



United Nations
Educational, Scientific and
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UNESCO
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STATISTICS



GLOBAL
ALLIANCE
TO MONITOR
LEARNING

Global Alliance to Monitor Learning: Update on Progress

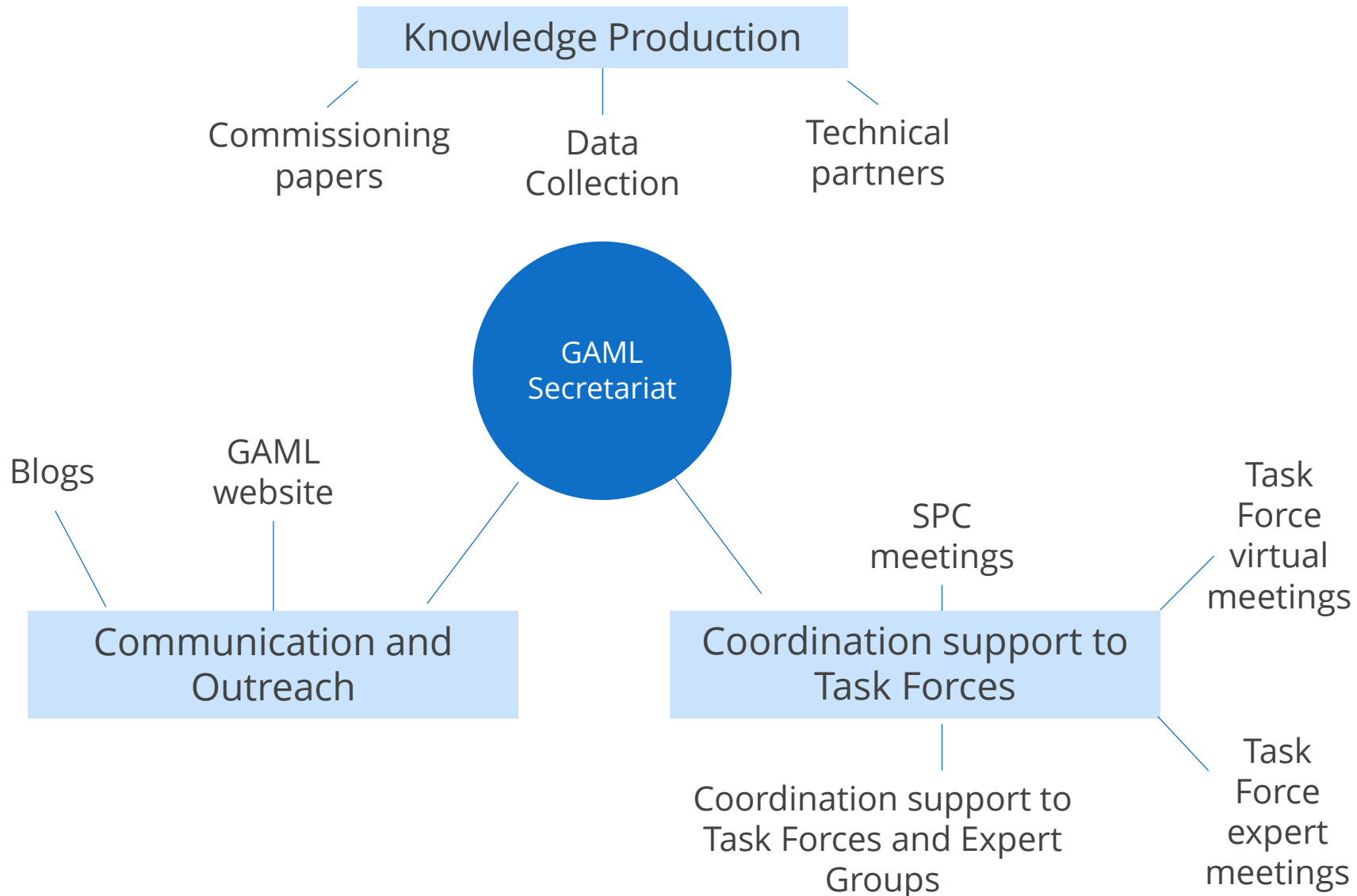
Silvia Montoya, UIS Director

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

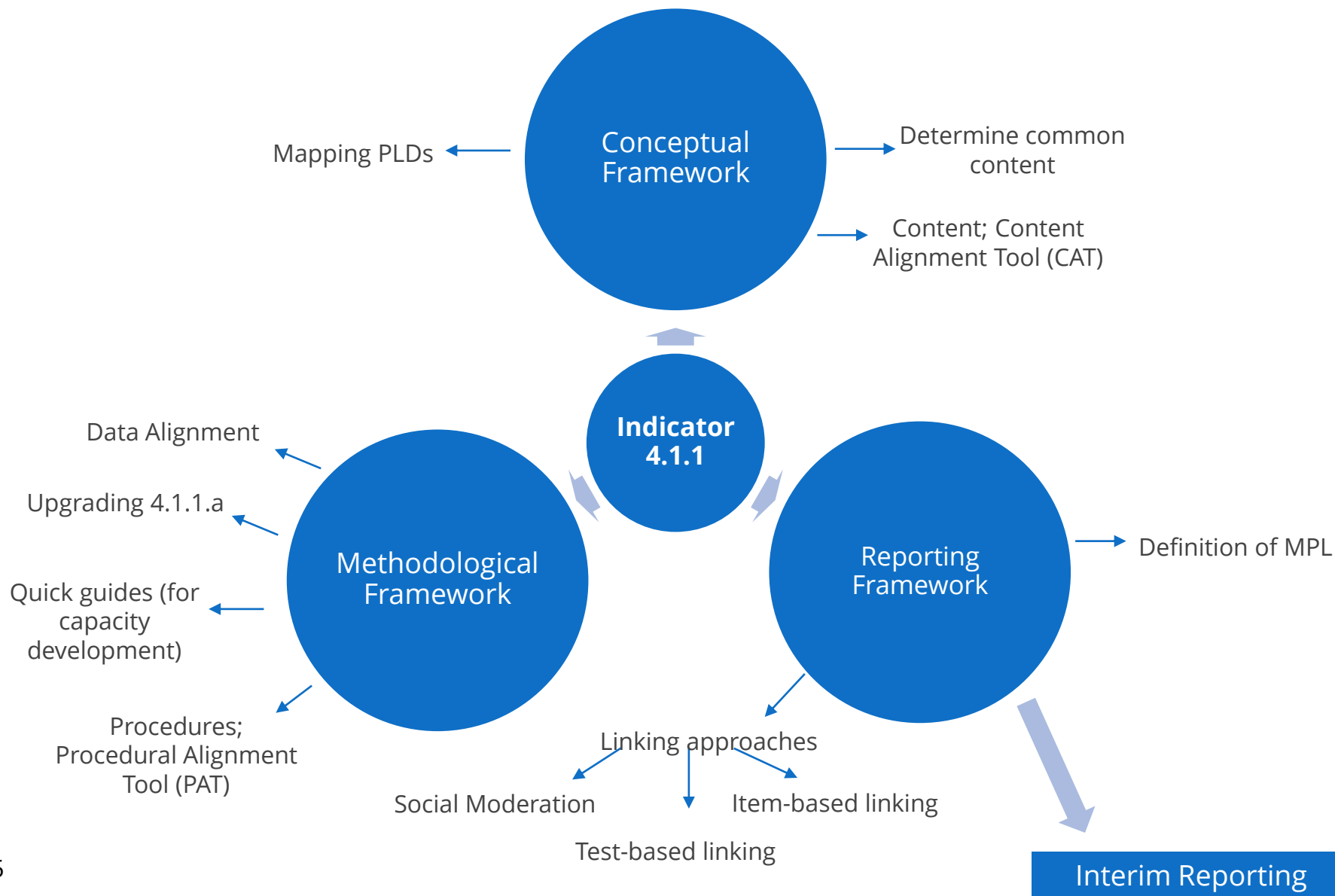


✓ MPL defined



✓ 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

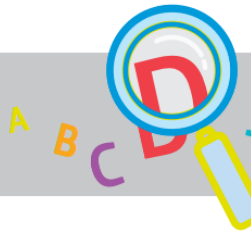


Mapping existing learning assessments to SDG 4 indicators

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
			Household-based	TIMSS	Cognitive test
				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.

ship development education and ment, including gender themed at all levels curricula, (c) teacher nts.

quantity and quality of e quality of OECD and transformational potential. on on the implementation ning Education for sions and Peace and end Fundamental

#teachertraining

very education, (c) lower

ative included at least the minimum required teacher training (e.g. pedagogical training pre-service or in-service required for teaching at the relevant level in a given country, by sex.

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

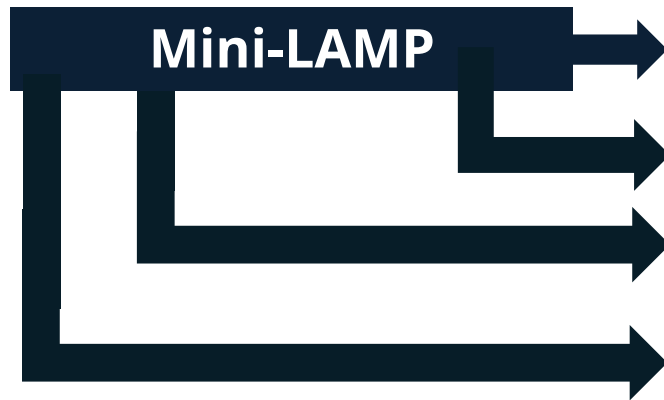
Indicator 4.4.2

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



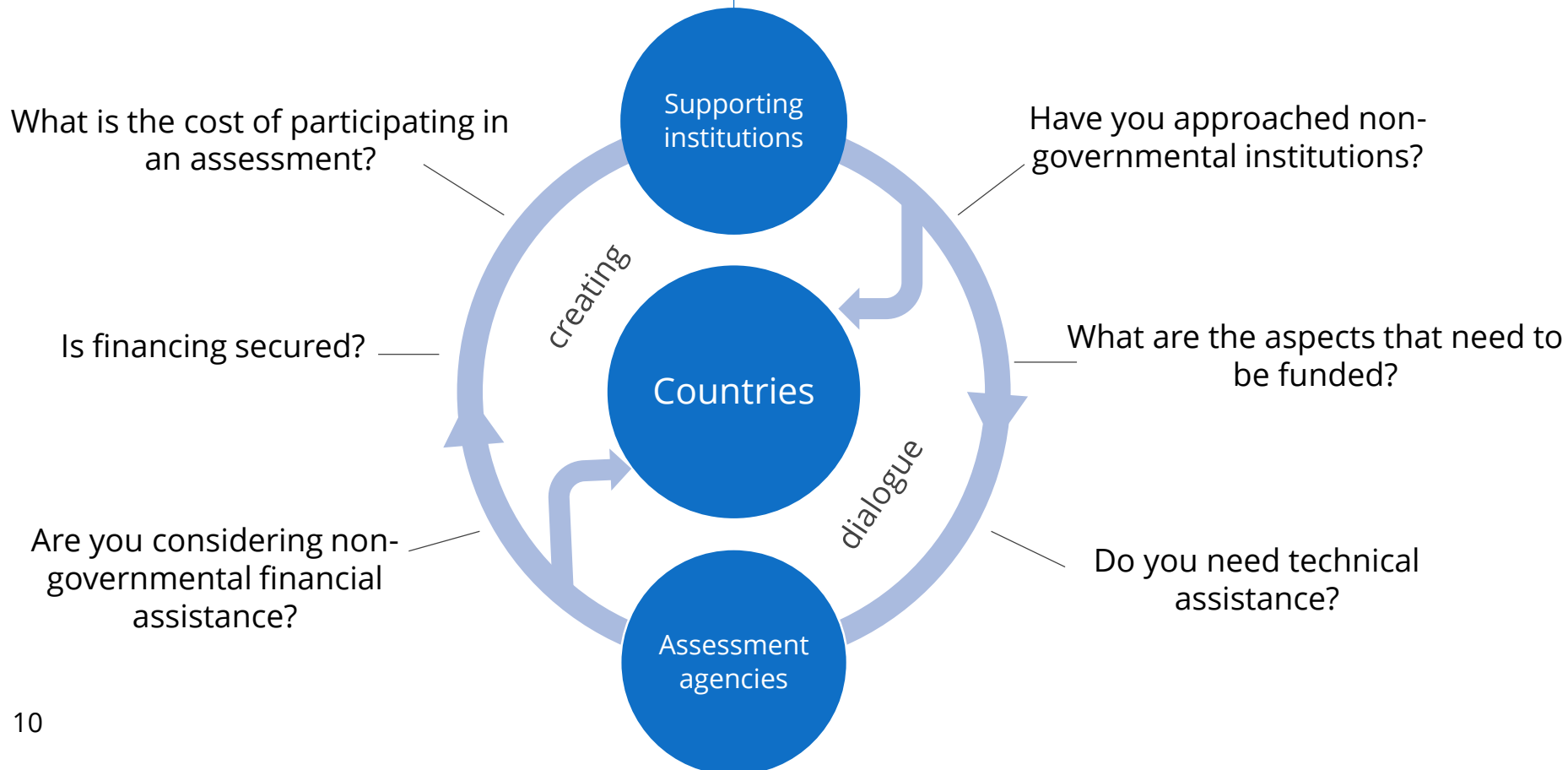
TIMSS grade 8 science framework

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

Understanding the Funding of Learning Assessments

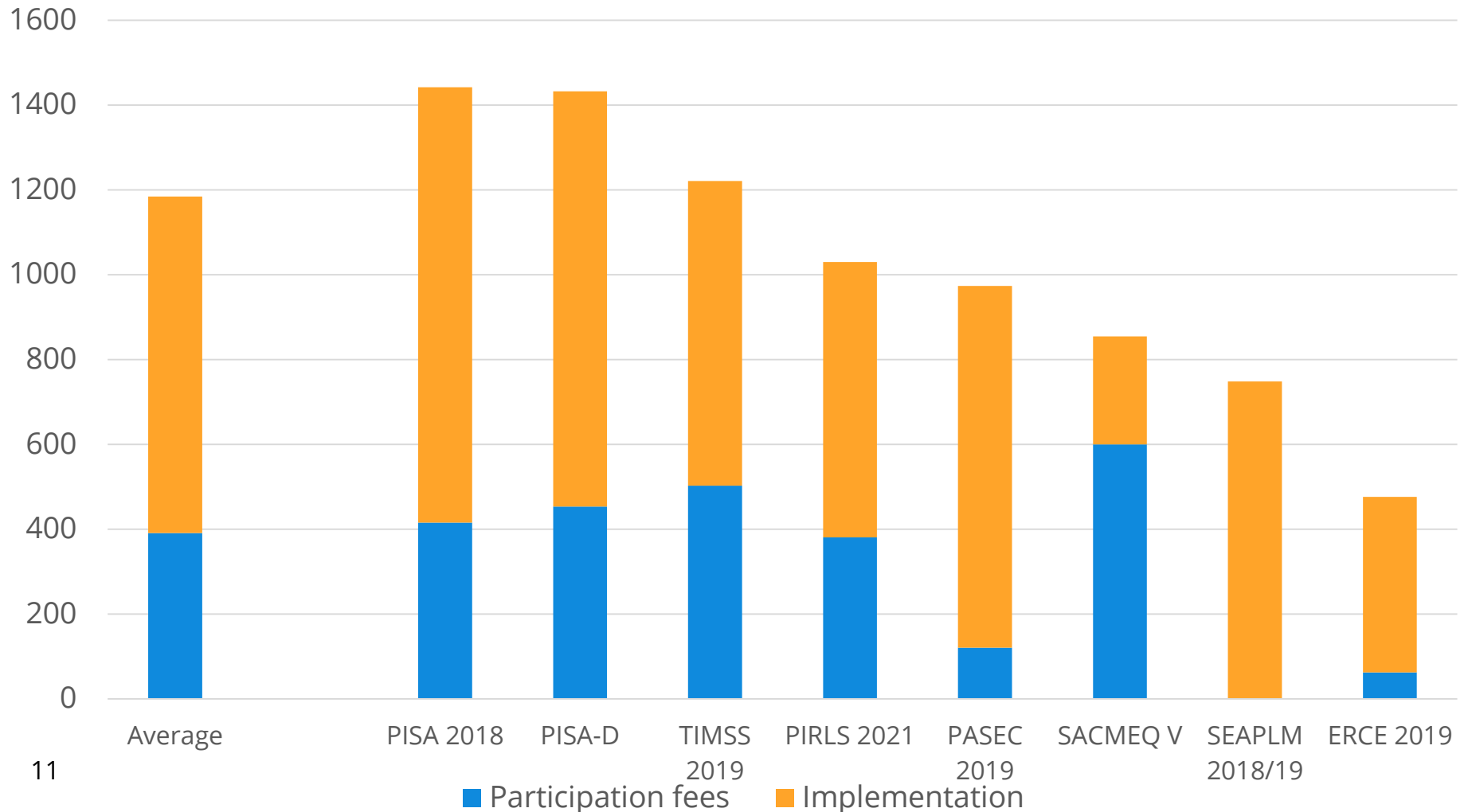
UIS & GPE

Participation in Cross-national assessments

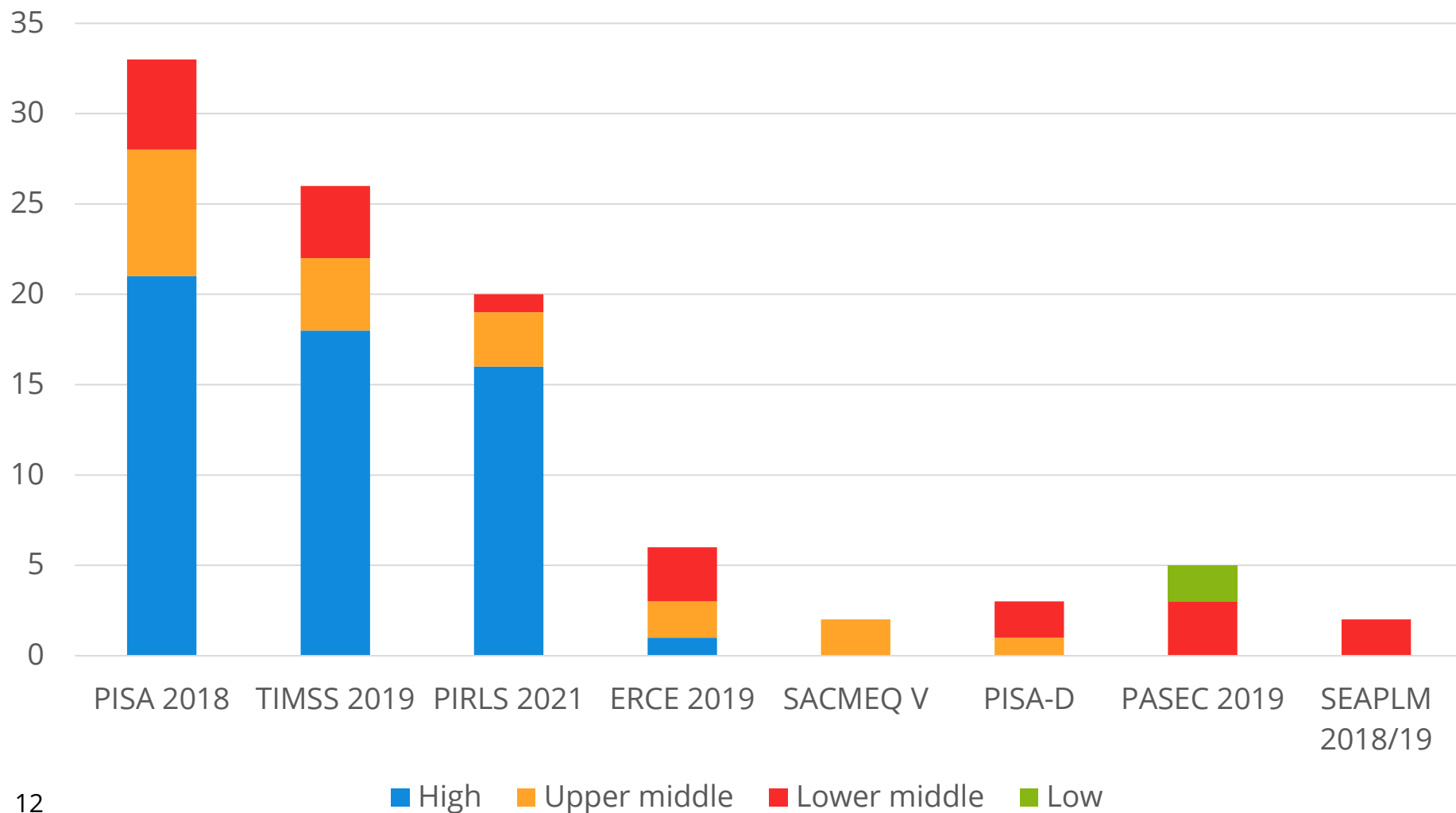


Assessments vary broadly in costs by category of expenditure

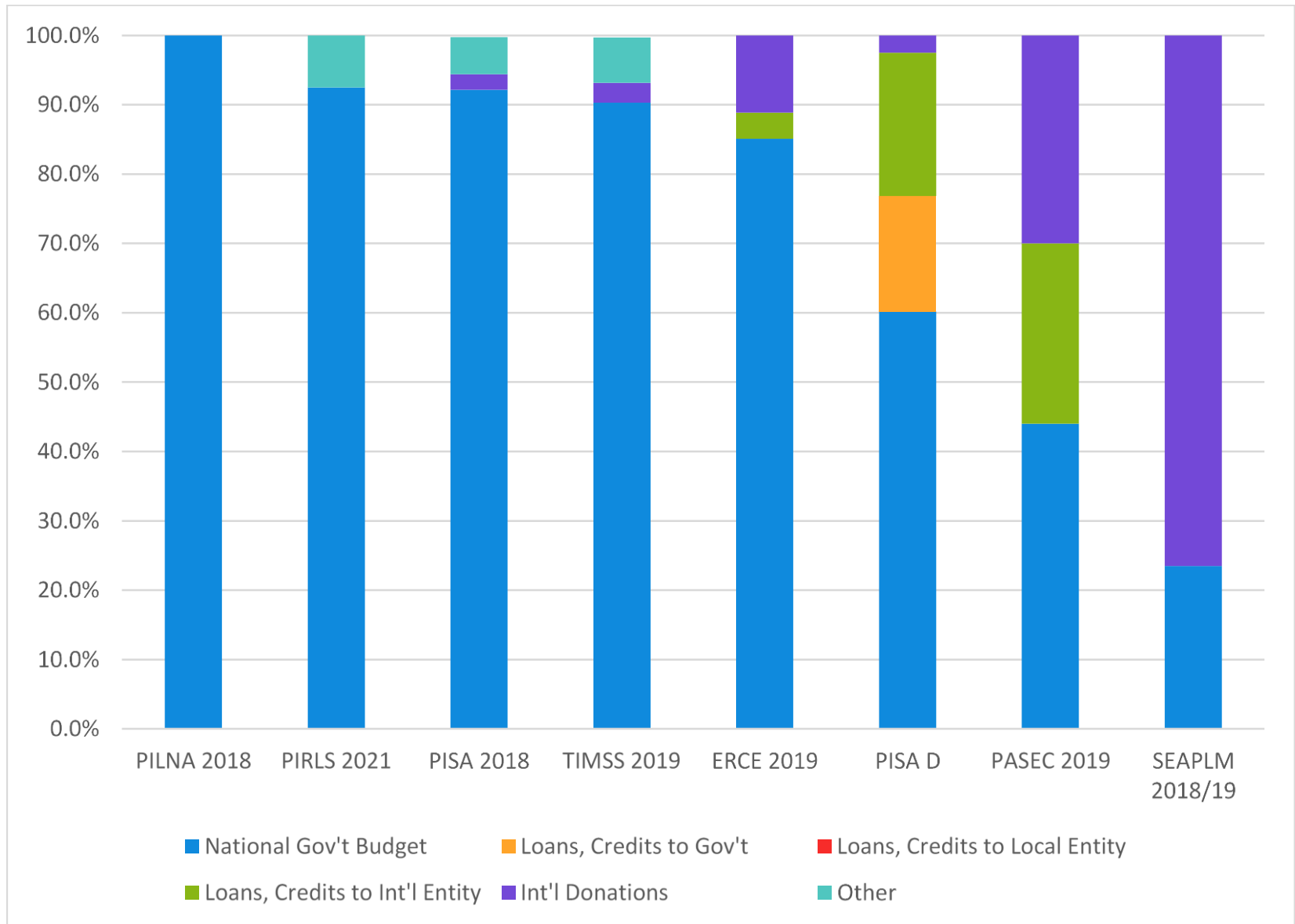
Estimated cost to participate in a cross-national assessment (in thousands of USD)



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



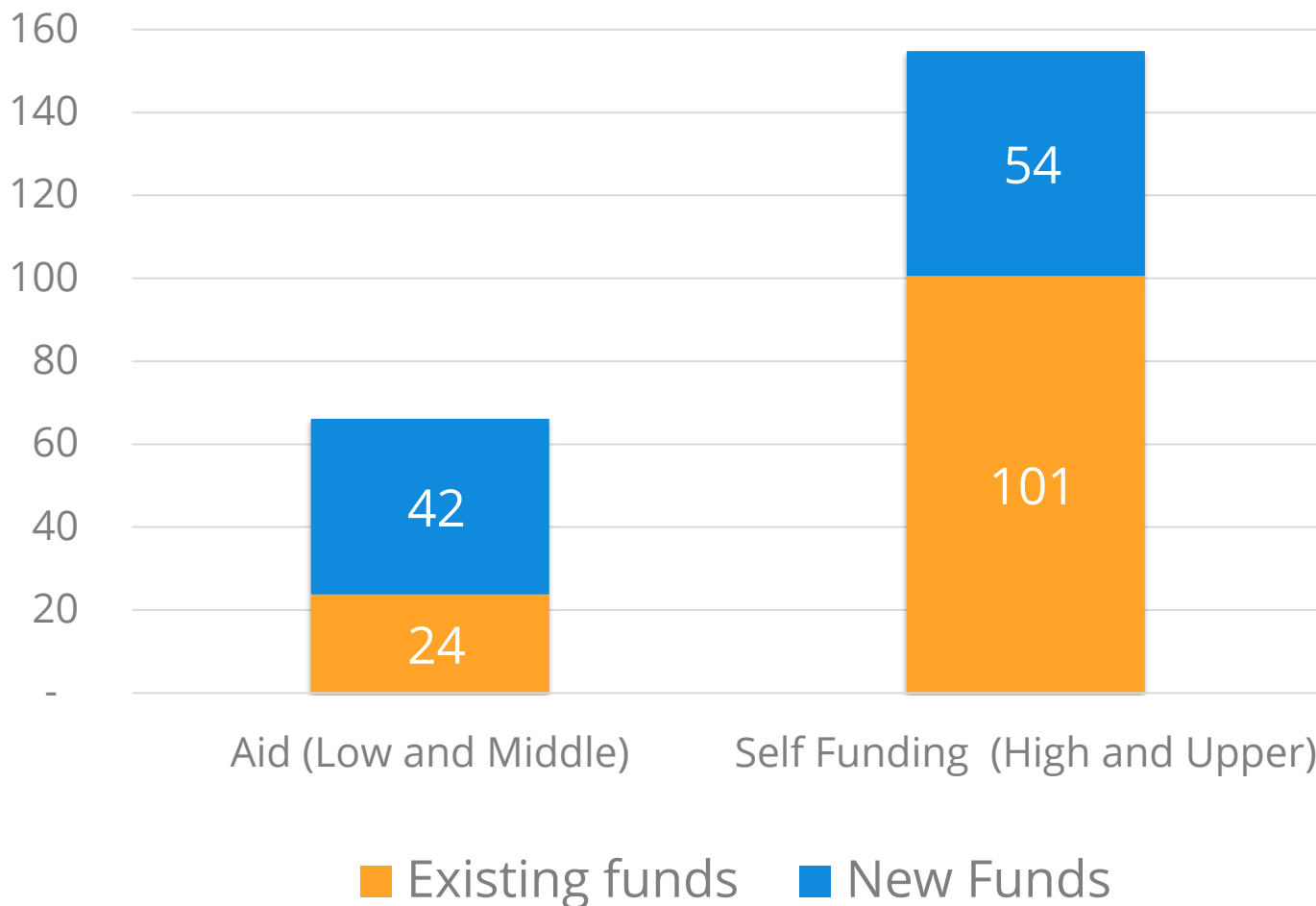
Sources of funding



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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