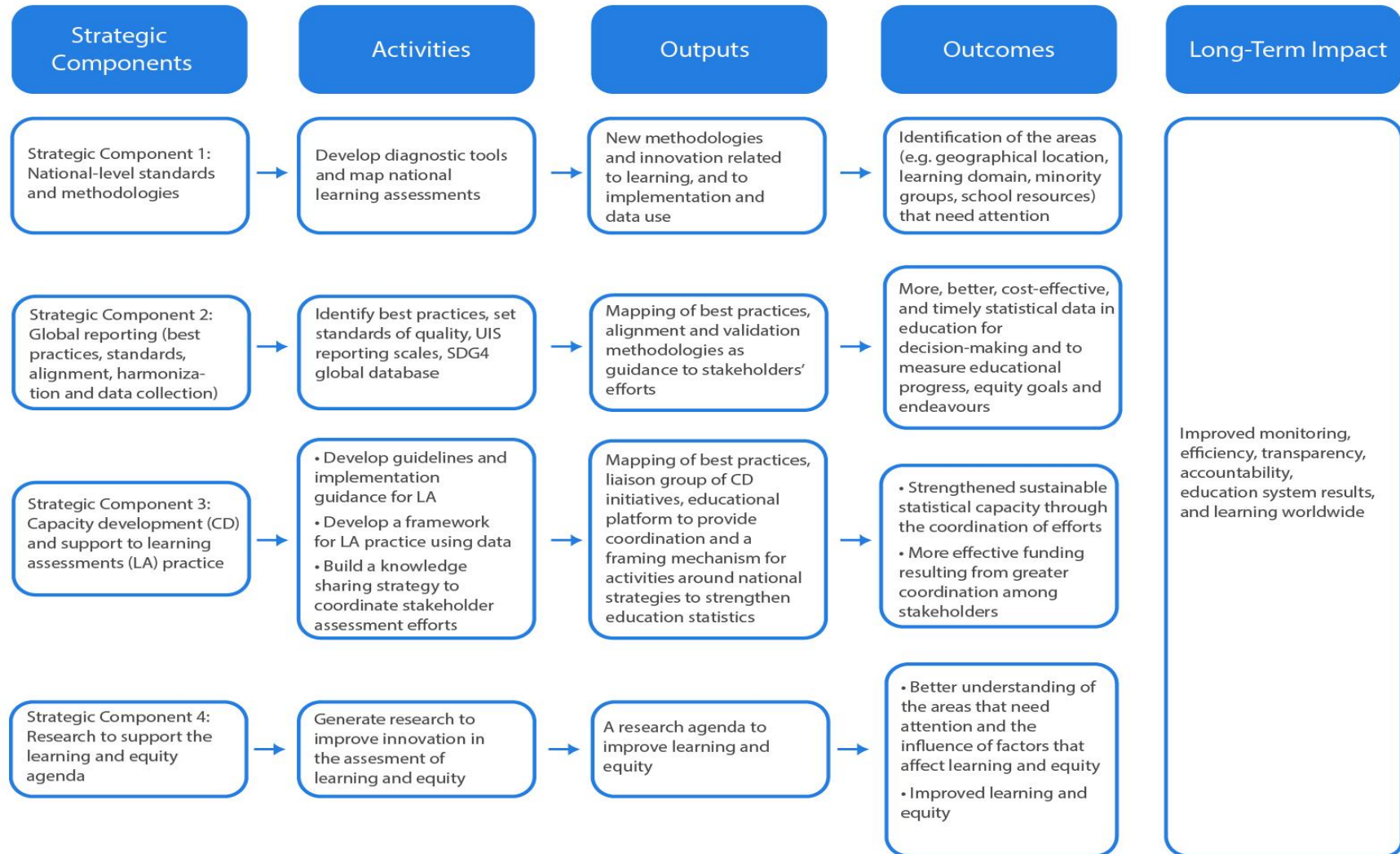
1. National-level standards and methodologies
2. Global reporting (best practices, standards, alignment, harmonization and data collection)
3. Capacity development and support to learning assessment practices
4. Research to support the learning and equity agenda

**Figure 1** summarizes the project logical framework model.

**Table 1** provides summary of GAML expected outputs per target. **Tables 2** and **Table 3** go into details describe the outputs of various targets with learning- and skills-related indicators. Table 2 provides key expected outputs mainly on target 4.1 as it is the most progressed target among the five and a lot of work has been in progress in this target. Table 3 lists the desired outputs as of May 8th 2017 for Targets 4.2, 4.4 and 4.6, following similar roadmap as target 4.1. Finally, the annex on **Table A-1** lists some key operational and technical manuals and its expected timeline and **Table A-2** provides acronyms and terminology.



**Figure 1. GAML Logical Model**





**Table 1. Summary of GAML expected outputs per target**

	Target 4.1	Target 4.2	Target 4.4	Target 4.6	Target 4.7
<b>Strategic Component 1: National-level standards and methodologies</b>					
Manual of good practices	✓	✓	✓	✓	✓
Assessment of data quality	✓	✓	✓	✓	
Assessment of learning assessment practices	✓	✓	✓	✓	
<b>Strategic Component 2: Global reporting (best practices, standards, alignment, harmonization and data collection)</b>					
Global Common Content Framework for Reference (GCCFR)	✓	✓	✓	✓	
Defining minimum proficiency levels	✓	✓	✓	✓	
UIS reporting scale	✓	✓	✓	✓	
Interim reporting: Anchoring cross-national and national assessments	✓				
<b>Strategic Component 3: Capacity development and support to learning assessment practices</b>					
Mapping of best practices (availability, characteristics, frameworks and use)	✓	✓	✓	✓	
Learning assessment data strategy: guidelines	✓	✓	✓	✓	
Guidelines about learning assessments	✓	✓	✓	✓	
Recommend and generate a sustainable learning assessment strategy	✓	✓	✓	✓	
<b>Strategic Component 4: Research to support the learning and equity agenda</b>					
Definition of the constructs/ domains	✓	✓	✓	✓	
Mapping of existing learning assessments frameworks	✓	✓			
Development of coding scheme for mapping assessment framework	✓	✓	✓	✓	
UIS reporting scale alignment studies	✓	✓	✓	✓	
Global assessment module and bank of items	✓	✓	✓	✓	
Global background questionnaire	✓	✓	✓	✓	
Inventory of tools of learning assessments	✓	✓	✓	✓	



- Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2 By 2030, ensure that all boys and girls have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship
- Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.



**Table 2. Data Quality assessment and Target 4.1 tools**

	Expected Output(s)	Description of major contribution	Tentative dates
<i>Strategic Component 1: National-level standards and methodologies</i>			
Manual of Learning Assessment Practice	Manual of Practice for Learning Assessment (GP-LA)	Standards and guidelines for countries which are interested and planning on conducting learning assessments	May 2017
Assessment of Data Quality)	Assessment of quality of data collection and alignment of content processes in learning assessment	Assessment of Data Collection Process (ADC) in learning assessments for indicator 4.1 reporting and Evaluation of Alignment in Content (EAC) of the learning assessments to the UIS reporting scale for indicator 4.1 reporting	June 2017
Assessment of learning assessment practices	Assess system-wide educational quality frameworks	Diagnostic tool on assessment systems of student learning and country's education systems; usability and utility of data	June 2017
<i>Strategic Component 2: Global Reporting (standards, alignment, harmonization and data collection)</i>			
Global Common Content Framework for Reference (GCCFR) for Target 4.1	Basic reference frame for reading and mathematics	Basic reference frame of content, one for reading and one for mathematics	Mathematics: April 2017 Reading: June 2017
UIS reporting scale for Target 4.1 in reading and mathematics	Learning Progression Explorer (LPE), prototype and methodological paper	LPE describes the competencies of learners with respect to the UIS reporting scale	April 2017 – prototype review
Defining minimum proficiency levels (PL) for Target 4.1	Technical papers (theoretical and empirical papers) on the benchmarking process in defining minimum proficiency level in reading and mathematics	Conduct benchmarking exercise and define the minimum levels of competencies students and young people should have and make the benchmarking process transparent to countries	2018



	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Tentative dates</b>
Temporary reporting: Anchored cross-national database	Database for interim indicators for reporting Target 4.1 in 2017, technical and empirical papers.	Interim indicators for Target 4.1 until scaling and alignment methodologies of cross-national and national data are developed	Initial database: April-August 2017
<b><i>Strategic Component 3: Capacity development and support to learning assessment practices</i></b>			
Mapping of best practices	Mapping of availability, characteristics and use and reporting (Catalogue of Learning Assessment 2.0 – Modules 1 and 2)	information on the characteristics of learning assessments, country-level data and institutional environment in conducting learning assessments	Module 1: February 2017 Module 2: June 2017
Learning assessment data strategy: guidelines	Template of a learning assessment data strategy	Template of a sustainable data learning strategy that guides country's action.	2017
Guidelines about learning assessments	Policy paper to guide investment on learning assessment	A policy brief accompanies manual of good practice for learning assessment for member states	2017
Recommend and generate a sustainable learning assessment strategy	Development of an improvement plan template	A proposal on improvement plan for member states	2018
<b><i>Strategic Component 4: Research to support the learning and equity agenda</i></b>			
Definition of the constructs/ domains	Definition of the constructs/domains to be measured	Coordinate among stakeholders, develop glossary and provide clear definition of the constructs/domains to be measured so all stakeholders understand what is being measured	Vary by target
Mapping of existing learning assessments frameworks for target 4.1	Develop global learning assessments content reference list (reading and mathematics)	Identify the commonalities and differences of learning domains or coverage of learning in countries, specifically in reading and mathematics	Mathematics: April 2017 Reading: June 2017





	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Tentative dates</b>
Coding scheme for mapping assessment framework for target 4.1	Methodological paper on the process of mapping assessment framework onto the common content framework	Map national assessment framework onto the common content reference, a tool for Assessment of Data Quality	May 2017
UIS reporting scale alignment studies	Technical paper on the process to link global content and UIS reporting scale	Link Global Content Framework to UIS reporting scale. For countries who have gaps in their national learning assessment, propose assessment design and/or methodology to enable efficient measure of learning at country level for global reporting	December 2017
Global assessment module and bank of items	Basic learning assessment module to measure core competencies in mathematics and reading	The bank of items and the learning assessment module that allows countries to have <ul style="list-style-type: none"> <li>- Minimum basic information on learning</li> </ul> To link national learning assessments to UIS reporting scale for global reporting	2018
Global background questionnaire	Basic core background questionnaire	A questionnaire module to collect data on basic characteristics of learners to report on equity	2018
Inventory of tools in learning assessments	Listing of resources available for countries regarding learning assessments, includes descriptive, diagnosis and measurement tools.	Helps countries design learning assessments and use effectively global and regional resources. Avoids duplication of efforts and facilitates knowledge exchange.	2018



**Table 3. Suggested outputs for Targets 4.2, 4.4 and 4.6**

	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Expected Date</b>
<b>Target 4.2</b>			
Mapping of best practices	Tool to map availability, characteristics, frameworks, use and reporting	Information on the characteristics of learning assessments, country level data and institutional environment in conducting learning assessments	Module 1: February 2017
Global Common Content Framework for Reference (GCCFR) for Target 4.2	Literacy review of basic reference frame of competencies: socio-emotional, health, learning; harmonize definition and construct tools that harmonize across regions	Identify the basic reference frame of competencies through mapping of existing survey and assessment tools to see if there is commonality across regions and if harmonization is feasible develop harmonize tools	2017
Defining developmentally on-track	Technical paper on the benchmarking process in defining developmentally on-track	Defining developmentally on-track base on existing research and existing tools and make the benchmarking process transparent to countries	2018
UIS reporting for Target 4.2	Methodological paper on way to report on developmentally on-track and periodicity; set-up website and prototype of reporting	Description on how to report children under 5 who are developmentally on-track across different regions and with diverse cultural backgrounds and the frequency of reporting	2018
<b>Target 4.4</b>			
Global Common Content Framework for Reference (GCCFR) for Target 4.4	Literacy review of basic reference frame of ICT competencies; harmonize definition and coordinate across existing tools and/or further expand and build on existing tools	Identify the basic reference frame of ICT competencies through mapping of existing survey and assessment tools, identify gaps and agree on definition of ICT skills to further develop the frame	2017



	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Expected Date</b>
Defining minimum proficiency level for Target 4.4	Technical paper on the benchmarking process in defining minimum proficiency level	Defining minimum proficiency level with respect to an existing or enhanced scale and make the benchmarking process transparent to countries	2018
UIS reporting for Target 4.4	Methodological paper on the reporting of minimum proficiency in Target 4.4 and periodicity; set-up website and prototype of reporting	Description on definition of ICT skills and methodology to report on young people who have achieved minimum competencies in ICT skills and the frequency of reporting	2018
<b>Target 4.6</b>			
Global Common Content Framework for Reference (GCCFR) for Target 4.6	Literacy review of basic reference frame of adult competencies, further expand existing tools, develop Short Literacy Survey (SLS)	Identify the basic reference frame of adult competencies through mapping of existing assessment tools, identify gaps and further develop the frame	2017
Defining fixed level of proficiency for Target 4.6	Technical paper on the benchmarking process in defining fixed level of proficiency	Defining fixed level of proficiency with respect to an existing or enhanced scale and make the benchmarking process transparent to countries	2017
UIS reporting for Target 4.6	Methodological paper on the reporting of fixed level of proficiency in Target 4.6 and periodicity; set-up website and prototype of reporting	Description of the definition of functional literacy and methodology to report adults in diverse cultural background who have achieved fixed level of proficiency to be considered as functionally literate and the frequency of reporting	2018



## ANNEX

**Table A-1. Operational and technical manuals – Timeline**

<b>Target 4.1</b>	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Tentative dates</b>
Mapping existing tools	Database of tools	Collection of tools, Identify commonalities and differences across existing tools	December 2017
Manual of coding learning assessments into content reference framework for Target 4.1	Manuals of coding scheme (reading and mathematics) to map learning assessment content framework	Manuals describing the procedure to map national and cross-national assessment frameworks to global content framework in reading and mathematics	Mathematics: April 2017  Reading: June 2017
Mapping content framework for Target 4.1	Manual of global content reference framework for mathematics and reading, methodological paper describing development.  A paper and database identifies the commonality and difference of learning domains in countries.	Map existing national and cross-national assessment frameworks onto the global content reference for reading and mathematics.	Mathematics: April 2017  Reading: June 2017
Alignment	Technical paper on the linkage between UIS reporting scale and the GCCFR	Map the UIS reporting scale to GCCFR to show the comprehensiveness of the reporting scale	December 2017
Data harmonization process for Target 4.1	Technical manual on alignment to the UIS reporting scale	Describe the Evaluation of Alignment Content Process (EAC) and Assessment of Data Collection Process (ADC) (as part of Assessment of Data Quality, ADQ)	December 2017



Benchmarking process for Target 4.1	Technical papers on the benchmarking process in defining minimum proficiency level in reading and mathematics on the UIS reporting scale	Conduct benchmarking meeting to define minimum proficiency level on the UIS reporting scales.  Make the benchmarking process transparent to countries.	June 2018
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**Table A-2. GAML acronyms and terminology**

A4L	Assessment for Learning
ADC	Assessment of Data Collection, previously known as Assessment of Data Process (ADP)
ADQ	Assessment of Data Quality could also be referred to Evaluation of Data Quality for reporting
ASWEQ	Assessment of Country System Wide Educational Quality Framework, a diagnostic tool to assess the education system and the utility of data for policy development
CLA	Catalogue of Learning Assessment previously known as Observatory of Learning Outcomes (OLO)
EAC	Evaluation of Alignment in Content, previously known as Evaluation of Alignment Process (EAP)
GCCFR	Global Common Content Framework for Reference, at times may refer as Global Content Framework for Reference (GCFR)
GP-LA	Manual of Good Practice in Learning Assessments, previously known as International Code of Practice in Learning Assessment (ICP-LA)
ILSA	International Large-Scale Assessment
LPE	Learning Progression Explorer
MPL	Minimum Proficiency Level
NAF	National Assessment Framework
NLA	National learning assessment
UIS RS	UIS reporting scale – Metrics in Reading and Math