



United Nations  
Educational, Scientific and  
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GLOBAL  
ALLIANCE  
TO MONITOR  
LEARNING

# Global Alliance to Monitor Learning: Update on Progress

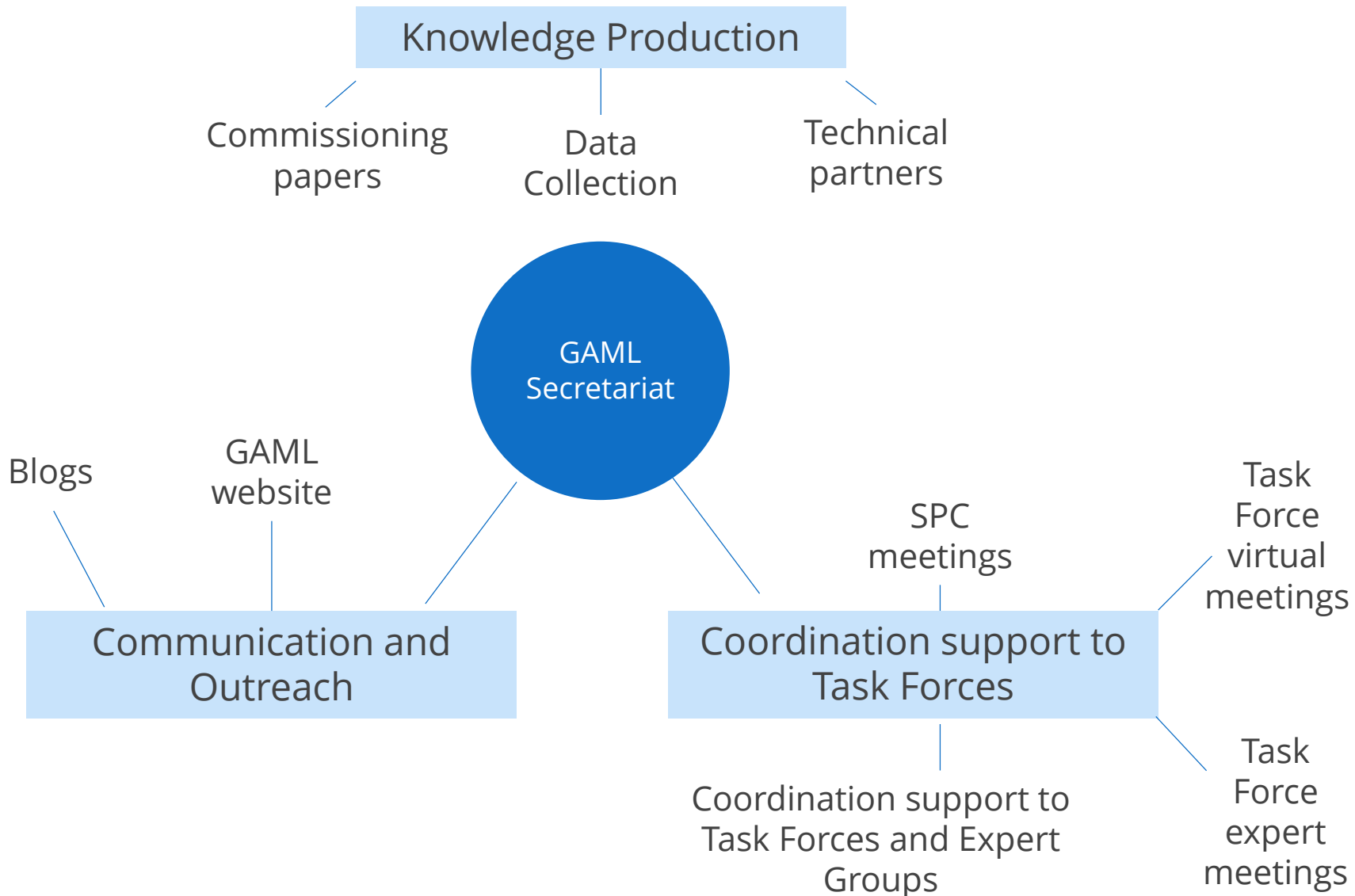
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GAML 5

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

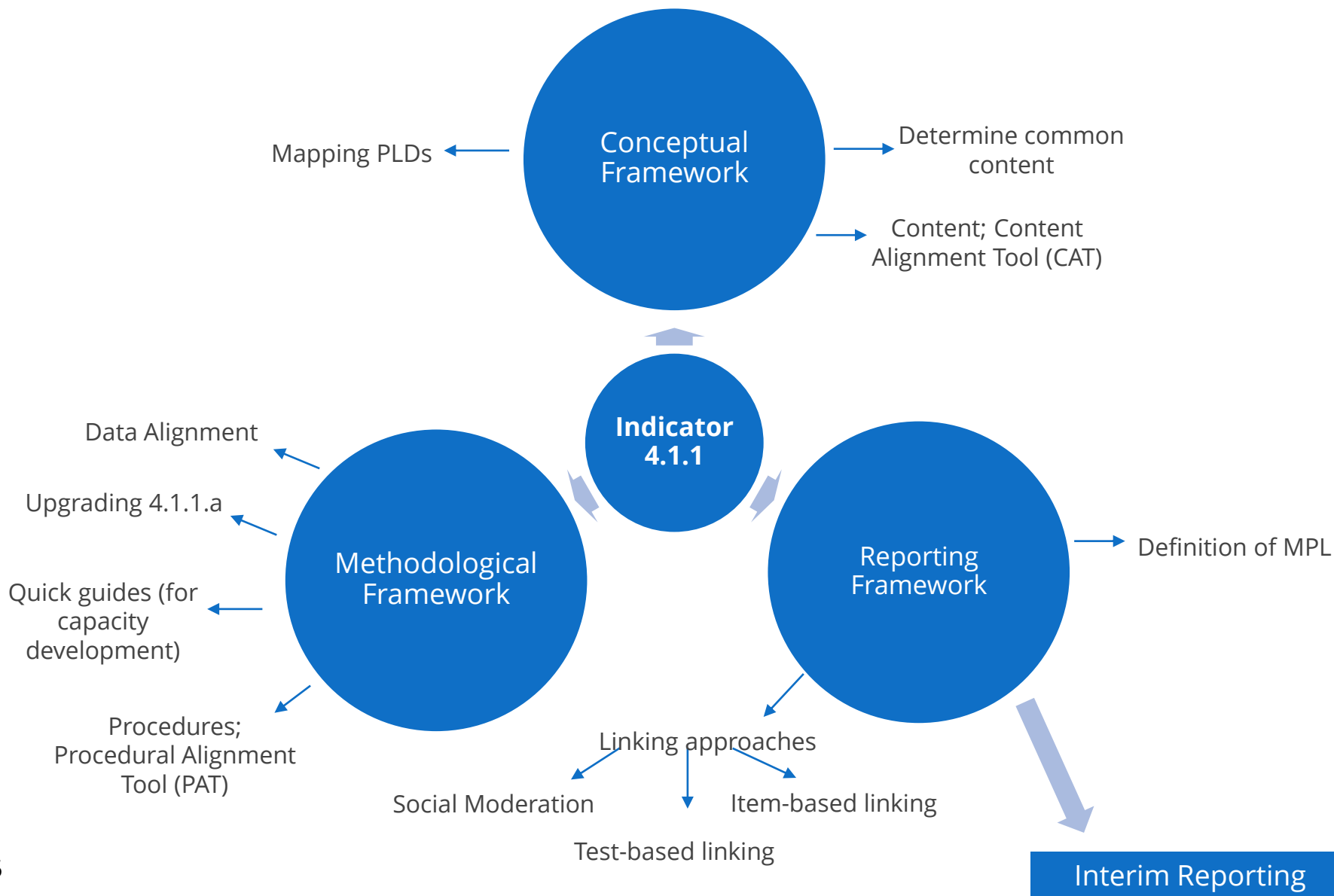


✓ MPL defined



✓ Procedural and content alignment tools developed

# Progress in Indicators: 4.1.1

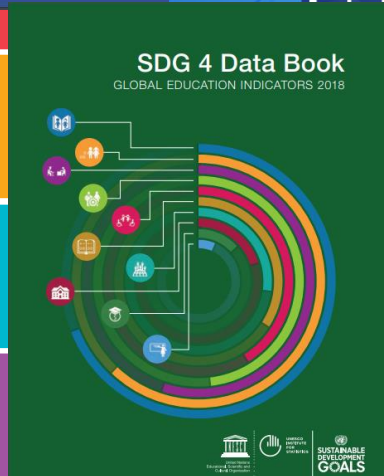


# Communication Products

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

- Quick Guides
- GAML website and country profiles
- Indicator dashboard
- Content and Procedural Alignment Tools

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



Indicator	Target	Concept	Data Sources
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.	CONCEPT: Methodology related to participation in formal education and training is established throughout most countries (ISCED 2011). However, methodology for measuring participation in non-formal education and training varies substantially across the globe.	DATA SOURCES: At the international level, surveys such as the European AES, PIAAC from OECD and the ILO DWITS.
4.7.1	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.	CONCEPT: The fixed level of proficiency is the benchmark of basic knowledge in a domain measured through learning assessments. So far, there are no common standards validated by the international community or countries.	DATA SOURCES: Skills assessment surveys of the adult population (e.g. PIAAC, STEP, LAMP and national literacy and numeracy surveys).
4.a.1	Proportion of schools with access to: (a) electricity; (b) pre-primary pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-use basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions).	CONCEPT: The indicators measure ICT skills based on the number of people who report having undertaken certain computer-related activities in a given time period.	DATA SOURCES: Administrative data from schools and other providers of education or training.
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study.	CONCEPT: It seeks to measure the quantity and quality of country inputs, as well as whether the quality of OECD and ESD provision is adequate to fulfil the transformational potential.	DATA SOURCE: UNESCO consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.

### Quick Guide No. 2 Making the Case for a Learning Assessment



# Communication Products

## The Learning Assessment Dashboard <http://gaml.uis.unesco.org/dashboard/>



### 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			

## Consensus Building Meeting on MPLs



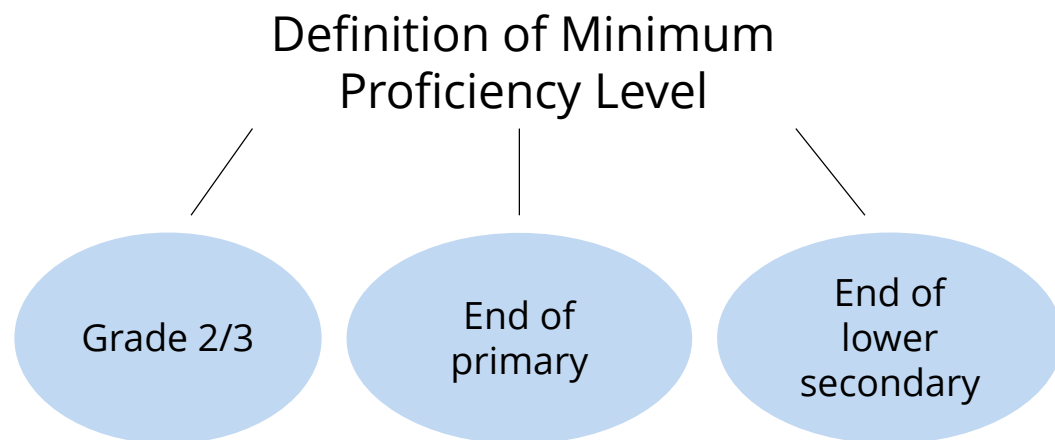
Representatives from regional and international learning assessments met to agree on minimum proficiency levels (MPLs) in Paris, France.

SDG Indicator 4.1.1: *Proportion of children and young people in (a) 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*





## Consensus Building Meeting on MPLs



### Reading & Mathematics

- Facilitate alignment between assessment programmes;
  - Enable countries to pursue different options for assessments; and
  - Allow for some harmonization of results
- Mapping proficiency levels
  - Mapping proficiency level descriptors
  - Identify common recommended benchmarks for MPLs → **Harmonizing national assessments**

## 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

### Mini-LAMP



- Allows countries to report on 4.6.1
- Tool package
- More affordable than LAMP; simplified version
- Role of regional partners

## 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**



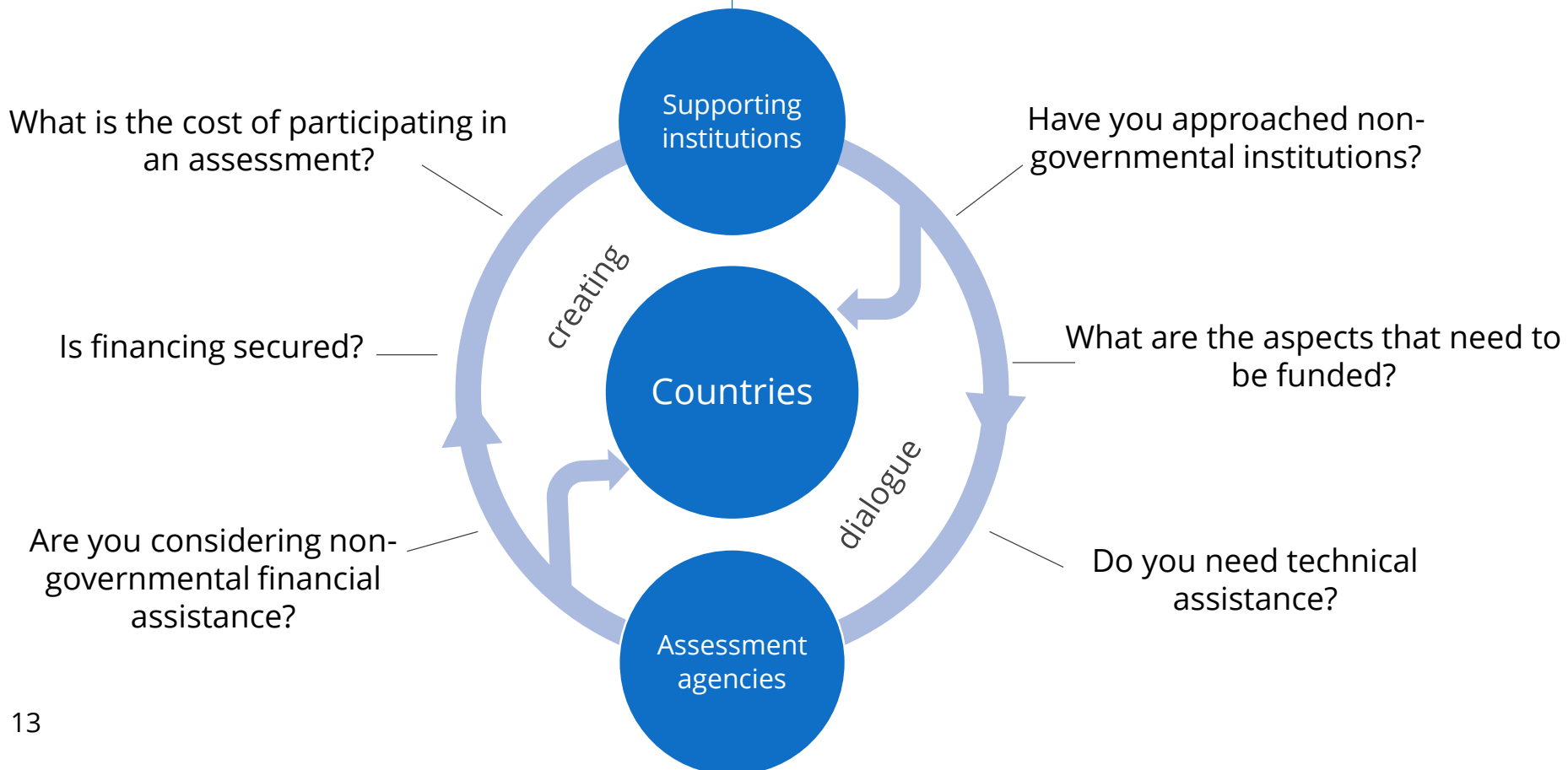
TIMSS grade 8 science framework

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

## Understanding the Funding of Learning Assessments

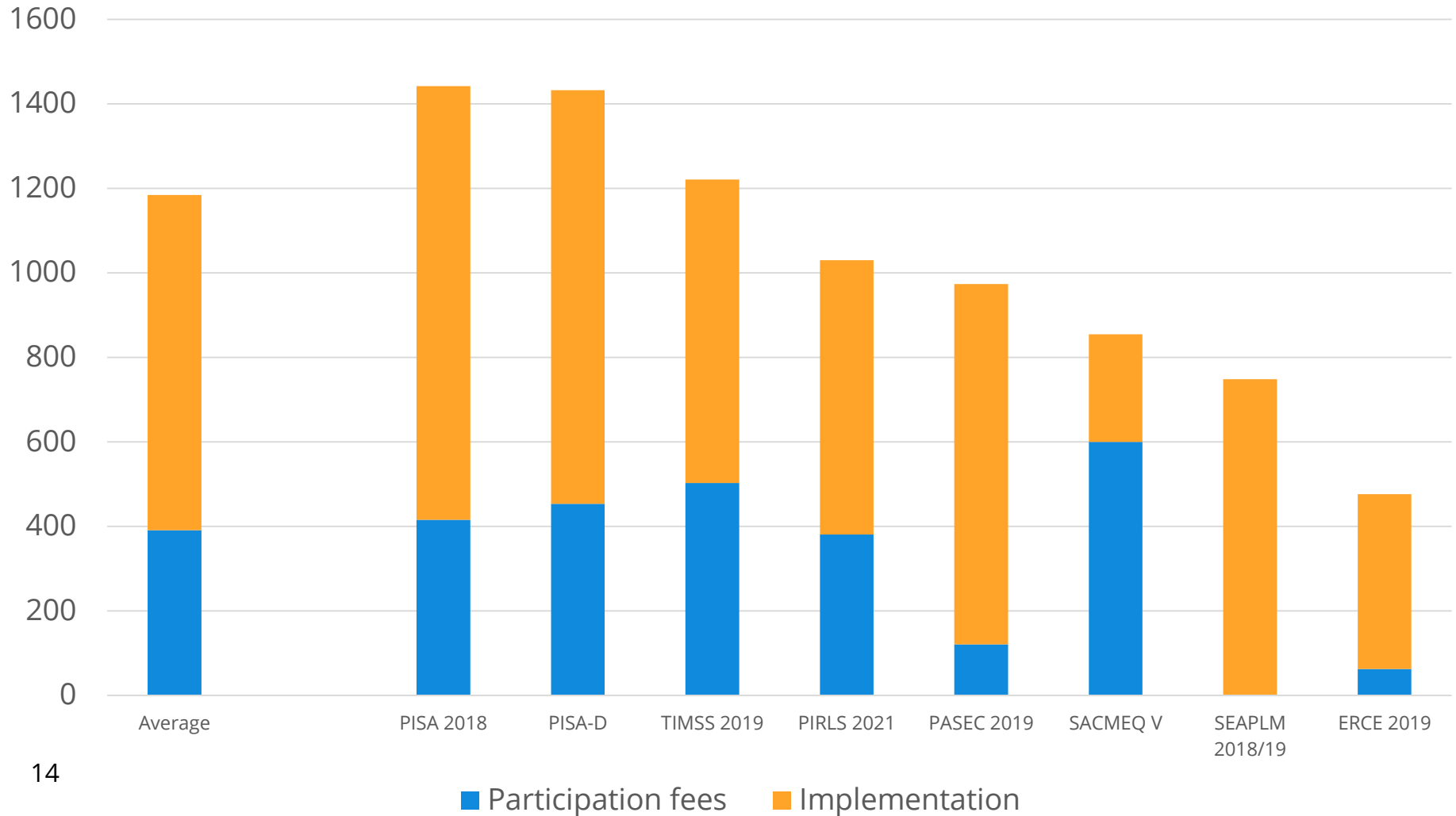
### UIS & GPE

#### Participation in Cross-national assessments



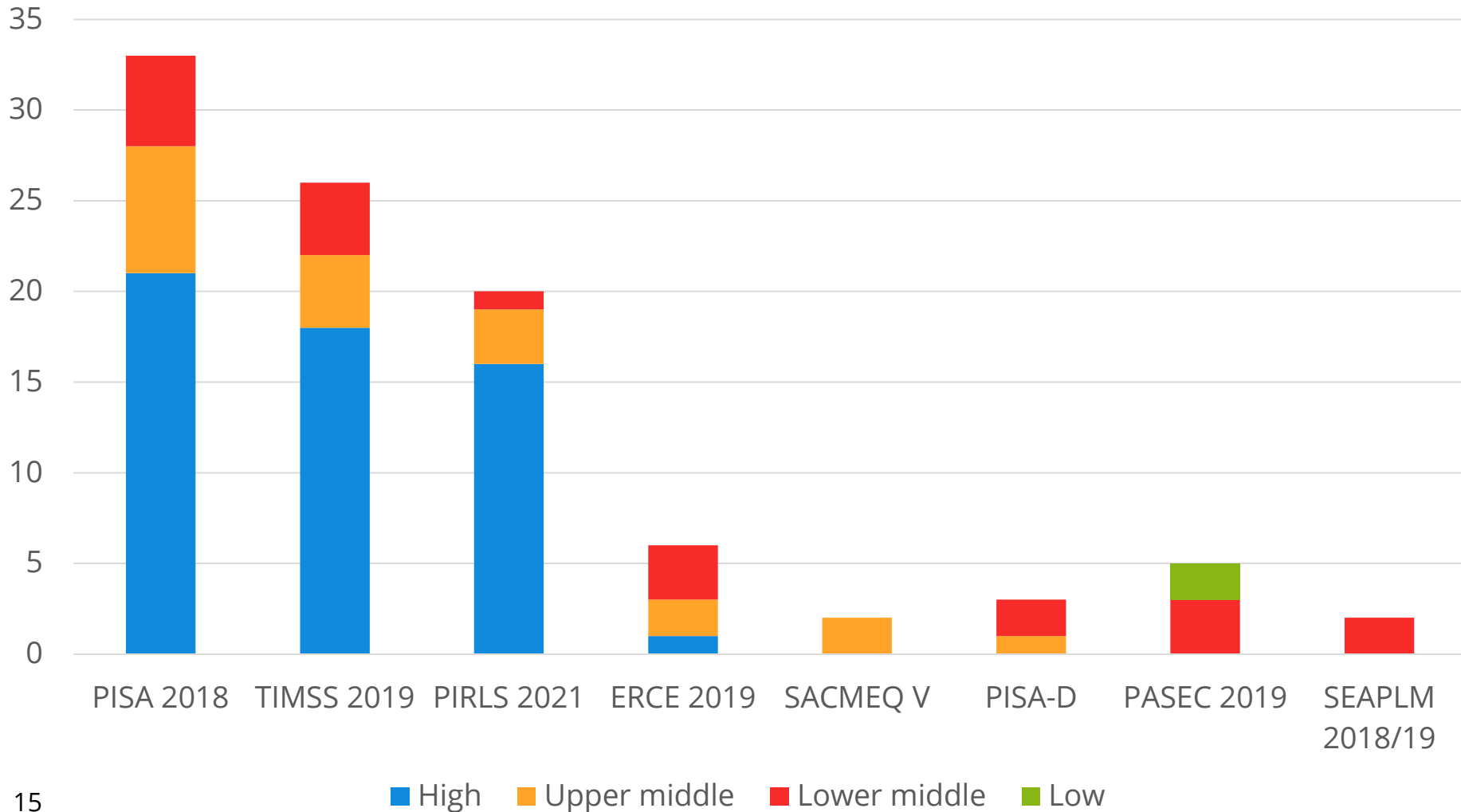
# Data Collection

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



# Data Collection

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



## 2018 UIS Catalogue of Learning Assessments 2.0

CLA 2.0 collects data on learning outcomes from household-based surveys/assessments:

- UIS/LO/CLA2/M2/HBA/DL – Digital literacy skills
- UIS/LO/CLA2/M2/HBA/FLN – Functional literacy and numeracy skills
- UIS/LO/CLA2/M2/HBA/ICT – ICT skills

The questionnaires collect data that covers learning outcome indicators 4.4.1, 4.4.2, and 4.6.1.





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# Thank you!

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