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STATISTICS

The Global Alliance to Monitor Learning (GAML): Governance and Organization

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1. Executive summary

The Global Alliance to Monitor Learning (GAML) is an initiative to support national strategies for measuring learning and enable international reporting. Led by the UNESCO Institute for Statistics (UIS), GAML brings together UN Member States, international technical expertise, and a full range of implementation partners—donors, civil society, UN agencies, and the private sector—to improve learning assessment globally.

GAML core responsibilities include

- Framing of all learning/skills global and thematic related indicators: 4.1.1, 4.2.1, 4.4.2, 4.6.1, 4.7.4, and 4.7.5;
- Developing tools to align national and cross-national assessments onto a reporting scale for comparability;
- Developing mechanism to validate assessment data to ensure quality for monitoring and reporting;
- Developing standards, guidelines and tools to guide the implementation and evaluation of quality of learning assessment at country-level;
- Developing capacity-building tools and resources to complement existing ones and support countries in collecting, analysing and using learning assessment data;
- Developing guidelines and templates to improve learning at the national level.

All GAML outputs rely on a fully transparent and participatory production process and hence reflect the status of the global consensus with regard to the best methodological approaches and practices to learning assessments. This is the key aspect of GAML that no one can copy and replicate (to date).

The key features of GAML include:

- Balancing data needs of countries and accuracy needed for global reporting;
- Engaging stakeholders through various pathways of participation by national governments, civil society, teachers' organizations, donors, UN agencies, and academia;
- Providing actionable guidance to countries to improve monitoring of learning.

This document describes the governance structure and organization of the Alliance that include:

- A Strategic Planning Committee
- A management Secretariat (UIS) that commissions papers and ensures delivery in accordance with the results framework and corresponding work plan
- Task forces where partners and stakeholders participate to guide the technical work and support the Secretariat. Task forces are chaired by partners.
- A plenary of members that discusses and endorses solutions
 - ✓ With Member States involved.



2. The Global Alliance to Monitor Learning and the Sustainable Development Goals Agenda

The adoption of the Sustainable Development Goal for education ([SDG 4](#)), which includes several learning targets, marks a paradigm shift from the Millennium Development Goals and its limited focus on tracking access to education. In response, new actors are taking part in the international architecture needed to support Member States and resolve the new measurement challenges facing the entire international education community.

The focus on learning has highlighted both: the increasing availability of data on learning achievements at the national, regional and international levels; and the critical lack of comparability or global standards needed to use this assessment data to foster international dialogue on the issues using common metrics. In short, the diversity of assessment data makes it possible but challenging to measure learning globally.

GAML is a platform designed to coordinate efforts to measure learning and harmonize measurement standards. This multi-stakeholder initiative plays two unique roles within the global education architecture. First, it brings together all of the major stakeholders involved in the production and use of learning assessment data in order to develop and improve global standards, tools and methodologies. At the same time, it serves as the most efficient mechanism for the UIS to coordinate data production as part of its global mandate within the SDG 4–Education 2030 Framework for Action.

GAML core responsibilities include:

- Framing of all learning/skills global and thematic related indicators: 4.1.1, 4.2.1, 4.4.2, 4.6.1, 4.7.4, and 4.7.5;
- Developing tools to align national and cross-national assessments onto a reporting scale for comparability;
- Developing mechanism to validate assessment data to ensure quality for monitoring and reporting;
- Developing standards, guidelines and tools to guide the implementation and evaluation of quality of learning assessment at country-level;
- Developing capacity-building tools and resources to complement existing ones and support countries in collecting, analysing and using learning assessment data;
- Developing guidelines and templates to improve learning at the national level.

GAML will achieve these objectives through work in four strategic components¹

- Country-level standards and methodologies;
- Global reporting (best practices, standards, alignment, harmonization and data collection);

¹ This document only describes GAML governance. More detailed information on tasks and activities can be found in the reference documents and concept notes available on the [GAML website](#).



- Capacity development and support to learning assessment practices;
- Research to support the learning and equity agenda.

This document presents the governance and coordination strategy for GAML. It explains the positioning of the Alliance within the global development architecture and details the roles and responsibilities of the various constituents of the initiative.

3. GAML in the global SDG4 architecture

Recognizing the range of indicators required for the comprehensive monitoring of the SDGs, the United Nations has identified four levels of monitoring: a small set of global (comparable) indicators; a broader and complementary set of thematic indicators (which can also be compared globally); national and regional indicators that reflect education issues specific to regions or countries. These four levels of monitoring are intended to cover all of the SDG 4 targets and reflect multiple aspects of education systems, such as access, completion, equity, learning outcomes, school environments, and educational resources. Successful measurement of SDG 4 will rely on regularly-produced, reliable data that address the intent behind each target and ensure that global and thematic indicators are available for a majority of UN Member States.

In response, the international development community has been working to put in place the structures and processes to implement the measurement agenda. Key milestones include the political endorsement of global and thematic indicators as well as the creation of spaces to reflect on the intersection of technical and policy issues. At this stage, the challenge lies in executing the highly technical work needed to develop the methodologies to produce quality cross-nationally comparable education data.

Throughout the process, the key to success lies in building partnerships and collaborative relationships between multiple organizations in which risks and benefits are distributed in pursuit of a shared goal. Each partner needs to understand their specific role and contribution as well as the wider decision-making process related to SDG 4².

At the global level, the Inter-Agency Expert Group on SDG Indicators (IAEG-SDGs) is the custodian of the global indicator framework for all SDGs. The IAEG coordinates the development of the official indicator framework for the goals and targets of the 2030 Agenda at the global level and supports its implementation. It is composed of representatives of Member States and includes regional and international agencies as observers, among which the UIS is representing the global education community.

At the thematic level, the SDG-Education 2030 Steering Committee ensures coordinated support to Member States and partners to achieve SDG 4 and the education-related targets in other goals of the 2030 Agenda. In particular, it officially adopts a list of thematic indicators that are broader than the education goal based on recommendations from the global education community. The majority of members are representatives of Member States, while the others represent UN agencies,

² See Annex I for further details on the different bodies presented here.

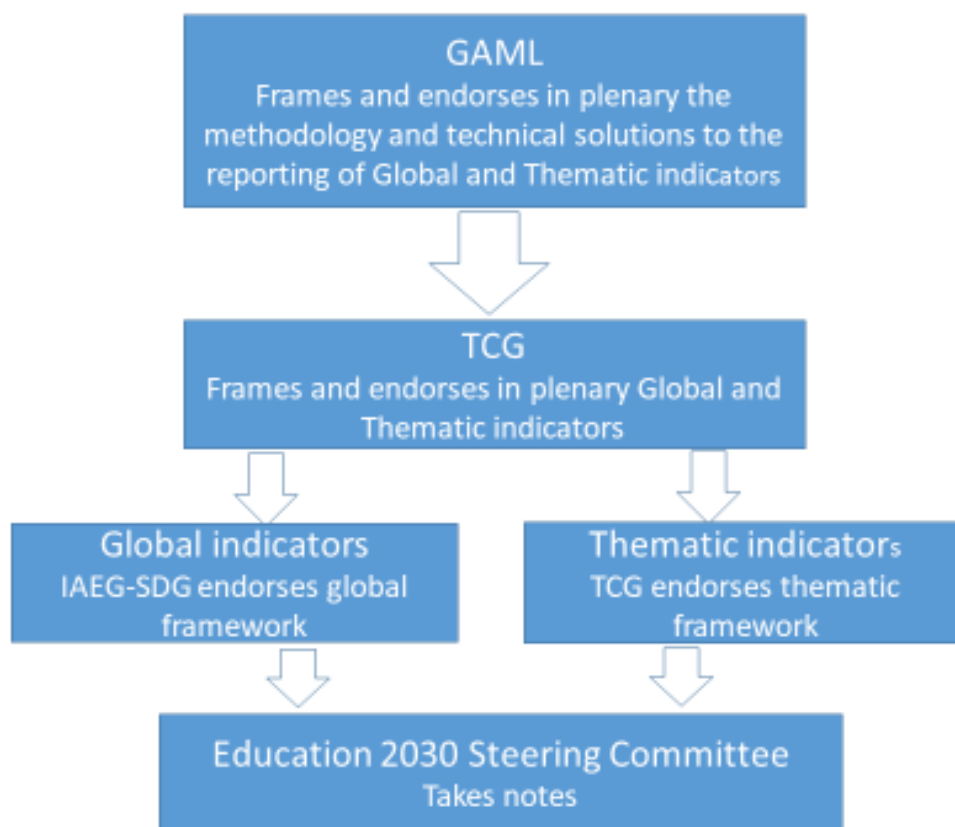


international and regional organizations, the Global Partnership for Education, OECD as well as groups representing civil society and teachers.

The Technical Co-operation Group for SDG 4 – Education 2030 Indicators ([TCG](#)) brings together education experts from governments, multilateral agencies and civil society groups. It works on global and thematic indicators and informs both the SDG–Education 2030 Steering Committee (SC) and the IAEG-SDGs with technical solutions that have been jointly developed and agreed upon by experts in various fields of education measurement and from all constituents of the global education community, including Member States, multilateral agencies and civil society groups. The TCG includes several working groups. In addition, GAML informs the TCG on sound technical solutions to measure learning on a cross-nationally comparable basis for all SDG 4 targets that include a learning indicator (4.1, 4.2, 4.4, 4.6 and 4.7).

Figure 1 illustrates the positioning of GAML within the thematic decision-making process.

Figure 1. GAML and the decision-making process of SDG 4-Education 2030



Looking beyond the global architecture for the SDG agenda, GAML is also playing a critical role in supporting countries to establish and improve national learning assessment systems in general. As the key platform for assembling commonly agreed upon standards, tools and methodologies to assess and improve national learning assessments, GAML will be a natural partner in initiatives such as the Assessment for Learning (A4L), a GPE initiative to fund activities to strengthen national



assessments. A4L and other initiatives aiming to improve learning assessments will have to rely on a number of diagnostic and measurement tools, which, ideally, follow the highest standards and methodologies devised and agreed upon by learning assessments experts globally. GAML can help to connect or align funding and support to the use of the vetted assessment tools and methodologies.

Finally, GAML will also provide and support education ministries and civil society groups with the means to evaluate systems, diagnose weaknesses and develop robust strategies based on established and recognized international standards. The aim is to help them advocate at the national, regional and international levels for additional resources to support credible learning assessment plans.

4. GAML membership

The open and participatory nature of GAML is a key element of the initiative's success and sustainability. GAML membership is open to individuals and organizations committed to participating and promoting the work of the Alliance. Members may fall into several groups: Member States, international organizations, development partners, regional organizations, and regional development banks, civil society, UIS technical partners, assessment organizations and academia.

Individuals who join the GAML network and are committed to the goals of the Alliance are members. The members will:

- a) Promote the work of GAML;
- b) Participate in at least one task force, based on relevant skills (please see below for description of task forces) and provide timely feedback to Secretariat's initiatives;
- c) Participate in meetings and ensure alignment with best practices in learning assessments.

5. GAML program implementation

To respond to the challenges and tasks highlighted above, GAML will conduct its work in an open, inclusive and transparent manner, and may invite experts, as appropriate, from civil society, academia, the private sector and Member States to contribute their expertise and experiences.

In all areas, GAML will clearly acknowledge the diversity of technical inputs and development required to respond to the needs for data and indicators for all targets related to a learning component.

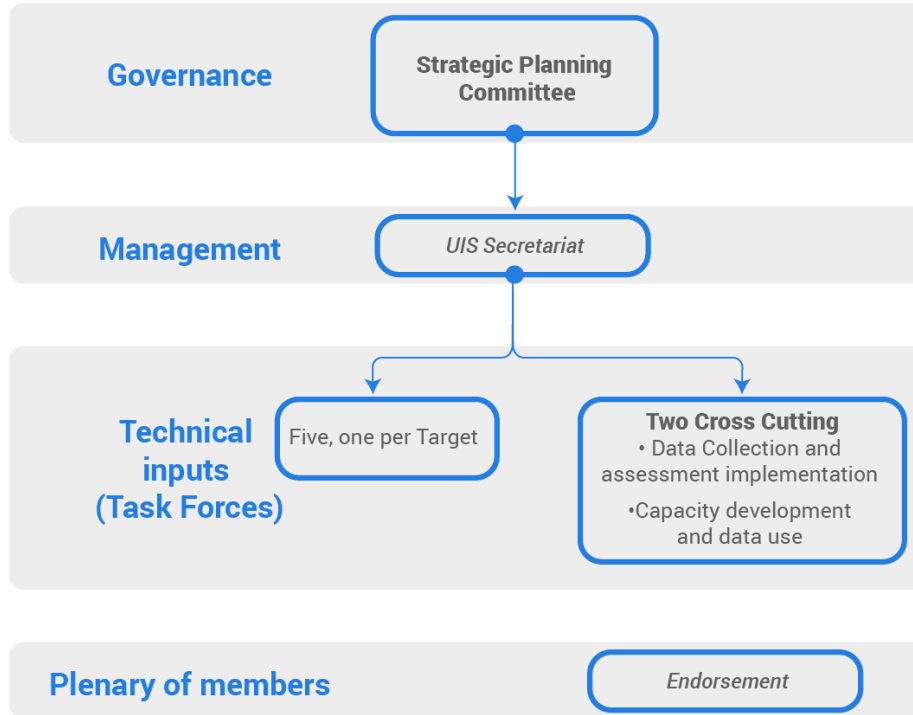
The functioning of the Alliance is straightforward. GAML will have a strong and simple governance structure including: the Strategic Planning Committee to guide; the UIS serving as secretariat to manage and ensure delivery through commissioning papers; and task forces and plenary members to make recommendations to the secretariat.

The underlying principles for governance are to advance GAML in a transparent and efficient manner through shared decision-making; clear lines of responsibility and accountability; defined processes aimed at results; efficiency; and good communication.

Figure 2 shows the implementation of the program.



Figure 2. Program Implementation



5.1 Agenda Setting: Strategic Planning Committee

The GAML Strategic Planning Committee (SPC) has oversight over GAML, it provides management guidance to the UIS GAML Secretariat, ensures operational effectiveness of the GAML agenda, and positions GAML within the broader SDG environment.

The SPC has the following priorities:

- To shape overall GAML governance, to provide and maintain clarity on decision point
- To track progress of the GAML agenda with a focus on delivery
- To keep under review the value-added of the GAML agenda by working with diverse stakeholders

5.1.1. Membership

The SPC is comprised of a SPC Chair, the UIS Director, and a bureau of vice co-chairs with ten members that represent the following constituencies:

- One representative from international organizations (UN, multilateral bank, OECD);
- One representative from civil society groups on a rotating basis;



- One representative from teacher unions;
- One representative from private foundations;
- One representative from regional learning assessment organizations;
- One representatives from international learning assessment organizations;
- Two representatives for countries from different regions on a rotating basis;
- Two development partners.

UIS Secretariat (also known as the UIS management in the SPC term of reference) will propose committee members to the relevant constituencies. The SPC Chair will be appointed by the UIS after consultation. The SPC Chair and SPC members will serve a two-year term, with the possibility for one additional term.

5.2 Management: Secretariat

The UIS hosts the GAML Secretariat, and is responsible for the management of the initiative. The Secretariat has the following roles and responsibilities:

- Provide overall support to GAML, the SPC and task forces so that they can fulfil their roles and responsibilities and maintain progress toward the strategic objectives of the Alliance;
- Provide support and coordination for the organization of GAML meetings, including preparation of meeting agendas and logistics;
- Help coordinate GAML initiatives to address issues and priorities related to policy development, data use, capacity building, and financing;
- Exercise other tasks as determined by the SPC.

5.3. Technical Inputs

5.3.1. Technical Partners

Technical partners and/or independent consultants will carry out the majority of the technical activities including developing global common frameworks and standards, developing the UIS reporting scale, piloting tools and mechanisms to align data, and creating a data platform to host the data. The Secretariat will identify the work needed to support the GAML objectives and manage technical partners to complete the tasks.

5.3.2. GAML task forces

To ensure the quality and timely delivery of expected outputs, GAML will rely on the technical work from thematic task forces. Task forces will provide technical inputs to focus areas outlined by the Technical Cooperation Group on SDG 4 – Education 2030 Indicators (TCG).

The task forces enable GAML members to focus on their respective areas of expertise while providing donors and funding agencies with the possibility to target support to GAML towards their areas of



interest and strategic priorities. The task forces provide technical solutions and recommendations to Secretariat. It also mitigates the risk by distributing the responsibilities among several partners and institutions. The plenary will discuss technical inputs and recommendations from task forces.

The main function of the task forces include:

- Advocate for key thematic issues within each target for GAML in external meetings;
- Collaboratively oversee and review the development of tools;
- Make pragmatic technical recommendations on the feasibility of related methodologies and processes within each target to Secretariat; and
- Suggest resources to help practitioners within each target.

Task Forces Decision-Making

Task forces should make recommendations to Plenary and Secretariat

- On technical issue relate to the target that need discussion
- Solution on technical issues or if there is more than one alternate solutions provide each solution with advantages and challenges
- With regards to reviewed document/paper, provide recommendations to proceed the work or not, with observations if pertaining and records of disagreement if pertaining
- Suggest recommendations to GAML plenary
- Provide action points to Secretariat, if any, to act on

5.4. GAML plenary: recommendation to the TCG

Technical inputs and task force recommendations will be discussed and endorsed during in-person meetings of GAML.

The GAML plenary is a unique forum for multilateral stakeholders to engage in technical discussion on development work by technical partners and recommendations bring forward by task forces. The plenary represents the culmination of the process to endorse decisions, related to technical proposals and agreed-upon roadmaps. Based on these decisions, the Secretariat will finalize recommendations and report to the TCG.

It is expected that member countries play a role, keeping countries in their respective regions informed about the activities of GAML activities (please see Annex II for the list of countries participate in GAML). Each region will be represented by two country members and each region will have two votes.

The composition is connected with the representations at GAML. However, the presentation of member states in GAML is not geographically balanced. In each region the member states country that represent the region is provided in Table 1 below.



Table 1. Country representation for each region

Region	Country
Northern America and Europe	2
Western Asia	2
Eastern Asia	1
South-Eastern Asia	1
Oceania	1
Latin America and the Caribbean	1
Sub-Saharan Africa	1
Central Asia	1
Southern Asia	1

5.4.1 The decision making process in Plenary

Following the UN procedures, recommendations and decisions of the GAML will be made on the basis of consensus among its members. If there is no consensus among them. Voting is avoided, but a diversity of views is captured, and adjustments are made based on wise council.

It is critical for all papers, with recommendations, to be distributed two weeks before the plenary meetings, to ensure members can come equipped with institutional or constituency views.

Recommendation, for each product or process that is addressed in the paper, is presented to the TCG which is a decision-making body. The TCG is given a clear account of GAML considerations – through detailed minutes – and is asked to take action accordingly.

Outputs from Plenary could be classified in four categories:

- d) **Unanimous Recommendation:** there are no opposition, so the recommendations proceed to the Secretariat to go forward to the TCG;
- e) **Observed Recommendation:** the plenary discuss, and seek to adjust then the revised recommendations go the Secretariat to be elevated to TCG
- f) **No consensuated recommendation:** but still the conclusion is sent to TCG if the item needs immediate attention and should go forward to the TCG, despite the lack of consensus at the plenary
- g) **Recommendations dropped**



6. GAML implementation workflow

The work that GAML coordinates follows a specific path and is shown in **Table 2**.

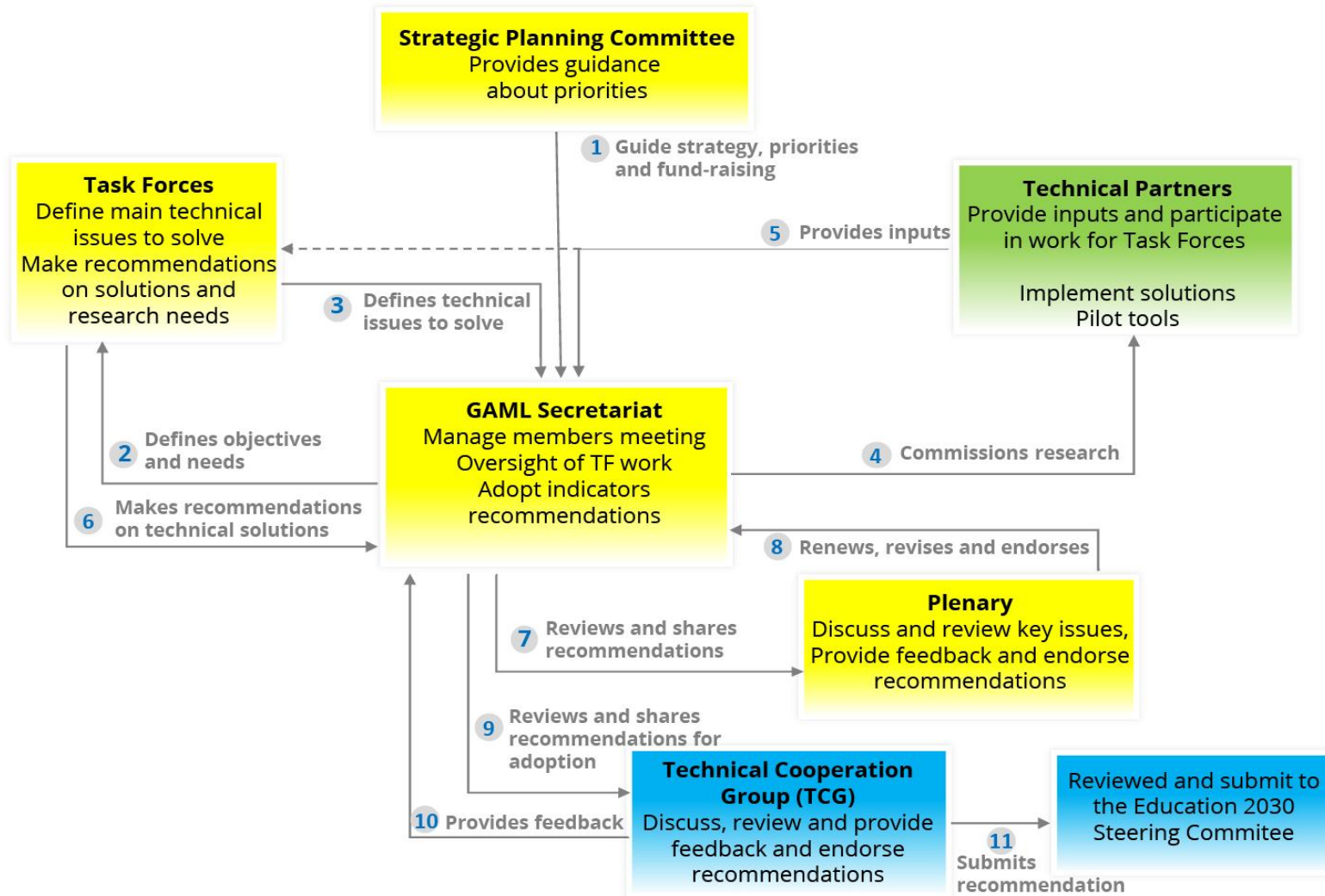
Table 2. Critical Decision Points

Action	Decision-Maker	Means of implementation
1. Guide strategy, priorities and fund-raising	Strategic Planning Committee	Shares with UIS GAML Secretariat recorded decisions made during SPC meeting in the meeting minutes
2. Define objectives and needs for specific work following SPC general guidance	Secretariat	Communicates with task force chairs through email and share documents through DropBox till a communication platform with password-protected website is set-up
3. Define technical issues specific to the target	Task Forces	Provide recommendations to Secretariat through email and share documented feedbacks, comments, progress report through UIS communication platform
4. Commission research	Secretariat	Identifies priority with the support from SPC and contract specific research through bidding process
5. Provide inputs	Technical partners	Provide inputs to Task Forces via Secretariat
6. Make recommendations to the Secretariat	Task Forces	Provide Secretariat with recommendations and specify the degree of consensus within task force
7. Present task force recommendations to the Plenary	Secretariat	Presents task force recommendations with description of alternate solutions to the plenary
8. Review, revise and endorse recommendations	Plenary	Reviews, revises and endorses recommendations from task forces and recommends to Secretariat for TCG adoption
9. Send to TCG for adoption	Secretariat	Reviews and shares recommendations with the TCG for adoption
10. Provide feedbacks	TCG	If needed the TCG will ask specific feedback on the papers (technical issues) presented
11. Submit recommendations	Education 2030	If endorsed TCG provides recommendations to Education 2030 Steering Committee

The process is summarized in **Figure 3**.



Figure 3. GAML Implementation flowchart





7. GAML results framework³

GAML implementation involves development objectives and outcome indicators with a robust results framework to guide implementation. It builds on the results framework agreed with UIS donors: United Kingdom's Department for International Development (DFID), Swedish International Development Cooperation Agency (SIDA), Norwegian Agency for Development Cooperation (NORAD) and UNESCO'S System of Information on Strategies, Tasks and the Evaluation of Results (SISTER).

The overarching goals for long-term impact include improved monitoring for policy-making; increased efficiency, transparency and accountability in education data; improved education system results; and, ultimately, improved learning worldwide. GAML will achieve these objectives through work in four components that align to the four strategic components:

1. National-level activities
2. Global reporting
3. Capacity development to support implementation
4. Research to support the learning and equity agenda

Table 3 presents a summary, with more detailed information presented in the result framework in a separate document.

³ A GAML result framework is provided in a separate document.



Table 3. Summary of GAML expected outputs per target

	Target 4.1	Target 4.2	Target 4.4	Target 4.6	Target 4.7
Component 1: National-level activities					
Data reporting	✓	✓	✓	✓	
Data Quality Assessment	✓	✓	✓	✓	
Component 2: Global reporting					
Global Common Framework	✓	✓	✓	✓	
Develop UIS reporting scale	✓	✓	✓	✓	
Benchmark to establish minimum proficiency levels (MPL)	✓	✓	✓	✓	
Validate and align submitted data	✓	✓	✓	✓	
Interim reporting	✓				
Component 3: Capacity development to support implementation					
Inventory of tools in learning assessments	✓	✓	✓	✓	
Manual of learning assessment practices	✓	✓	✓	✓	
Guidelines to set-up learning assessment	✓	✓	✓	✓	
Learning assessment data strategy	✓	✓	✓	✓	
Component 4: Research to support the learning and equity agenda					
Harmonize definition of reporting variables and terminology	✓	✓	✓	✓	
Develop coding scheme to construct common framework	✓	✓			
Map existing learning assessment framework	✓	✓	✓		
Map existing learning assessment practices	✓	✓	✓	✓	
Evaluate assessment practices in education system	✓	✓	✓	✓	
Develop assessment module and bank of items	✓	✓	✓	✓	
Develop core background questionnaire	✓	✓	✓	✓	
Conduct UIS reporting scale validity studies	✓				



Annexes

Annex I. Roles and responsibilities related to SDG 4–Education 2030 indicators

Table 4. Roles and responsibilities related to SDG 4 – Education 2030 indicator development, production, and dissemination (reporting and sharing)

Actor	Objectives	Membership and chairing	Decision-making
IAEG- SDGs	IAEG: overall custodian of global indicators	IAEG-SDGs: composed of 28 UN Member States Member States Co- Chairs: Mexico and the Philippines. Co-Chair: UNSD Secretariat: UNSD	Decision on the global indicator list, refinement and revision of the global indicators
Education 2030 Steering Committee	Support Member States in achieving SDG 4 targets and other education-related ones	Member states, civil society, international organizations, regional bodies. Co-Chairs: Norway and Assistant Director-General for Education Bureau of Education 2030: the two co-chairs plus 3 vice-chairs Secretariat: UNESCO ESC/ED Section	Endorse list of thematic indicators
Technical Cooperation Group on Indicators for SDG4 - Education 2030	Finalise and maintain the indicator framework for the follow-up and review of SDG 4	Member States, civil society and international organizations. Co-Chairs: UIS and UNESCO ESC/ED section	Recommend approaches to resolve methodological issues; Support capacity building in countries; and Help countries to report national and international data. Endorses the list of thematic indicators proposed by the Secretariat (UIS) and GAML



<p>GAML (Global Alliance to Monitor Learning)</p>	<p>Develop and carry out a coordinated programme of methodological work to develop and adopt improved standards, methods and practices in learning assessment and strengthening their sustainability</p>	<p>Member States, development partners, civil society and international organizations.</p> <p>Strategic Planning Committee Chair: DFAT Australia.</p> <p>Bureau of the SPC composed by Member States (2), the UIS Secretariat, civil society, international organization, development partner (2 including the chair)</p> <p>Secretariat: UIS</p>	<p>Decides and elevates technical solutions to the TCG about all learning outcomes-related indicators</p>
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Annex II. List of country participated in GAML

Region	Country
Northern America and Europe	Belgium, Bosnia and Herzegovina, Estonia, Germany, Norway, Slovakia, Spain and Sweden
Western Asia	Armenia, Qatar, Syria and Turkey
Eastern Asia	China
South-Eastern Asia	Philippines
Oceania	Australia
Latin America and the Caribbean	Bolivia, Brazil, Jamaica and Mexico
Sub-Saharan Africa	Kenya and Uganda
Central Asia	
Southern Asia	

There is no representation from Central Asia or from Southern Asia.



Annex III. Term of reference of various constitutions

I. Strategic Planning Committee

The Sustainable Development Goals (SDGs) represent a paradigm shift in the way that the world community seeks to address entrenched challenges and emergent opportunities, including in the field of education.

SDG 4 raises the bar on global aspirations for education. By seeking to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, the emphasis has shifted to meaningful participation by all, with five of the seven SDG 4 targets focused on measurable and cross-nationally comparable learning outcomes (4.1, 4.2, 4.4, 4.6 and 4.7).

The Global Alliance to Monitor Learning (GAML) has been convened in order to play a critical role in operationalising SDG 4, through a focus on:

- extending the collection and availability of learning achievement data to better understand learner successes and challenges;
- enabling the comparability of learning achievement to track progress and identify areas for action; and
- building capacity and mobilising resources to support all countries in the drive towards achievement of the 2030 education goals.

Committee Purpose and Functions

The GAML Strategic Planning Committee (SPC) has oversight of GAML, the operational effectiveness of the GAML agenda, and the positioning of GAML within the broader SDG environment.

The SPC has the following priorities:

1. To shape overall GAML governance, to provide and maintain clarity on:
 - GAML policy directions
 - Decision making processes within the GAML partnership
 - Practical connections with the broader SDG 4 environment
 - Communications and advocacy approaches for GAML
 - Progressing a multi-year agenda, defined by GAML members, most notably the GAML Results Framework.
2. To track progress of the GAML agenda, with a focus on:
 - Monitoring resource mobilization efforts in support of GAML
 - Maximising the use of expertise, drawn primarily from GAML stakeholders
 - Successes and challenges in realising the GAML agenda, as defined in GAML policy and operational documents, and the GAML Results Framework
 - Identifying barriers and enablers of the GAML agenda



- Reviewing and advising GAML bodies on annual and medium-term plans.
3. To keep under review the value-added of the GAML agenda, by:
- Assessing the objectives of the GAML agenda and its underpinning governance and management structures, at least annually
 - Liaising with members of the GAML partnership
 - Liaising with relevant entities with a stake in SDG 4 and the broader SDG agenda
 - Assessing the degree to which GAML is achieving its performance targets.

Meetings

The SPC will have face-to-face meetings at least once annually, co-timed with GAML meetings. The SPC will have virtual meetings on a bi-annual basis, or more frequently, as necessary.

Travel costs for SPC members will be covered by the UIS, with the exception of members representing the International Organisations constituency and members representing developed economies. Committee members drawn from well-funded institutions are strongly encouraged to meet relevant travel costs.



II. Secretariat

The secretariat is responsible for overseeing all aspects of co-ordination, management and communication. A key role of the Secretariat is to develop and report on a work plan for the Alliance to deliver the work. UIS is the Secretariat

Secretariat Purpose and Functions

The Secretariat, sits at the UIS Director Office, has the following roles and responsibilities:

- Providing supports to the GAML, the Strategic Planning Committee, and Task Forces to help them fulfil their roles and responsibilities and maintain progress toward the strategic objectives of the GAML;
- Providing supports and coordination for the organization of GAML meetings, including preparation of meeting agendas and meeting organization;
- Helping coordinate the efforts of the GAML to address issues and priorities related to policy, data, capacity, and finance;
- Facilitating the sharing of lessons learned and data collected; and
- Exercising other tasks as required to carry out the purposes of the GAML as determined by the SPC.

More specific functions will include:

- Manage day-to-day activities of the Global Alliance to Monitor Learning.
- Work with input from the SPC to oversee development of various products, include but not limited to the following: Global Common Content Framework, Data Quality Assurance Framework, Learning Scale and Global Metric, country capacity building and policy development plan.
- Set-up SPC and various Task Forces for each target (Targets 4.1, 4.2, 4.4, 4.6, and 4.7) and a cross-cutting Task Force on Assessment Implementation, draft Term of References for each committee and consult with the SPC as needed.
- Liaison with the Technical Cooperation Group, propose to the TCG the best technical solutions to produce the proposed indicators and support from countries can be reached within the TCG to implement them, and work with Steering Committee, Advisory Group and various sub-committees (Task Forces by target and cross-cutting Task Force) to focus on specific aspects of the initiative.
- Keep track of the different activities and ensure accountability of results through the development and maintenance of a communication and knowledge-sharing platform.



Secretariat Composition

The Secretariat carries out the day-to-day business of the GAML, serving the interests of the Alliance as a whole. The Secretariat is based in the UNESCO Institute for Statistics, which promotes a working environment that facilitates the Secretariat's fulfilment of its responsibilities.

The responsibilities of the chair are the following:

- Facilitates meetings or delegates this function as appropriate.
- Mediates GAML activities.
- Prepares, in consultation with the SPC, the agenda for the meeting.
- Maintains contact with the SPC between meetings to ensure that delegated work stays on track and on budgetary matters
- Ensure knowledge sharing.
- Responds to, facilitates and communicates all GAML activities.

III. Task Forces

Task Force Purpose and Functions

The Task Forces will be organized by target and one⁴ cross-cut Task Force on the Assessment Implementation and depending on the tasks the team may be organized differently. The main function of the Task Forces will include:

- Review specific technical development work.
- Work collectively on specific areas of interest,
- Advocates for key thematic issues within each target, and
- Collaboratively oversee and review the development of tools, make pragmatic technical decisions on the feasibility of methodology and process within each target, make recommendations to plenary group, and suggest resources to help practitioners within its target.

Task Force Composition

The size of the Task Forces will depend on the tasks on-hand to resolve. In practice a size of six to twelve (6-12) members with specific specialization and sufficient diversity for each Task Force. Task Forces are opened to GAML members but invitation may be extended beyond GAML members. The SPC has the authority to approve the formation of Task Forces on an as-needed basis. Secretariat can request the SPC to approve the formation of Task Forces for a specific task or target.

The Task Forces will work virtually but will meet at plenary meeting twice a year. Travel costs for the Task Forces members will be strongly encouraged to pay their own way.

⁴ A new cross-cutting task force on capacity development will be formed in summer of 2017.



Each Task Force is convened by one individual elected within the Task Force who commits to facilitate, coordinate the work within, and make progress report to the plenary. The elected Task Force coordinating representative may be invited to present its recommendations and provide updates at plenary meeting.

IV. Plenary members

The plenary consists of UN Member States, international technical expertise, and a full range of implementation partners—donors, civil society, UN agencies, and the private sector. The GAML is giving all participating organizations an opportunity to coordinate their activities within the SDG 4 umbrella, organizations will benefit from the network and tools produce within GAML.



Annex IV. Chairs and vice-chairs of GAML task forces

Task Force (TF)	Chair	Vice-Chair	Launch date
TF 4.1	Marguerite Clarke, The World Bank Group	Rasheda K Choudhury, Campaign for Popular Education	8 March 2017
TF 4.2	Baela Raza Jamil, ASER	Tiina Annus, Ministry of Education and Research of the Republic of Estonia	29 March 2017
TF 4.4	Manos Antoninis, UNESCO GEMR	Jianhua Zhao, International Center for Higher Education Innovation (ICHEI)	13 April 2017
TF 4.6	William Thorn, OECD	Rakhat Zholdoshalieva, UIL	22 June 2017
TF 4.7	To be determined	To be determined	Second half of 2017
TF on Assessment Implementation	Esther Care, The Brookings Institution	To be determined	31 March 2017
Capacity Development	Global Partnership for Education	Term of Reference under development	July/August 2017



Annex V. Acronyms

A4L	Assessment for Learning
GAML	The Global Alliance to Monitor Learning
IAEG-SDGs	Inter-Agency Expert Group on Sustainable Development Indicators
OECD	The Organization for Economic Co-operation and Development
SDGs	Sustainable Development Goals
SPC	GAML Strategic Planning Committee
TCG	Technical Cooperation Group on the Indicators for SDG4-Education 2030
TF	Task Force
UIS	UNESCO Institute for Statistics
UNSD	The United Nations Statistics Division