




Global Alliance to Monitor Learning

<http://gaml.uis.unesco.org>

NEWSLETTER
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Quarter 1

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UPCOMING EVENTS

Coming Up: 8-11 April 2019
UIS at the Global Reading Network's workshop to link reading and mathematics assessments

The UNESCO Institute for Statistics (UIS) will participate in the Global Reading Network's upcoming workshop in Washington D.C. to build on earlier work to develop a methodology to link reading and mathematics assessments to a global scale. The workshop will focus on developing descriptions of proficiency in reading and mathematics in Grade 2 or 3 and at the end of primary education during a four-day workshop.

[Visit the Global Reading Network website](#)

Coming Up: 14-18 April 2019
UIS at the Comparative and International Education Society Conference (CIES) 2019

The UIS will be attending and presenting at the Comparative and International Education Society (CIES) conference from 14-18 April 2019 in San Francisco. The theme of the conference is "Education for Sustainability".

[Read more about UIS events at CIES 2019](#)

Coming Up: 9-18 July 2019
UIS at the High-Level Political Forum on Sustainable Development

The 2019 meeting of the High-Level Political Forum on Sustainable Development (HLPF), convened under the auspices of the Economic and Social Council, will take place from 9-18 July at the UN in New York. The theme will be "Empowering people and ensuring inclusiveness and equality". UIS data and analysis will be featured throughout the forum, which will include an in-depth review of SDG 4.

[Visit the HLPF website](#)

Coming Up: 27-30 August 2019
6th Meeting of the Global Alliance to Monitor Learning and the Technical Cooperation Group

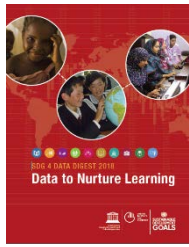
The UIS will be co-hosting the 6th meetings of both the Global Alliance to Monitor Learning (GAML) and the Technical Cooperation Group on the Indicators for SDG 4 (TCG) with the Ministry of Education and Science of the Republic of Armenia.

Both meetings will be held in Yerevan, Armenia, from 27-28 August and 29-30 August, respectively.

Visit the [GAML](#) and [TCG](#) websites

PUBLICATIONS

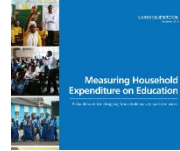
SDG 4 Data Digest 2018: Data to Nurture Learning



The 2018 SDG 4 Data Digest explores the internationally-comparable data needed to reduce inequalities and ensure lifelong learning, as envisaged by SDG 4. It presents tools to help countries make informed decisions about the types of assessments that will meet their specific needs, as well as guidance on participating in assessments and building capacity to improve learning outcomes through the effective use of data.

Read the [full report](#) and the [executive summary](#)

Measuring Household Expenditure on Education: A Guidebook for Designing Household Survey Questionnaires

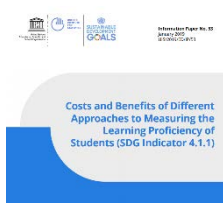


A new guidebook published by the World Bank and the UIS sheds light on how to measure the burden of education spending that falls on the world's families.

The guidebook will help countries report on SDG 4 Indicator 4.5.4: education expenditure per student by level of education and source of funding. The aim is to ensure accurate representation of education expenditure and enable more research on resource allocation in households.

[Read the guidebook](#)

Costs and Benefits of Different Approaches to Measure Learning

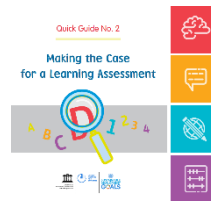


The UIS has released a new study to help countries and development partners evaluate the costs and benefits (financial and non-financial) of different approaches to measuring

learning. The study focuses specifically on SDG Indicator 4.1.1, which tracks the proportion of children and young people achieving minimum proficiency levels in reading and mathematics.

[Read the report](#)

Quick Guide No 2: Making the Case for a Learning Assessment



The UIS *Quick Guide on Making the Case for a Learning Assessment* is designed to help countries navigate through learning assessment reforms. It includes guidance on: introducing learning

assessments; posing key questions to initiate policy dialogue; understanding what type of assessment you would want to implement and why; and key considerations especially relevant for implementing a national assessment.

[Read the quick guide](#)

New Tools to Help Countries Measure Digital Literacy

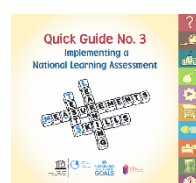


As digital literacy is a key component of SDG 4 - with countries expected to track the percentage of youth and adults who have achieved at least a minimum proficiency in digital

literacy (SDG 4 Indicator 4.4.2) - GAML has launched the UNESCO Digital Literacy Global Framework to define digital literacy competences and proficiency levels so that country results can be compared and used to monitor progress towards SDG 4.

[Read the report](#) and a [blog](#) with our partner, the Global Education Monitoring Report

Quick Guide No 3: Implementing a National Learning Assessment



The UIS has launched another Quick Guide to help countries implement national learning assessments that meet their needs. The guide explores key questions, such as: What

decisions need to be made before launching a national learning assessment? How do you measure learning? How do you administer the assessment? How do you create a database? How do you analyse and communicate the results? What kind of resources are required? What are the main problems and challenges?

[Read the quick guide](#)

RECENT BLOGS

Data to Celebrate 50 Years of Progress on Girls' Education

On International Women's Day (8 March), we looked back at 50 years of extraordinary efforts to get girls into the classroom. Thanks to these efforts, the gender gap in education has been closing. Today, the majority of girls worldwide complete primary school. As 50 years of UIS data show, girls' school life expectancy is on the rise.

[Read the blog](#)

Millions of Girls Are out of School – But Data Show that Gender Alone is not the Main Culprit

International Women's Day is a time to celebrate achievements in advancing gender equality. It's also a day to push for more progress, and this year's theme "think equal, build smart, innovate for change" suggests that real change requires a new approach. We need innovative solutions to reach the remaining out-of-school girls and to ensure that all children finish school with the skills to thrive in today's modern, global economy.

[Read the blog](#)

Data + Policy = Action on International Day for Women and Girls in Science

11 February marked the International Day for Women and Girls in Science. As many countries do not have data disaggregated by sex and scientific field, it's hard to get a complete picture of women's participation – and the reasons they are lagging behind. Pursuing gender parity in science is part of global efforts to achieve SDG 5 while supporting SDG 9 for innovation and SDG 17 on technological capacity building in developing countries.

[Read the blog](#)

Join the Push for SDG 4 Data! Better Data = Better Policies

February was a busy but exciting month at the UIS, which released more country-level data in its [global education database](#).

With this data release, the UIS is encouraging countries, donors, international organizations and engaged citizens to make the case for SDG 4 at the next High-Level Political Forum on Sustainable Development, which will meet this July and discuss global progress in education.

[Read the blog](#)

What Makes a Good Classroom? New UIS Data on School Conditions

Among the many factors fuelling the global learning crisis that stunts the educational path of six out of ten children and adolescents, we must consider the conditions in which children try to learn and teachers try to teach. To put it simply: are pupils and teachers working in schools and classrooms that are fit for purpose? Do they have the basic facilities they need – electricity, clean drinking water and single-sex toilets – as well as those 21st century essentials: Internet access and computers? Or are children and teachers struggling in overcrowded and poorly-equipped classrooms?

[Read the blog](#)

Turning the Spotlight on Those Left Behind to Mark the First International Day of Education

On the first International Day of Education, the Global Education Monitoring Report and the UIS have worked together to improve the data available in the World Inequality Database on Education ([WIDE](#)), highlighting disparities in education access, participation and attainment that hide behind average statistics.

The database brings together data from Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and other national household surveys and learning assessments from over 160 countries.

[Read the blog](#)

FOCUS ON OUR PARTNERS

Focus on our partners: RTI International

This blog highlights the work of UIS partner: RTI International, which aims to improve the human condition by turning research knowledge into practice. RTI International's contribution to the SDG 4 Data Digest provided expert analysis on reading and mathematics assessments for children in the early grades of school.

[Read the blog about our work with RTI](#)

Focus on our partners: Global Partnership for Education

This blog highlights the work of UIS partner: the Global Partnership for Education (GPE), which works with national governments to address educational challenges in some of the world's most demanding contexts.

[Read the blog about our work with the GPE](#)

Focus on our partners: The Offord Centre for Child Studies

This blog highlights the work of UIS partner: the Offord Centre for Child Studies, and specifically Professor Magdalena Janus, who brought years of expertise to the Data Digest's analysis on early childhood development (ECD). Here, Magdalena shares her thoughts on the critical importance of measuring early learning.

[Read the blog about our work with the Offord Centre for Child Studies](#)

A Partnership for a Global Public Good: Data to Improve Learning

The UIS has embarked on partnership to link existing international, regional and national assessments to fill a critical data gap on learning during the early grades of education. The initiative is an effort to address the problem by linking the data from the different types of learning assessments countries are already conducting. Through this partnership, UIS will significantly expand the coverage of available data and better understand where children are learning and where they are not.

[Read the blog about our work with the Bill & Melinda Gates Foundation and the UK Department for International Development](#)

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