



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
FOR  
STATISTICS

# The Global Alliance to Monitor Learning (GAML): Result Framework

June 2017



## 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 result framework of the project as of **18 June 2017**.



## 2. GAML result framework

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.

The main function of UIS in the GAML is data production and data reporting. Therefore the result framework will look at these in two tracks: national level supports and global reporting by producing standards, guidelines and tools to support capacity development in countries and engage in research to improve knowledge.

**Figure 1** summarizes the project logical framework model to support national activities and global reporting.

- **National level activities:** GAML works with technical partners engage in research to map existing practices and develop tools, standards and guidelines to help country who does not have national learning assessment develop a sustainable learning assessment system; and country who has national learning assessment to improve its system and efficiently use of learning outcomes data for policy development. In both cases the developed tools are to support country produces quality data and the use of data.
- **Global reporting:** GAML works with technical partners to develop tools and processes for global reporting. The establishment of the common framework and data validation process are to ensure common languages in international education community and submitted country data for global reporting are of good quality. Furthermore, UIS is working with GPE to ensure funding flow to help country develop robust learning assessment system so as to increase coverage of country reporting on learning.



Figure 1. GAML Logical Model

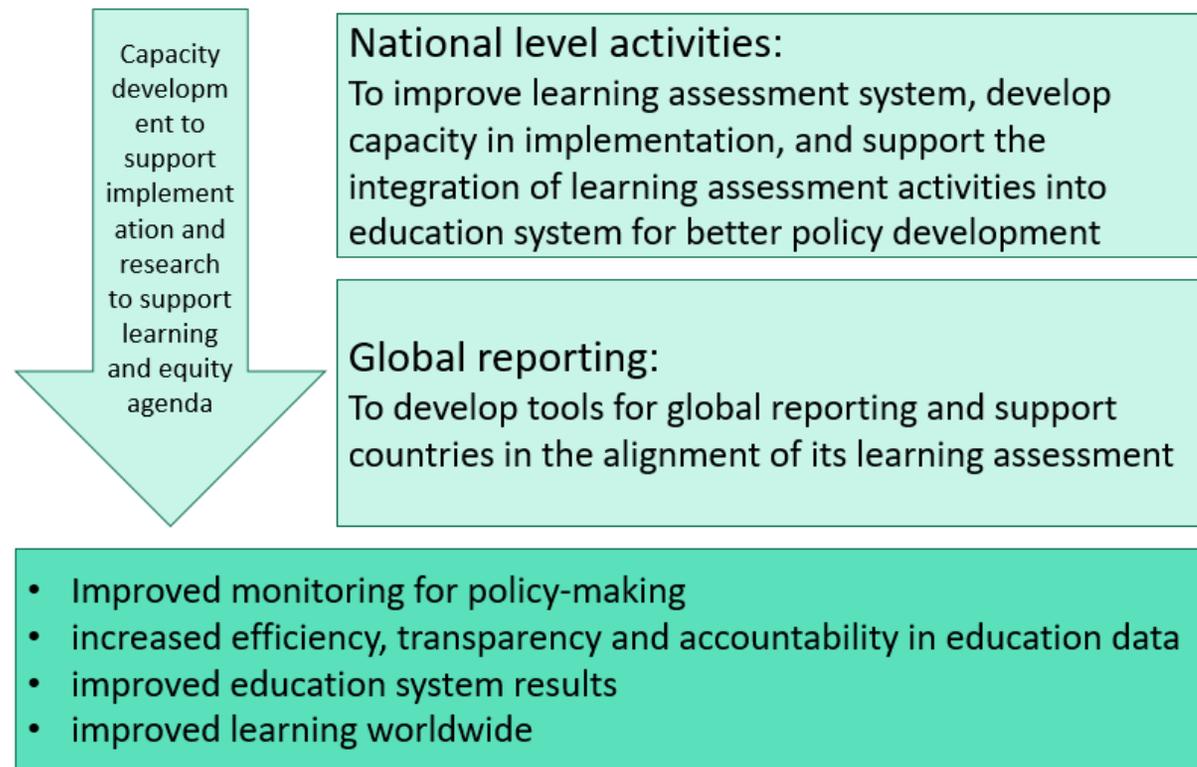




Table 1. Summary of GAML expected outputs per target

	Target 4.1	Target 4.2	Target 4.4	Target 4.6	Target 4.7
<b>Component 1: National-level activities</b>					
Evaluate assessment framework	✓	✓	✓	✓	
Assess data quality	✓	✓	✓	✓	
<b>Component 2: Global reporting</b>					
Develop Global Common Framework	✓	✓	✓	✓	
Develop UIS reporting scale	✓	✓	✓	✓	
Benchmark to establish minimum proficiency levels (MPL)	✓	✓	✓	✓	
Validate and align submitted data	✓	✓	✓	✓	
Interim reporting base on cross-national database	✓				
<b>Component 3: Capacity development to support implementation</b>					
Inventory of tools in learning assessments	✓	✓	✓	✓	
Manual of learning assessment practices	✓	✓	✓	✓	
Guidelines to set-up learning assessment	✓	✓	✓	✓	
Learning assessment data strategy	✓	✓	✓	✓	
<b>Component 4: Research to support the learning and equity agenda</b>					
Harmonize definition of reporting variables and terminology	✓	✓	✓	✓	
Develop coding scheme to construct common framework	✓	✓			
Map existing learning assessment framework	✓	✓	✓		
Map existing learning assessment practices	✓	✓	✓	✓	
Evaluate assessment practices in education system	✓	✓	✓	✓	
Develop assessment module and bank of items	✓	✓	✓	✓	
Develop core background questionnaire	✓	✓	✓	✓	
Conduct UIS reporting scale validity studies	✓				



Table 2. Data Quality assessment and Target 4.1 tools

	Expected Output(s)	Description of major contribution	Tentative dates
<b>Component 1: National-level activities</b>			
1.1. Evaluate assessment framework	Manual	Manual describes methodology to map national assessment framework onto the learning domain reference list.  It is also a potential tool for Evaluation of Alignment in Content for global reporting	Mathematics and reading: December 2017
1.2. Assess Data Quality	Concept note and tools	Concept note to describe the design and process of validating data quality.  Tools to evaluate the development and the data collection process in national learning assessments	Concept note: June 2017 Tools: 2018
<b>Component 2: Global Reporting</b>			
2.1 Develop Global Common Framework	Learning domain reference list	Learning domain reference list for reference, one for reading and one for mathematics	Mathematics: May 2017 Reading: August 2017
2.2 Develop UIS reporting scale	Learning Progression Explorer (LPE) prototype and methodological paper	LPE describes the competencies of learners broadly on the UIS reporting scale. Documented methodology to explain the development of LPE. Validation of reporting scale will depend on funding and might be completed in 2018.	Prototype: April 2017 Methodology paper: June 2017 Validation process: 2018
2.3 Benchmark to establish minimum proficiency levels (MPL)	Technical paper	Technical paper describes benchmarking process to define minimum level of competencies on the UIS reporting scale that students and young people should have achieved. Benchmarking exercise may start in 2017 and complete in 2018	Technical paper: July 2017 Benchmarking: 2018
2.4 Validate and align submitted data	Concept note and data validation process manual	Concept note to describe the conceptual framework. Manual describe the process of validation for	Conceptual framework: September 2017



	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Tentative dates</b>
		global reporting which include alignment of content and assessment of data collection	Data validation manual: 2018
2.5 Interim reporting base on cross-national database	Methodology paper and database	Methodology paper describe the methodology developed to create the database for interim reporting for indicator 4.1.1 until harmonization methodology for cross-national and national assessments are developed	Preliminary database: May 2017
<b>Component 3: Capacity development and support to implementation</b>			
3.1 Inventory of tools in learning assessments	Database of resources	For country that does not have national learning assessment, the list of resources provide descriptive, diagnostic and measurement tools that help countries design learning assessments, use effectively global and regional resources and facilitate knowledge exchange.	2018
3.2 Manual of learning assessment practices	Standards and guidelines	Standards and guidelines reference manual on good practices for learning assessment (GP-LA) for countries which are interested in planning on conducting learning assessments	Standards and guidelines reference: June 2017
3.3 Guidelines to set-up learning assessment	The 'how to' guide	A 'how-to' guide that accompanies manual of good practice for learning assessment to guide investment on and development of learning assessment	2018
3.4 Learning assessment data strategy	Data strategy guidelines and tools	Guidelines to guide country's action on learning assessment with accompanied tools like improvement plan and template for a sustainable learning strategy	2018
<b>Component 4: Research to support the learning and equity agenda</b>			
4.1 Harmonize definition of reporting variables and terminology	A paper of meta information on learning assessment	A guiding paper with meta-information of learning assessment, harmonized definition of reporting variables and terminology uses in reporting SDG 4	December 2017



	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Tentative dates</b>
4.2 Develop coding scheme to construct common framework	Coding schemes	Developed coding schemes to construct learning domain reference list, one in reading and one in mathematics	Mathematics: May 2017 Reading: August 2017
4.3 Map existing learning assessment framework	Database of learning assessment framework and a map of learning domain coverage	Database of existing national assessment framework, and a map of learning domain coverage that helps to identify the commonalities and differences of learning covers in countries, one in reading and one in mathematics	Mathematics: May 2017 Reading: August 2017
4.4 Map existing learning assessment practices	Concept note and data collection tools - Catalogue of Learning Assessment 2.0 - Modules 1 and 2	<p>Concept note describes the design and coverage of data collection tools.</p> <p>Module 1 is the tool to collect meta information of learning assessment: characteristics of learning assessments, institutional environment in conducting learning assessments, and use of data in country</p> <p>Module 2 is a tool to collect national learning assessment outcomes data</p>	<p>Concept note: February 2017</p> <p>Module 1: February 2017</p> <p>Module 2: July 2017</p>
4.5 Evaluate learning assessment practices in education system	Concept note and tool	<p>Concept note describe the design and coverage of data collection tool.</p> <p>Diagnostic tool to assess system-wide educational frameworks, which includes assessment systems of student learning and country's education systems on usability and utility of data</p>	<p>Concept note: June 2017</p> <p>Tool: September 2017</p>
4.6 Assessment module and bank of items	Guiding paper and cognitive items assessment module	<p>A guiding paper describes the design of learning assessment module</p> <p>The assessment module allows countries to measure core competencies in mathematics and reading. If design appropriately the module may allow linking national learning assessments to UIS reporting scale for global reporting</p>	2018

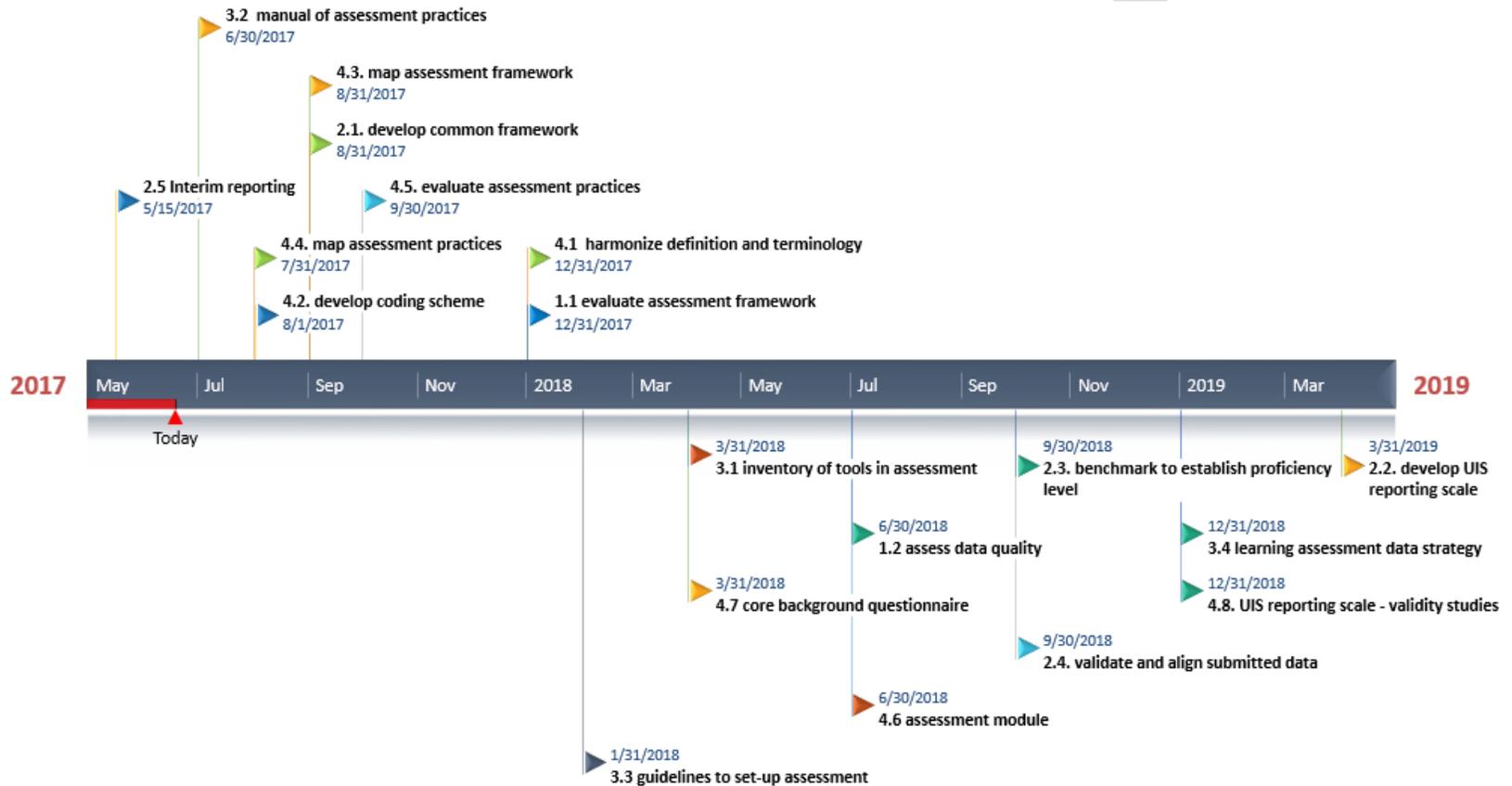


	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Tentative dates</b>
4.7 Core background questionnaire	Guiding paper and core background questions	<p>A guiding paper describes the function of core background questions.</p> <p>The core questionnaire module could be used to collect data on basic characteristics of learners to report on equity</p>	2018
4.8 UIS reporting scale validity studies	Technical papers	A couple of validity studies which include the alignment of learning domain reference list and UIS reporting scale, and validation of reporting scale	<p>Validity study: December 2017</p> <p>Validation study: 2018</p>

Draft for discussion



Figure 2. Tentative timeline on the products for indicator 4.1.1



Draft



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

	Expected Output(s)	Description of major contribution	Expected Date
<b>Target 4.2</b>			
Mapping of best practices	Paper	A paper to map availability, characteristics, frameworks, and the use of learning assessment and child cognitive development information	2017
Global Common Framework for Target 4.2	Paper	A literature review of basic framework of competencies in socio-emotional, health, learning. Research if it is feasible to harmonize definition and construct tools from across regions	2017
Define developmentally on-track	Technical paper	A technical paper on the process to define developmentally on-track base on existing research and existing tools	2018
UIS reporting for Target 4.2	Methodology paper	A methodology paper on way to report developmentally on-track across different regions and with diverse cultural backgrounds	2018
<b>Target 4.4</b>			
Global Common Framework for Target 4.4	Paper	A literacy review of basic framework of ICT competencies, Research if it is feasible to harmonize definition. Coordinate across existing tools and/or further expand and build on existing tools	2017
Define minimum proficiency level for Target 4.4	Technical paper	A technical paper on the process to define minimum proficiency level with respect to an existing or enhanced scale	2018
UIS reporting for Target 4.4	Methodology paper	A methodology paper on reporting minimum proficiency on young people who have achieved minimum competencies in ICT skills	2018



	<b>Expected Output(s)</b>	<b>Description of major contribution</b>	<b>Expected Date</b>
<b>Target 4.6</b>			
Global Common Framework for Target 4.6	Paper	A literacy review of basic framework of adult competencies to identify gaps, further expand existing tools by describing the proposed Short Literacy Survey (SLS)	2017
Define fixed level of proficiency for Target 4.6	Technical paper	A technical paper to define fixed level of proficiency with respect to an existing or enhanced scale	2017
UIS reporting for Target 4.6	Methodology paper	A methodology paper to describe the definition of functional literacy and methodology to report adults in diverse cultural background as functionally literate	2018



## ANNEX

### 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 Common 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