



United Nations  
Educational, Scientific and  
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GLOBAL  
ALLIANCE  
TO MONITOR  
LEARNING

# Global Alliance to Monitor Learning: Update on Progress

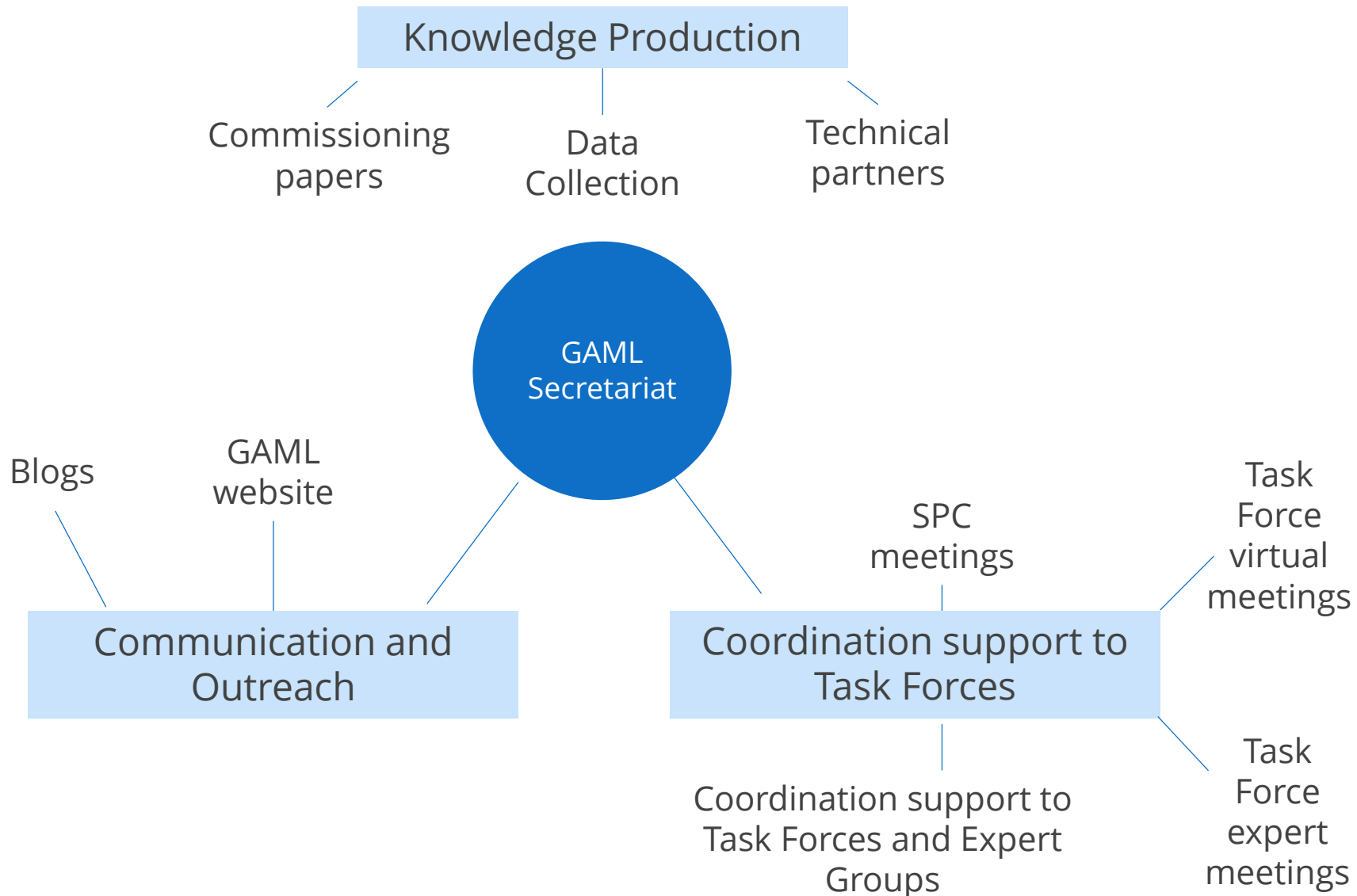
Silvia Montoya, UIS Director

GAML 5

October 2018 – Hamburg, Germany



- Activities of the GAML Secretariat
- Progress for each of indicators:
  - Indicator 4.1.1;
  - Indicators 4.4.2;
  - Indicator 4.6.1; and
  - Indicators 4.7.4 and 4.7.5



## Indicator 4.1.1

### ❑ Multi-tier indicator

*Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics.*

Tier III



Tier II

### ❑ Methodological requirements:

4.1.1.a

- Development plan to allow for cross-national comparability



✓ MPL defined



✓ Request to upgrade the indicator submitted

4.1.1.b & c

- Expanding comparability to express all assessments in:
  - Same reporting scale, and
  - Minimum standards of quality

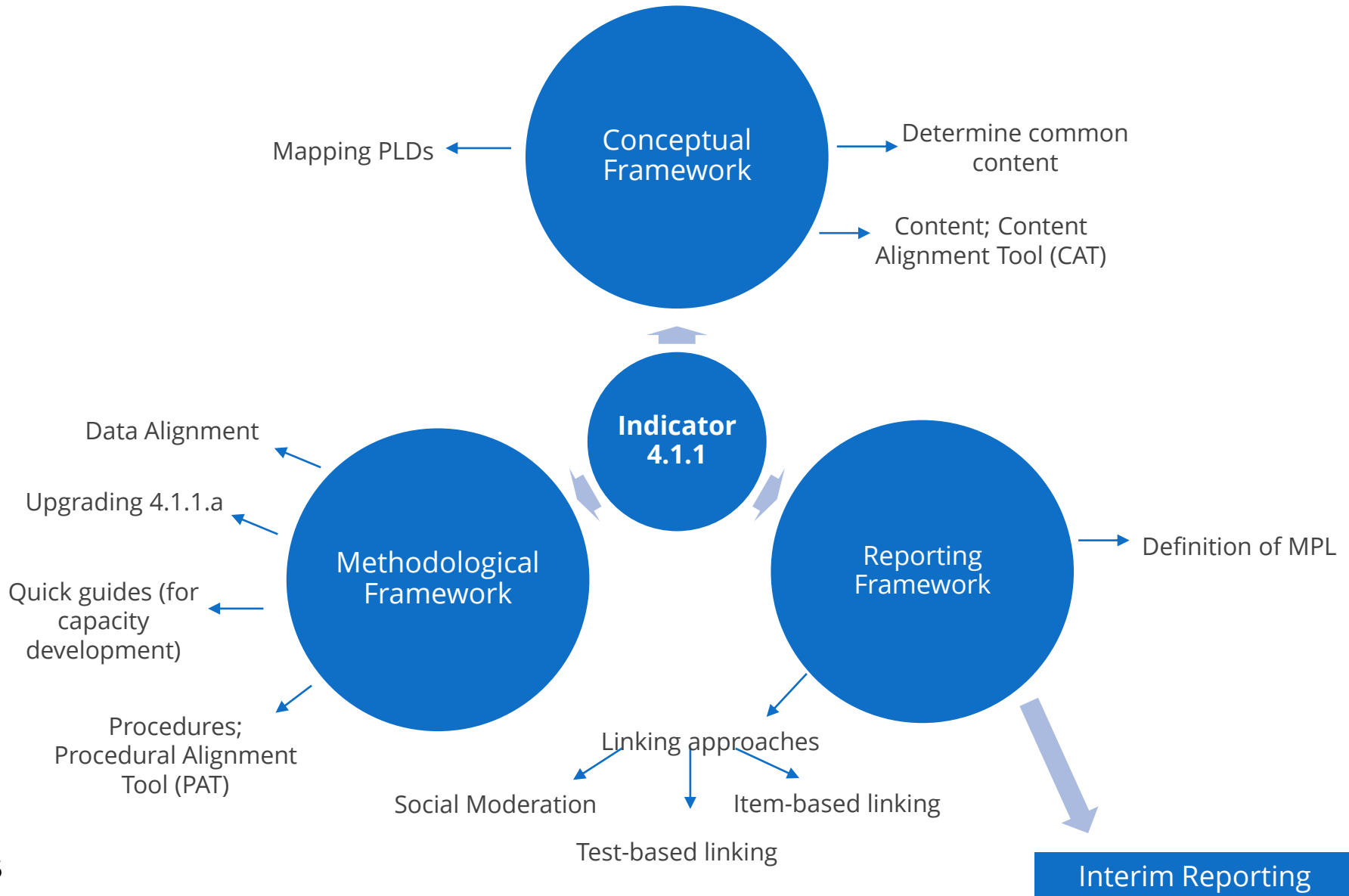


✓ MPL defined



✓ Procedural and content alignment tools developed

# Progress in Indicators: 4.1.1



# Communication Products

## Promoting a better understanding of the production and use of SDG 4 data...

- Quick Guides
- GAML website and country profiles
- Indicator dashboard <http://gaml.uis.unesco.org/dashboard/>
- Content and Procedural Alignment Tools

### Quick Guide No. 3 Implementing a National Learning Assessment

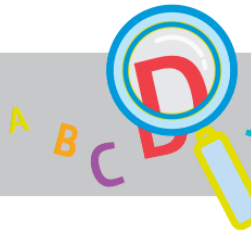


### Mapping existing learning assessments to SDG 4 indicators

SDG 4	Indicator concept	Indicator name	Type of assessment	Assessment	Questionnaire
Global	4.1.1 Learning	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	School-based	EGMA/EGRA	Cognitive test
				PASEC	Cognitive test
				PILNA	Cognitive test
				PIRLS	Cognitive test
				PISA	Cognitive test
				SACMEQ	Cognitive test
				TERCE	Cognitive test
			TIMSS	Cognitive test	
			Household-based	PAL Network	Cognitive test

### Quick Guide No. 4 Making the Case for a Learning Assessment

### SDG 4 DATA DIGEST 2018 Data to Nurture Learning Executive Summary



#training #teachertraining

participation in blended throughout the methodology for education and training

4 level, surveys such as I and the ILO surveys.

partnership development education and ment, including gender themes at all levels curricula, (c) teacher inns.

quantity and quality of in quality of OECD and transformational potential.

on the implementation ning Education for sions and Peace and end Fundamental

#teachertraining

very education, (c) lower

DATA SOURCES: Administrative data on enrollment of official development assistance from OECD's Development Assistance Committee.

DATA SOURCES: Administrative data from schools and other providers of education or training.

DATA SOURCES: Administrative data from schools and other organized learning centres.

## Indicator 4.4.2

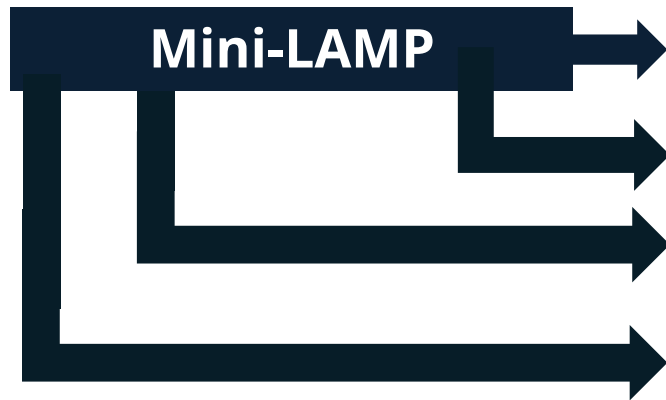
**What is a globally agreed definition of ICT and digital literacy skills?**

- *Global Competency Framework of Reference on digital literacy skills* – Center for Information Technology in Education, University of Hong Kong
- Measurement strategy by Task Force chair
- Mapping of existing assessments on the Global Framework for Digital Literacy Skills
- Recommending next steps on an assessment tool



## Indicator 4.6.1

**What is a concrete definition of “fixed proficiency levels” & “functional literacy and numeracy”?**



- Classified inventory of literacy assessments
- Progress in TF strategies
- Synthetic estimates to fill data gaps
- More affordable than LAMP; simplified version
- Tool package includes
  - Cognitive module
  - Background Questionnaire
  - Guidelines for different stages
  - Software and report plan
- Allows to report on indicator 4.6.1, 4.3.1 and 4.6.3



## Indicators 4.7.4 & 4.7.5

What is “adequate understanding”?

What is “proficiency”?

What are “issues related to sustainable development and global citizenship”?

TIMSS data to measure indicator 4.7.5



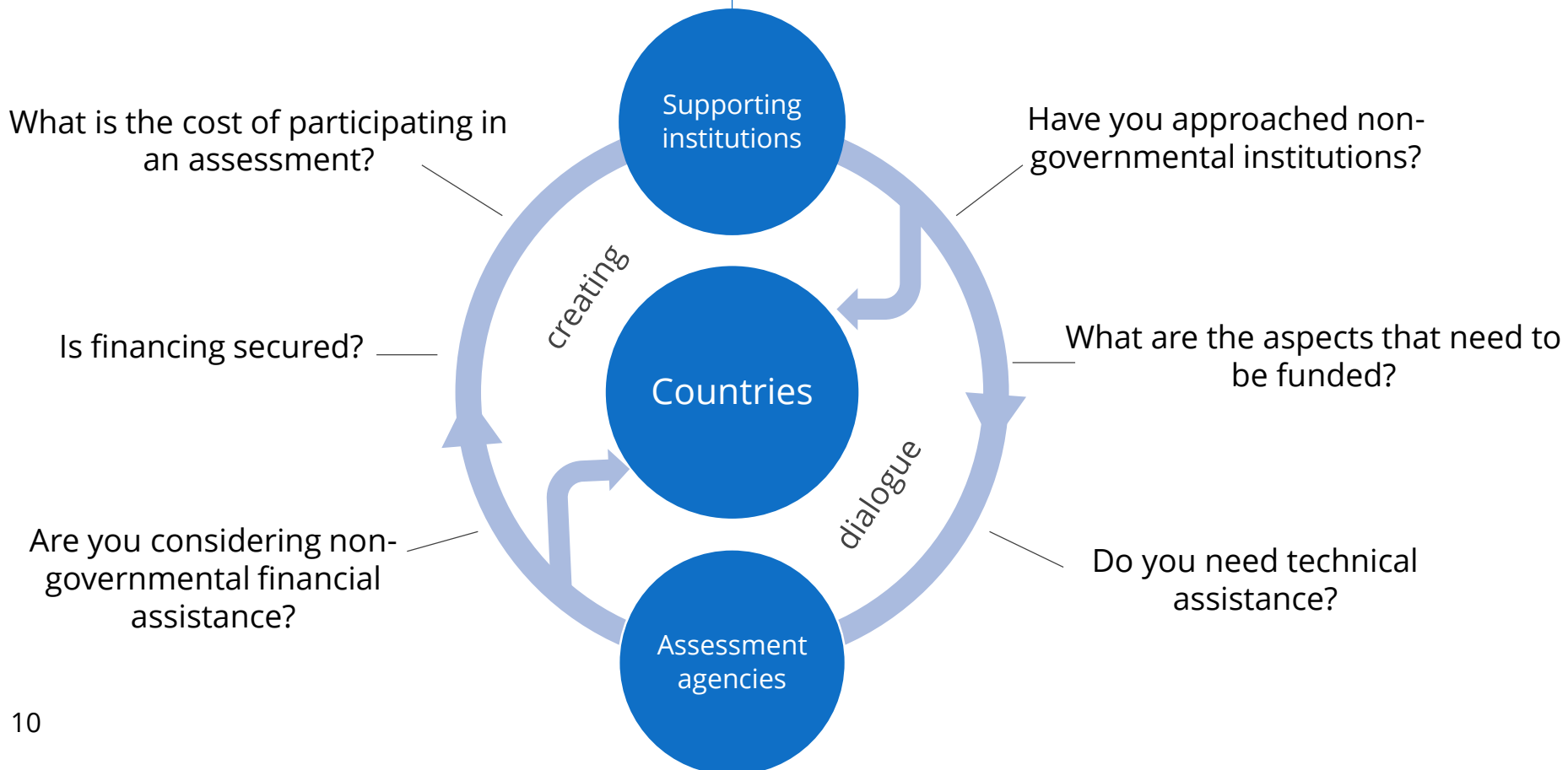
TIMSS grade 8 science framework

- Cross-study on the results of ICCS 2016 & 1974 6th consultation
- Study to map ESD measurement tool

## Understanding the Funding of Learning Assessments

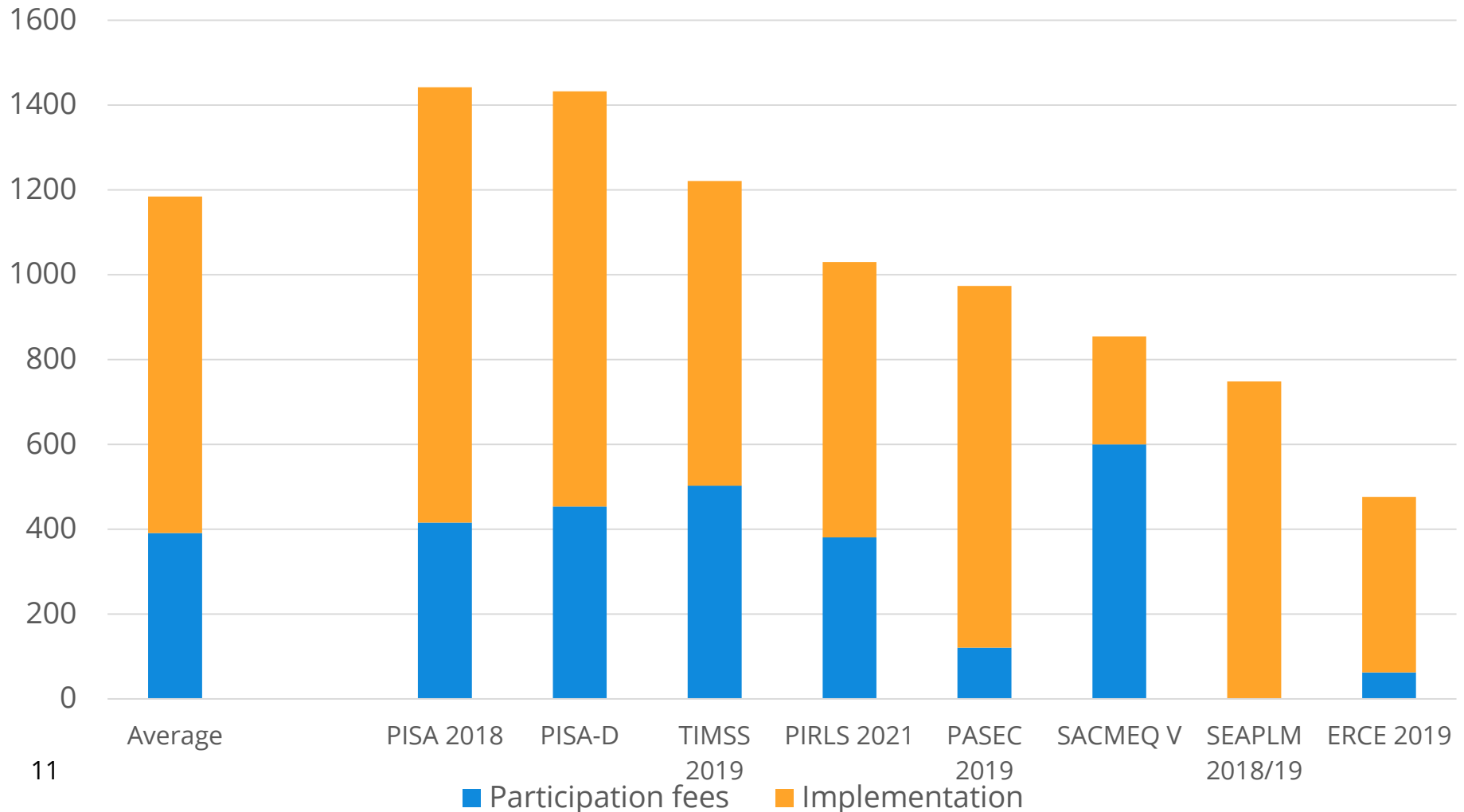
### UIS & GPE

#### Participation in Cross-national assessments

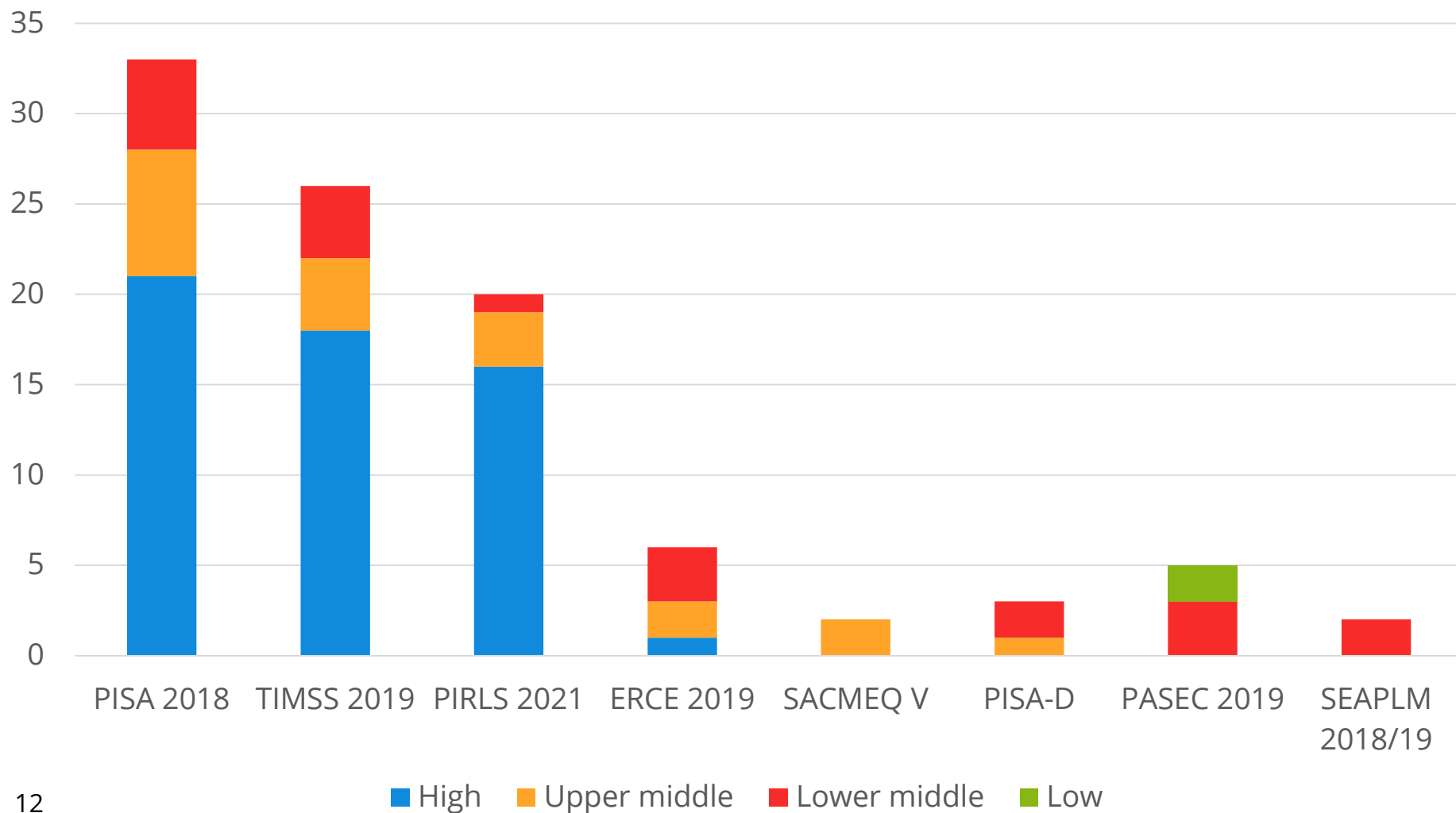


# Assessments vary broadly in costs by category of expenditure

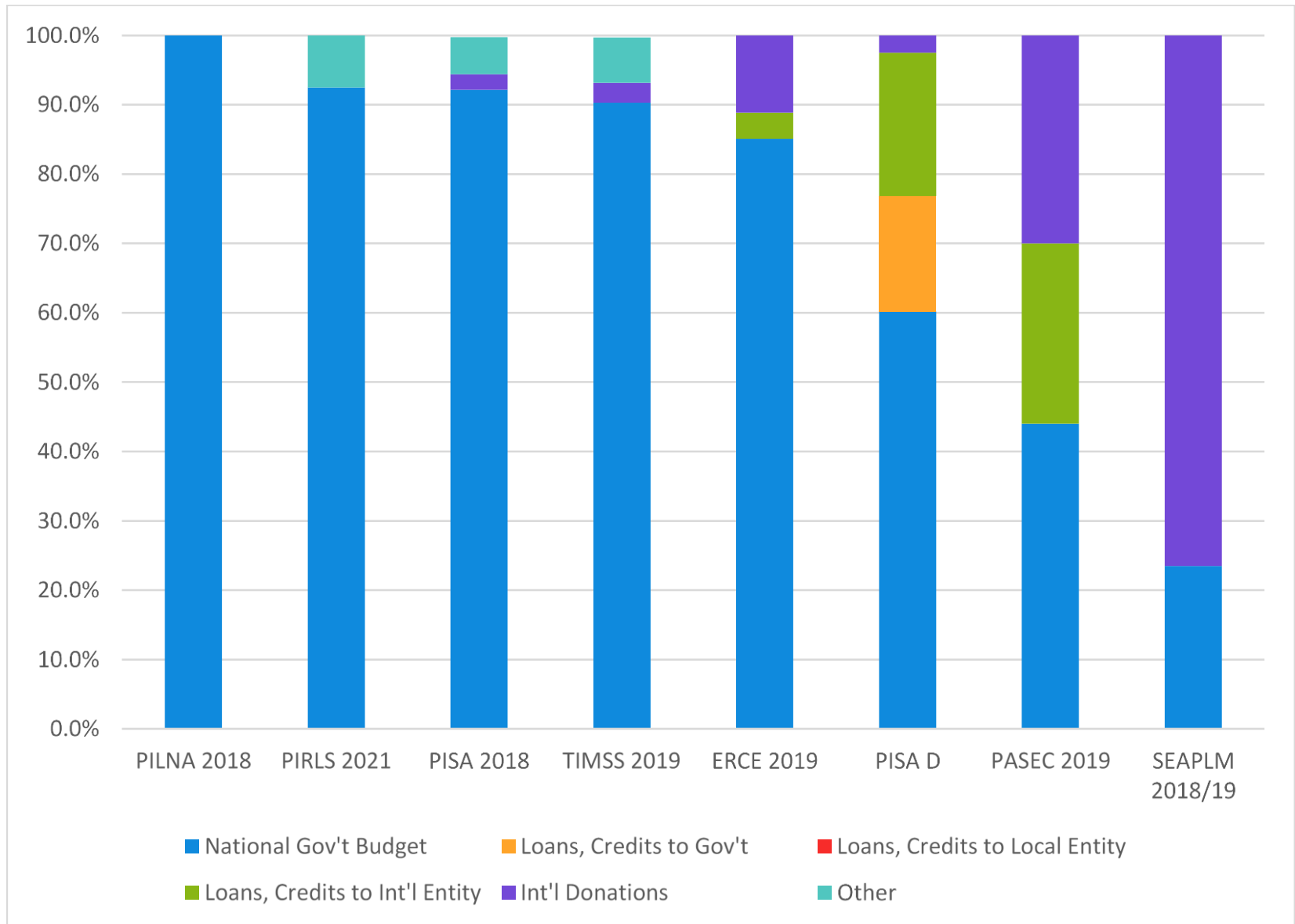
## Estimated cost to participate in a cross-national assessment (in thousands of USD)



## Number of countries by income level and participation in cross-national assessment



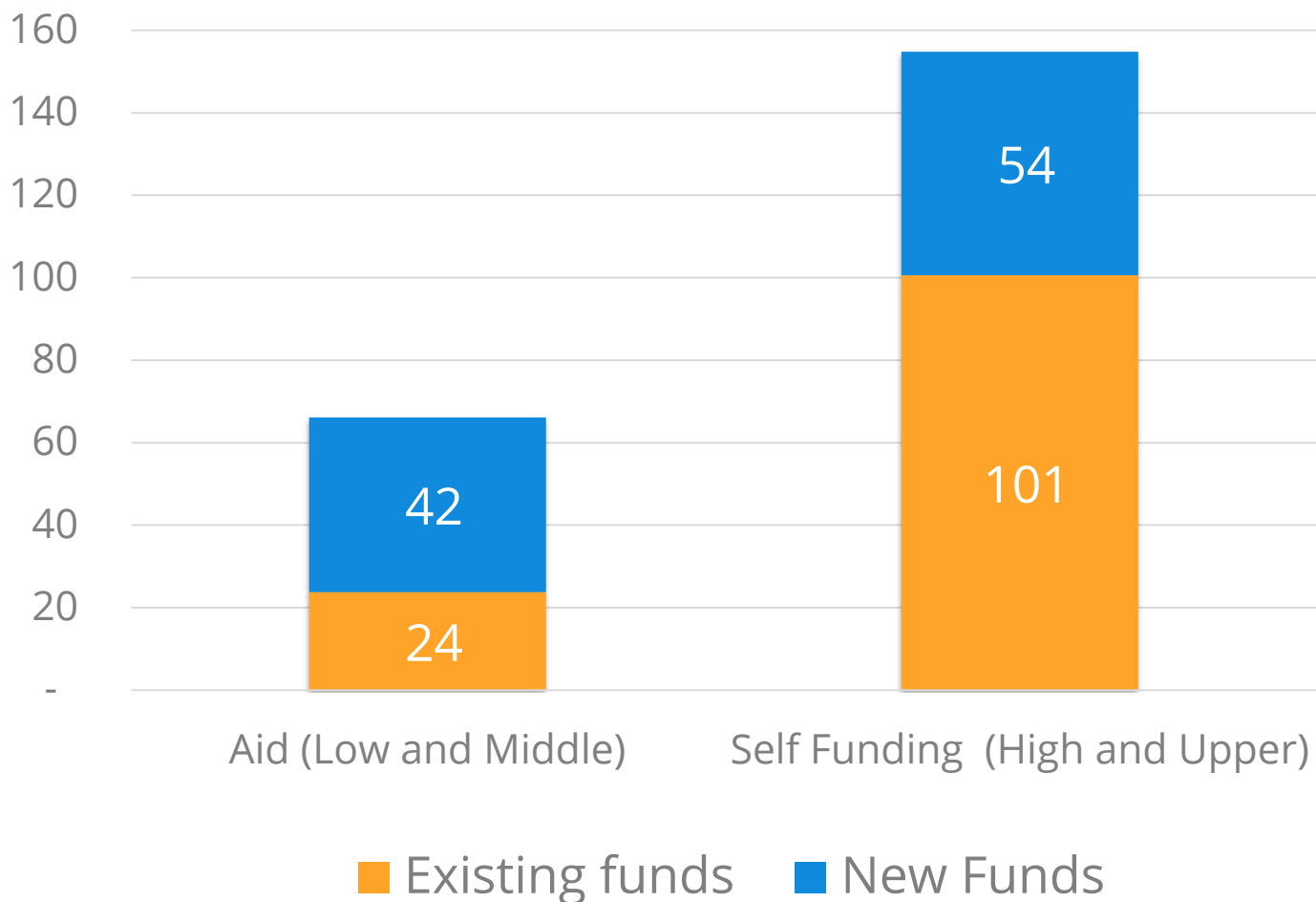
# Sources of funding



# Funding for data should increase in around 80%

## Estimate of SDG4 Data Collection (in thousand of US\$) over a ten year period

Funding should increase in 100 U\$S million dollars per year, almost 40% Aid





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# Thank you!

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