



Global Alliance to Monitor Learning (GAML)

Term of Reference for Target 4.7 Task Force

**Montreal, Canada
March 2017**



1 Reasons for proposing the Task Force (TF)

1.1 Overview of the proposal

UNESCO Institute for Statistics is responsible for defining and measuring globally-comparable indicators of Goal 4 of the Sustainable Development Goals. UNESCO Institute for Statistics is launching the Global Alliance to Monitor Learning, to provide a platform for discussion among stakeholders, researchers, UN and NGO partners on how to fulfil UIS's mandate for producing globally-comparable data on learning for each target within Goal 4. Three key issues require discussion: 1) the comparability of measurement across countries; 2) how best to define the proficiency level; and 3) how frequently data should be collected to effectively track changes in outcomes due to interventions, and to guide policy. Options for measurement, including integration of existing data to address the need for universal learning/skill indicators, will also be outlined by GAML.

UNESCO Institute for Statistics is convening task forces to address technical approaches to measurement of learning across Goal 4, as part of the Global Alliance to Monitor Learning (GAML). Task forces will provide opportunities for input from a diverse range of stakeholders, with the overall purpose of identifying the innovations and methodological advances that could inform the design and implementation of universal learning/skill indicators.

For Target 4.7, indicators include: (i) percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability and (ii) percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience.

To develop a sound data collection mechanism for the first of these, the International Association for the Evaluation of Educational Achievement (IEA), in collaboration with UNESCO, has launched the 2019 International Civic and Citizenship Education Study (ICCS). ICCS 2019 has been conceived to build upon the main cycle of ICCS 2016. It will extend the country and thematic coverage of this well-established study, by reporting on indicators of knowledge and understanding, skills, beliefs, attitudes and behaviours relating to Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). Countries participating in ICCS 2019 will generate reliable and comparative data, which can inform decision-making and help monitor progress towards the implementation of Target 4.7 of the new global education agenda.

For the second learning outcomes indicator, originally sourced from PISA but now discontinued, many technical issues remain including the identification of suitable new data sources and the development of questions to assess the level of knowledge of young people in these fields. Moreover, with the rapid expansion of investments in learning assessments, it is critical to focus attention on the quantity and quality of the available data across different national and regional settings.

1.1.1 Purpose of the work

GAML presents an opportunity to further define measurement for the two outcome indicators for Target 4.7, children or young people learning related to citizenship, sustainability and the environment, by focusing on three key areas:

- 1) Global comparability: Identifying key technical issues in measurement of Target 4.7 and setting technical standards for reliability in assessments;
- 2) Setting a proficiency level: Defining options for measuring ‘knowledge and skills’ and defining proficiency levels in each area, through review of scientific literature, convening of experts, and identifying possible technical approaches to measurement, and continued development of pragmatic methodologies for measurement;
- 3) Periodicity: Examining the sensitivity of population-based measures to intervention effects, to estimate how frequently the data should be generated to track effects of investments on adult and young people learning/skill on basic literacy and numeracy.

Specific options for discussion include identification of the pros/cons of each approach, within the larger context of an emphasis on globally-comparable data that can also inform national-level decision-making:

- Use one tool, with the ICCS as the main alternative at present.
- Discuss the development of tools and mechanisms for aligning the results of other national assessments to those from ICCS.
- Support and carry out methodological research to determine how the proficiency should be set.
- Capacity building for measurement, for exploring how best data can inform policy and programmatic decisions; documenting strengths and challenges to using data within national systems; and the creation of a platform to facilitate information-sharing.

These goals are expected to be achieved by working through the proposed UIS GAML Secretariat, and informed by convening stakeholders and experts to generate consensus.

The Task Force will work on the following areas:

- Provide feedback on measurement of Target 4.7, with emphasis on target 4.7 learning indicators, on the production of data quality framework, to help guide the development and implementation of robust and reliable assessments;
- Identify technical issues that are relevant to Target 4.7 learning indicators and define the scope for commission research studies;
- Review commission research studies and synthesize input from task force members to make recommendations to GAML Secretariat and Chairs;
- Provide feedback on the development of implementation and capacity building plan to support countries in measuring indicators relevant to Target 4.7, especially for developing countries with diverse cultural settings.

1.1.2 Task Force Composition

The Task Force members will include six to twelve members:

- Representative from service providers
- Representative from IEA or OECD
- Representatives from regional networks

- Representatives from professional and academic associations related to global citizenship education
- Representatives from Member States

1.1.3 Relation with other activities in Global Alliance to Monitor Learning (GAML) and Technical Cooperation Group (TCG)

The Task Force will be engaged in the following ways:

- Review commission studies
- Present technically sound and pragmatic solutions to the GAML Secretariat and Chairs
- Provide supporting evidences or suggest alternatives on the methodological work developed to the GAML Secretariat and Chairs
- Liaison with the GAML Chairs for advice when there is disagreement on the technical solutions among members
- Review technical tasks and process
- Represent the GAML to present technical solutions to the TCG member states as requested by the GAML Secretariat and propose to the TCG the best technical solutions to produce the proposed indicators
- Review the implementation and capacity building plan produces by partner organization like the IEA

In summary, the Task Force will work with GAML Chairs in term of technical development and propose best technical solutions to the TCG so final agreements can be reached within TCG for its implementation.

1.2 Organization of the work

Through the GAML Secretariat, UIS will take responsibility for summarizing the themes of the task forces and preparing summary documents to share with the GAML Chairs and TCG.

1.2.1 Outputs of the Task Force

The Task Force will review documents, advise technical developers, make recommendations to GAML Secretariat and Chairs and endorse the following:

- Related tools, data platform, performance descriptors of the global reporting metric;
- Relevance empirical and theoretical research;
- Validity studies; and
- Planning tools and guidelines on the implementation and capacity building.

1.2.2 Deliverables

The Task Force will produce a progress report and/or issue report to the Secretariat and Chairs on a semi-annual basis.

2 Schedule

2.1 Target date for the start of work, duration and target date for the conclusion of the work

The Task Force will set-up in March 2017. The duration of the Task Force will be on need-basis, depending on the tasks and skills needed in the Task Force. The GAML Chairs will approve the formation and composition of the Task Force.

The Task Force will meet virtually base on the development progress of the tools and products and once a year on an in-person meeting on the progress and update of work. The coordinator of the Task Force may represent the Task Force to present progress and technical solutions at GAML meetings, and possibly TCG meeting if deem necessary.

The coordinator of the Task Force will liaison with the GAML Secretariat and Chairs when there is issues that cannot be resolved within the team.

	Activities and Timeline	Date
1	Identify technical issues that are relevant to target 4.7 and define the scope for commission research studies	March 2017
2	Outline desired research studies and prepare TORs	March 2017
3	Review research studies and make recommendation on methodology, tools and data platform for the global reporting metric	March 2017
4	Advise on the implementation and capacity building plan with regards to target 4.7 learning indicators	March-June 2017
5	Work with research institutes on specific methodological and policy research in the area of target 4.7 learning indicators	July 2017- March 2018