

# Global Alliance to Monitor Learning Task Force 4.4

**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 jobs and entrepreneurship**

Progress Report

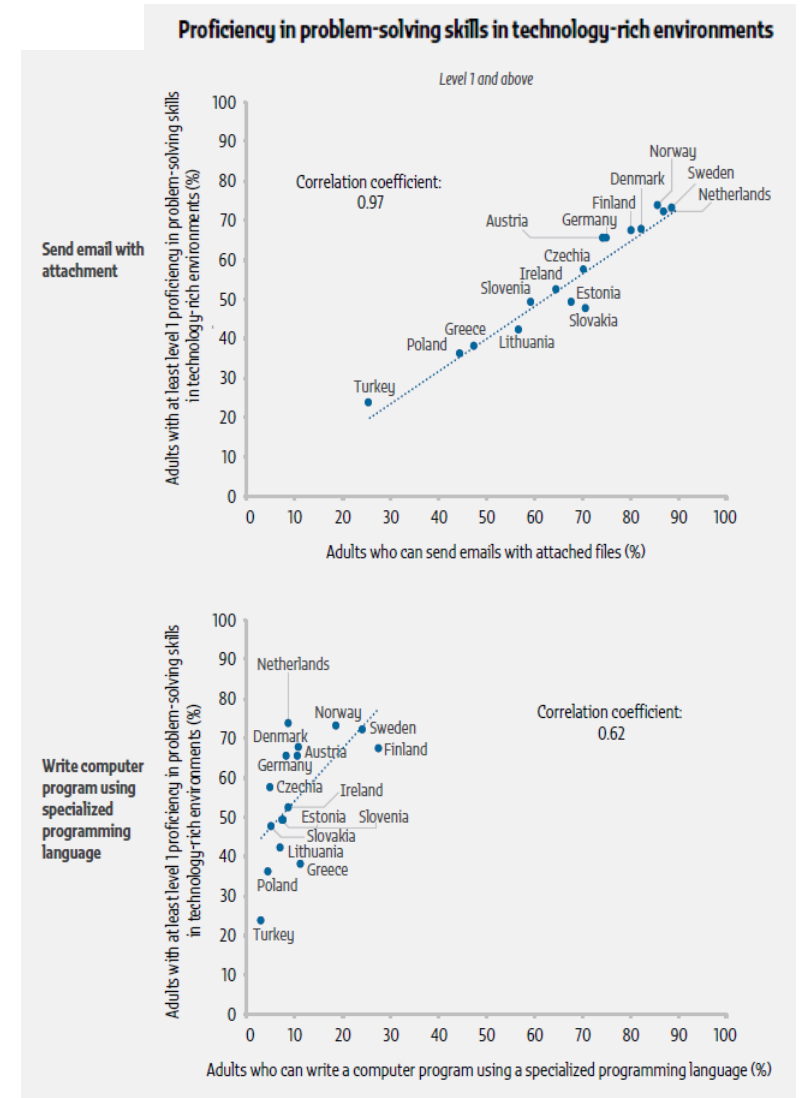
GAML fourth meeting

Madrid

29 November 2017

# Target 4.4 indicators – A primer

- **Global indicator** = indirectly assessed / skill use  
4.4.1 Percentage of youth/adults with ICT skills (nine activities)
- **Thematic indicator** = directly assessed / skill  
4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
- Comparing high income countries participating in indirect (Eurostat) and direct assessments (OECD) of adult skills, the indirect measure is correlated with the direct measure for some activities but not others – and still at the very rudimentary level



# Task Force workplan 2017/8

- **Output 1** = global content **framework** of ICT and digital literacy skills
- **Output 2** = **catalogue** of assessments of ICT and digital literacy skills  
+ mapping of these assessments to the global content framework

Expansion of membership of task force to include four more country representatives

Proposed GAML Task Force 4.4 measurement strategy

	National	Cross-national
<b>Relevance</b>	<b>What is being assessed?</b>	
Assessment frameworks	<p><b>Australia</b> National Assessment Program – ICT Literacy Years 6 &amp; 10 (<a href="#">NAP-ICT</a>)</p> <p><b>Chile</b> Habilidades TIC para el aprendizaje (<a href="#">SIMCETIC</a>)</p> <p><b>France</b> Cadre de référence des compétences numériques Brevet informatique et internet (<a href="#">B2i</a>)</p>	<p><b>IEA International Computer and Information Literacy Study (<a href="#">ICILS</a>)</b></p> <p><b>OECD Programme for the International Assessment of Adult Competencies: Problem solving in technology rich environments (<a href="#">PIAAC</a>)</b></p> <p><b>ECDL Foundation International Computer Driving License (<a href="#">link</a>)</b></p>
Competence frameworks	<p><b>France</b> Platform to self-assess adult digital skills (<a href="#">Pix</a>)</p> <p><b>Wales, United Kingdom</b> Digital Competence Framework (<a href="#">DCF</a>)</p>	<p><b>European Commission Digital Competence Framework for Citizens (<a href="#">DigComp 2.0</a>)</b></p> <p><b>LSE / Twente / Oii</b> Measuring digital skills (<a href="#">link</a>)</p>
<b>Implementation</b>	<b>Who is being assessed and how?</b>	
Technical standards <ul style="list-style-type: none"> <li>• sample, coverage etc.</li> <li>• modality, security etc.</li> </ul>		
<b>Interpretation</b>	<b>What do results mean?</b>	
<ul style="list-style-type: none"> <li>• reporting scale</li> <li>• performance levels</li> <li>• benchmarks</li> </ul>		<p>European Union Digital Economy and Society Index (<a href="#">DESI</a>) Dimension 2: Human capital / digital skills (<a href="#">note</a>)</p>

Global reporting <b>Standard expected GAML outputs</b>	TF activities		
	2017/18	2018/19	2019/20
<p>Has a learning assessment taken place? ▶ <b>Catalogue of learning assessments</b></p>	X		
<p>What is the least common denominator? ▶ <b>Global content framework</b></p> <p>How do different assessment frameworks map against the global content framework? ▶ <b>Content coding scheme</b> ▶ <b>Evaluation of content alignment</b></p>	X	X X	
<p>Are the assessments technically robust? ▶ <b>Evaluation of data quality</b></p>			X
<p>How does learning improve? ▶ <b>Learning progression</b> A score that is attached to each learning level ▶ <b>Reporting scale</b> What level should learners achieve on that scale? ▶ <b>Minimum Proficiency</b></p>			X X

# Work plan 2017/8 – Output 1

- No globally agreed definition of ICT and digital literacy skills but there are...
  - Competence frameworks, national or cross-national, e.g EC Digital Competence Framework for Citizens (DigComp 2.0)
  - Curriculum frameworks, national or sub-national
  - Assessments frameworks, national (e.g. Chile SIMCE or France B2i) or cross-national (e.g. IEA ICILS or OECD PIAAC)
- ...prepare a draft global competency framework through the following steps
  - use DigComp as starting point
  - map cross-national and a sample of national frameworks from different regions and consider modifications / extensions to DigComp
  - consult with experts to validate the modifications / extensions
  - lead open online consultation

Technical expert contracted and expected to deliver by April

# Work plan 2017/8 – Output 1 (cont.)

In parallel:

- **Broadband Commission** working group published **report** (September 2017) made similar call for global framework of digital literacy skills
  - Coordination with Broadband Commission and joining up with task force for this output
- Joint **side event** with Broadband Commission at **Mobile Learning Week** (March 2018) to contribute to the development of the content framework