



## Global Alliance to Monitor Learning

### Work Plan 2019

The Global Alliance to Monitor Learning (GAML) is designed to improve learning outcomes by supporting national strategies for learning assessments and developing internationally-comparable indicators and methodological tools to measure progress towards key targets of Sustainable Development Goal 4 (SDG 4).

Established in March 2017, its first task has been to review and make recommendations concerning 5 indicators identified both by the Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs) and the Technical Co-operation Group (TCG) as requiring further methodological development.

The UIS – through GAML – successfully upgraded indicator 4.1.1.a from Tier III to Tier II. The reclassification request depended on UIS' proposal of a portfolio linking approach which provides countries with several options to link their results of learning assessments to an international scale. The methodology embeds the most relevant concept lying in the indicator, that is, the learning level children should develop at a certain point in time, and accordingly, what they should be taught in order to attain those skills. So instead of developing new global assessments, imposed top-down, UIS designed linking methodologies so as to maximize the use of existing data.

There are pending developments in indicators 4.6.1, 4.7.4 and 4.7.5, and there is a new proposed indicator about the breadth of skills.

A new Task Force on Capacity Development has been formed in 2019. The Task Force has two objectives: 1. To better understand capacity development resources and practices, and 2. To support the organizational aspects of monitoring and reporting on the indicators.

In 2019, GAML plans to:

- Finalize the Global Frameworks of Reference for Indicators 4.7.4 and 4.7.5;
- Complete the definition of the minimum (or adequate) level of proficiency or for the remaining indicators;
- Review and make recommendations on data collection and reporting procedures for indicators that currently do not have a designed survey;
- Develop the definition of the new indicator on breadth of skills; and
- Support countries through the UIS Regional Field Network. RFN



## Detailed work plan

Expected outputs	Detailed description	Responsible	Tentative deadline
<b>4.1.1</b> <i>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.</i>			
Refinement of the definition of the MPL	Refinement and unpacking of the definition	ACER	
	Bank of items – Design	UIS	May 2019
	Bank of items – Development and prototype test	UIS/WBG	July 2019
	Bank of items – Other	UIS	March 2020
Policy Linking	Piloting (The Gambia)	UIS	June 2019
Test Based Linking	- Cognitive instruments - Concordance table ERCE-TIMSS/ PIRLS	IEA	May 2021
Alignment for reporting	Procedural and content alignment tool	UIS	April 2019
Data collection of results	Aggregation from partners	UIS	August 2019
	Data realigned according to new definitions of MPL	UIS	August 2019
	Online data collection	UIS	October 2019
<b>4.4.2</b> <i>Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills</i>			
Minimum Level of Proficiency	Definition of Minimum Proficiency Level (MPL)	GAML/TCG	August 2019
Global Content Framework	Proposal for Global Content Framework reference for digital literacy skills	GAML/TCG	August 2019
Methodological framework	Content and procedural alignment tools design	GAML/TCG	August 2019
	Content and procedural alignment tools development	UIS	March 2020
<b>4.6.1</b> <i>Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</i>			
Definition of functional literacy and numeracy	GAML Task Force GAML plenary takes action TCG to take a decision	GAML/TCG	August 2019
<b>4.7.4.</b> <i>Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability</i>			
Global Content Framework	Proposal for global content framework for Global Citizenship	GAML/TCG	August 2019
Analysis of alternative assessment to report	Proposal based on consultancy	GAML/TCG	August 2019



<b>Expected outputs</b>	<b>Detailed description</b>	<b>Responsible</b>	<b>Tentative deadline</b>
Definition "adequate understanding of issues relating to global citizenship and sustainability"	Proposal based on consultancy	GAML/TCG	August 2019
UIS to collect and report	International assessments to provide tailored data	UIS	September 2020
<b>4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience</b>			
Refinement of indicator agreed	Alignment of assessment to report	UIS/GAML/TCG	August 2019
Definition "of proficiency in knowledge of environmental science and geoscience"	Proposal based on consultancy	GAML/TCG	August 2019
Alignments of other existing assessments	Proposal based on consultancy	UIS/GAML	August 2019
UIS to collect and report data		UIS	September 2020
<b>4.7.6 Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems</b>			
Proposal reviewed and decision taken	- UIS, UNESCO to develop proposal for this indicator to be dropped - TCG to take a decision	UIS/UNESCO TCG	July 2019 August 2019