Communications and Stakeholder Engagement Guide

August 2017

Introduction

The Global Alliance to Monitor Learning (GAML) is an institutional platform to coordinate efforts to measure learning and the harmonization of standards for measuring learning. GAML provides concrete solutions to develop new indicators on learning needed to achieve Sustainable Development Goal (SDG) 4 and to set the standards for good practices on learning assessments by bringing together technical experts from around the world.

GAML was established by the UNESCO Institute for Statistics (UIS), which is the official source of cross-nationally comparable data on education, as confirmed in the Education 2030 Framework for Action. The UIS has been given the mandate to "work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate, working in coordination with the Education 2030 Steering Committee."

Through a highly collaborative approach, GAML brings together a broad range of stakeholders, including experts and decision-makers involved in national and cross-national learning assessment initiatives, as well as donors and civil society organizations advocating for education. The UIS hosts the GAML Secretariat, which is responsible for communicating with different stakeholders while providing overall guidance on the methodological work associated with the SDG 4 measurement framework.

Situation Snapshot

The global education landscape is crowded with a bewildering array of causes and messages being championed by various stakeholders across all available media. At the same time, there is a growing interest and demand for more and better data to inform policy and decision-making for sustainable development, especially from UN member states. The challenge and opportunity for GAML is to harness the momentum spurred by the SDGs and the "data revolution," while bringing together the diverse actors involved in educational assessment and raising awareness about the data gaps that threaten achievement of Goal 4.

As a multi-stakeholder alliance convened to improve global monitoring of learning, 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 organisations committed to participating in and promoting solutions to the global gap in learning data. Engaged and active GAML stakeholders can serve as global messengers and advocates, if they are provided with strategic messages and communications resources that clearly and effectively make the case for developing new indicators of learning and better data overall.

Objectives

1. Establish GAML's legitimacy at the global level as the key mechanism for measuring learning in an internationally comparable way. This is achieved by:
   - Demonstrating the collective strength of GAML members — a diverse alliance of leading experts working at the frontiers of knowledge on educational assessment;
   - Showcasing the outputs and outcomes of GAML in a straightforward way, suitable for multiple audiences;
   - Showing that GAML understands and serves the interest of all stakeholders, taking steps to transparently build consensus across diverse viewpoints; and
   - Generating change in the business-as-usual of developing and conducting assessments.
2. Ensure GAML partners continue to engage and deliver by providing valuable information and positive association through the communication, dissemination and success of GAML.
   - Partners can be motivated by receiving financial incentives and being associated with the successful milestones of GAML.
3. Establish a perception of GAML as a truly transparent, participatory and inclusive initiative.
4. Foster uptake of GAML recommendations, especially among UN member states, and transform the way learning is measured at the global level.

Target Audiences

GAML Stakeholders	Description	Key Aspects
GAML Task Force Chairs	Well-known experts in learning measurement who are neutral facilitators, one for each learning target plus cross-cutting task forces	These are highly respected leaders in assessment who are responsible for delivering the GAML implementation model. As they have full-time positions in other organizations, the challenge is to keep them motivated and rewarded so that they continue to provide thought leadership and push task force members to deliver.
GAML Strategic Planning Committee (SPC)	A small group of high-level leaders representing different stakeholder constituencies.	This group can provide guidance and feedback on the GAML strategy and progress toward the Results Framework. They may

		also be enlisted as high-level champions and influencers.
GAML Members	A broad range of stakeholders, including experts and decision-makers involved in national and cross-national learning assessment initiatives, as well as donors and civil society organizations advocating for education.	GAML members are motivated by the networking aspect of GAML, and the opportunity to influence SDG monitoring and contribute to a successful initiative. The members need to feel rewarded to sustain participation, and not feel used.
Assessment Agencies (IEA Data Processing Center, Analyses and Reporting Unit, OECD, Pearson, ETS, ACER)	Implementing agencies of international assessments, such as IEA, ETS, ACER, etc., could be a potential beneficiary in the SDG learning agenda, as learning outcomes data will be in demand.	The motivation in participating in GAML is mostly self-interest for this group, as they see it as a strategic business opportunity. However, harmonization would demand extra efforts from them. They are often reluctant to share instruments or comply with a global public good approach. This group can pose an obstacle to GAML given their resistance to working together and sharing proprietary information, and the difficulty of changing deeply entrenched ways of working. There is currently tension among this group and little incentive for the various assessment agencies, which are in competition with one another, to work together.
Regional Assessment Bodies (LLECE, PASEC, SACMEQ, SEAPLM, PILNA)	Regional assessment could reinforce their role in liaising with participating countries and help countries build technical capacity in learning assessments that are culturally appropriate.	Regional assessment agencies benefit from exposure to new frontiers in data analysis and assessment policy from others in the GAML network. They can also help improve collaboration across existing multi-country assessments by committing to certain principles (e.g. sharing instruments), but some are

		reluctant to cooperate for the same reasons as the assessment agencies.
Government Actors (UN Member States)	The principal central government actors in educational reform are the Prime Minister's or Cabinet Chief's Office, the Presidency, the Ministries of Education and different technical institutes in a country. It will be important that they understand the benefits of the initiative, as assessment could have political and financial costs. Indirectly, the institutions providing teacher training and the technical and professional schools will have an impact. Other relevant ministries like the Ministries of Finance and Planning interested in cost efficiency and accountability and potential investors will be in favour of comparability.	Government actors can use GAML recommendations to reinforce their national assessment systems, expand their capacity to generate and use data, and share national experiences and best practices. Participation in GAML by individual government employees can be seen as prestigious. GAML could benefit member states as a broker between ministries of education and finance by providing tools to measure the return on investment of an education strategy.
Donors	Foreign economic and technical assistance plays a massive role in this policy reform at the country level, both in the process which created it and in its implementation. At the global level, donors are motivated to fund GAML activities in order to better measure return on their own investments and to help move forward the global education field.	Some donors have a high interest in learning measurement, while others have an education strategy but do not see measurement as a focus. Donors can use GAML tools and recommendations to measure the impact of their investments. They can also put pressure on assessment agencies and regional assessments to collaborate.

| Key Global Decision-Making Bodies and Influencers (UNESCO, Ed 2030 SC, TCG, IAEG-SDGs, Education Commission) | **UNESCO:** The global lead agency for education.

Technical Cooperation Group (TCG): Builds consensus on the SDG 4 measurement agenda and provides the opportunity for Member States, multilateral agencies and civil society groups to discuss and make recommendations on the implementation of SDG 4 from a statistical point of view.

Education 2030 Steering Committee (Ed 2030 SC): Convened annually to ensure coordinated support to Member States and partners to achieve SDG 4 and the education-related targets in other goals of the 2030 Agenda.

Inter-Agency Expert Group on SDG Indicators (IAEG-SDGs): A group of representatives of national statistical offices tasked with developing and implementing the global indicator framework for the Goals and targets of the 2030 Agenda.

Education Commission: While not a global decision-making body per se, the International Commission on Financing Global Education Opportunity has significant influence among ministers and global actors. One of the recommendations from its | The global decision-making bodies are counting on GAML to deliver. GAML must position itself to provide technical inputs to inform the key decision-making bodies. The GAML Secretariat will need to understand the key decision points and timelines of these groups and organize its own inputs around these groups. These bodies will be important for building political will for GAML recommendations and mobilizing financial resources. |

	report was to agree on a lead global indicator for education. This group can support GAML if they feel the goals are aligned with the Commissions' recommendations.	
Academia/ Researchers	Researchers are potentially the main methodological critics for GAML, and can provide technical support and endorsement to the work.	Researchers should be consulted in the early stages of the work. Researchers can also help civil society and other stakeholders understand the technical aspects of GAML's recommendations and tools, enabling them to be better advocates for the work.
Education Stakeholders (students, teachers and union, parents, private sector, NGOs)	Teachers and students are directly impacted by decision-making in the education sector. Civil society organizations/networks and other actors dedicated to education and/or social affairs and social welfare, including political parties, professional and academic associations and unions, and student organizations, will have an interest in using data to reveal learning levels and educational inequalities. They can also be vocal advocates. The private sector has been an actor in the development of defined primary/secondary education global metrics.	Teachers and unions may feel resistant to assessment in general, particularly in countries where assessment results have been linked to teacher evaluation. They tend to be more in favour of holistic assessment frameworks that cover all learning domains than assessments that focus only on literacy or numeracy, and may be resistant to the idea of a lead global indicator for education.

(adapted from [concept note](#) on GAML website)

Stakeholder Types

Actors with strong influence in global education and high interest in the topic of measuring learning are the core stakeholders who can help GAML succeed. These include assessment agencies, regional assessment bodies, GAML Task Force Chairs, and some GAML members, such as UN agencies. There are also stakeholders who have the potential to be very influential for GAML, but their interest and engagement must be cultivated. This includes the majority of government actors and donors, although some of these actors already show high interest. Core GAML stakeholders can be critical ambassadors to groups that need to become more engaged. The broader education community — including advocacy organizations, teachers, academia and researchers – can help with disseminating key messages and bolstering support for GAML. As a group, these stakeholders have high interest, but individually their level of influence is low.

The aim of GAML outreach and communications, then, is to keep the strong influence/high interest stakeholders actively engaged; increase engagement among the strong influence/low interest stakeholders, such as governments and donors; and keep the high interest/low influence stakeholders informed of progress. It will also be important to identify allies outside of the education sector.

Equally important will be identifying potential opponents who for various reasons do not agree with GAML's approach and/or recommendations, or stand to lose in some way if GAML is successful (see examples below). Vocal opponents can have significant influence within GAML, especially during in-person meetings, but can also exert influence via external communications, outside of the alliance. GAML should consider the relative influence and power of potential opponents in advance and explore ways to neutralize their arguments or tactics, by either convincing them to join the alliance or finding ways to assuage their concerns.

- **Blockers** are stakeholders who prefer the status quo over change and actively try to block new ideas. These individuals want to be heard, so it could be helpful to include them in the early stages of the work. Extending a personal invitation to a blocker to participate in a task force, for example, might give them a greater sense of ownership in GAML. If they have contributed to the work, they may be less likely to speak negatively about it.

- **Strategically biased** stakeholders seek a predetermined outcome from the process and try to steer the group toward this outcome. For example, this could be a person or organization that has developed an instrument they want GAML to adopt in its recommendations. These stakeholders can be very useful in the technical task forces; however, their engagement must be managed to ensure their bias does not influence the other group members. Finally, such stakeholders are not recommended as members

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of the SPC or other decision-making bodies, as they can present a barrier to building consensus.

- **Business-oriented** stakeholders, similar to the strategically biased, have a business interest in GAML and its outcomes. This is not necessarily negative, but transparency is especially critical when engaging these stakeholders. It is important to be clear about the process for receiving funding from UIS/GAML and whenever possible to have an open, competitive bidding process. These stakeholders are often willing to volunteer their time initially with the hope that it will lead to a contract later, so it is important to manage their expectations from the outset.

- Stakeholders with a **short-term outlook** are concerned with what can be done with existing resources right now, and may not view GAML as a long-term solution. For example, one objective of GAML is to build assessment infrastructure in low-income countries. Stakeholders with a short-term perspective may prefer quick fixes, such as bringing in an international team of experts to administer assessments. These stakeholders may need to see a proof of concept before fully supporting an activity.

Communication Needs, Channels and Tactics, by Audience

Audience:	GAML Task Force Chairs and Members
Communication Needs:	Maintain close contact, ensuring in-depth understanding of roles, responsibilities, action plans and processes, decisions and outcomes
Key Messages:	GAML roles and responsibilities, governance and relationship with other global initiatives, action plans and regular updates on progress
Frequency:	Bi-weekly/monthly
Vehicles:	Skype/phone, email, web, in-person
Responsible Party:	GAML Secretariat
Suggested Channels and Activities:	

- Electronic Communication
  - o Establish common guidelines/protocol for effective email communication among members, for instance:

- Use subject lines that clearly explain what the email is about, beginning with [GAML] and noting "Action Required by XX" or "FYI" as appropriate. *Sample subject line: [GAML] Action Required by 15 Sept: Task Force Action Plan*
- Use bullet points rather than prose for longer messages.
- Use boldface to highlight key points and/or action items.
- For recipients with limited connectivity, paste important text into the body of emails rather than/or in addition to attaching documents for download.

- o Task Force Chairs should set up a Google Group for each task force to facilitate communication with the whole group and enable tracking of messages all in one place.

- **Knowledge Management**
  - o Establish knowledge management processes and agree on roles/responsibilities such as file maintenance and updates, levels of access to folders and files, rules for sharing, etc.
  - o Set up a central online repository for core project documents (e.g., Google Drive, Dropbox, Asana).
  - o Use strict conventions for file naming and dating to avoid confusion regarding which version is most current (e.g., "GAML_Project Concept Note_YYYYMMDD").
  - o Set up folders for different working groups, meetings, categories of materials, etc.
  - o Maintain one up-to-date spreadsheet, available online, listing the various committees/working groups and their members.
  - o Set up a spreadsheet to provide a monthly snapshot of progress, including challenges and next steps, and have Task Force Chairs fill in their respective sections on a monthly basis.

- **Ways of Working**
  - o Meetings
    - While it is not always possible to accommodate the schedules of all task force members, proactively seeking participation and making a clear effort to include as many participants as possible in group meetings helps build trust and ownership.
      - ◊ Online tools such as timeanddate.com and Doodle.com make it easy to find meeting times that work best for members across different time zones.
      - ◊ With Doodle.com, the Task Force Chair suggests the dates and times he/she is available, and each member checks off the ones they can attend. This way the Chair can easily see which date and time will accommodate the largest number of participants and the scheduling process is transparent.
      - ◊ Consider asking members to designate a back-up colleague who can attend meetings in their stead and is copied on GAML communications.
    - Meeting agendas should always include at the top a list of the 3 to 5 objectives for the meeting and any specific decisions that will need to be taken. Activities and discussions should then be aligned to ensure they contribute to those objectives.

- For topics that may be controversial or for which there are entrenched camps, it is helpful to enlist a skilled facilitator who is respected and/or considered neutral to mediate face-to-face discussions and bring the group to consensus. Preparatory calls with key participants before a meeting can help identify contentious issues in advance and help facilitators to anticipate and/or avoid arguments.
  - Consider adopting a rotating schedule for note-taking to share responsibility and increase participant engagement. The Chair would be responsible for developing the final meeting summary.
  - At the end of Plenary meetings, it is helpful to review the main points and decisions taken (project via PowerPoint) to remind participants and reinforce agreements.
  - Meeting outputs should include a brief document with bullet points clearly listing the objectives, participants, any decisions taken or deferred, and action points for easy reference. Within 3 to 5 days following the meeting, share the document with participants and post it online for future reference. Follow up on action items and provide updates in subsequent meetings.
- o Building Consensus
  - Post a timeline for the project or each task force with major deadlines clearly marked.
  - Use Google docs for online collaboration and to track edits and comments that everyone can see.
  - Use online surveys and questionnaires (e.g., Google Forms or Survey Monkey) to solicit and collect ideas from members or to collect responses on decision points. These online services compile the responses into a spreadsheet for you, and many will also create charts to help visualize who participated and their responses.
  - For key decisions, provide background on the options and considerations prior to the meeting or survey.
  - Be sure to share the results of any exercise, discuss with them with participants and get feedback on the process.
  - Establish clear protocols/guidelines for decision-making in advance — for instance, are decisions to be made within the Task Force or at the level of the Secretariat? Clearly communicate the results in either case.
    - ◊ For quick and easy reference, develop one- or two-page project summaries with bullet points and minimal prose. Include brief descriptions of roles and responsibilities, visual of governance structure, chairs and key contacts, URL to online drive for more information.
    - ◊ Each task force should share a simple action plan including deadlines and noting the persons responsible for each activity.
- o Project Resources

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- Create an online folder with a greeting and orientation packet for new members as they come on board, including core project documents, TORs, etc.
- Develop a standard set of slides/briefs and talking points that members can share and present to their colleagues and networks.
- Create a list of frequently asked questions and answers (FAQ) for GAML, and post it on the website for use among members and other stakeholders.
- Encourage members to co-draft blog posts and/or present GAML at relevant events with education stakeholders. Collect and share these online.

Audience:	**GAML Strategic Planning Committee (SPC)**
Communication Needs:	Maintain close contact, ensuring in-depth understanding of roles, responsibilities, action plans and processes, decisions and outcomes
Key Messages:	GAML membership, roles and responsibilities; governance and relationship with other global initiatives; strategy, action plans and regular updates on progress
Frequency:	Bi-weekly/monthly
Vehicles:	Skype/phone, email, web, in-person
Responsible Party:	GAML Secretariat

Suggested Channels and Activities:

- Communication tools and protocols for this group will be similar to those for GAML Task Force Chairs and Members, but with a narrower focus on high-level strategy and tracking progress toward the Results Framework.
- The SPC should review and provide feedback on strategic documents for GAML, and get regular updates on the activities of the Secretariat and Task Forces.
- The SPC may provide guidance to the Secretariat when there is disagreement on strategic decisions or when GAML encounters major obstacles or threats.
- Members of the SPC can also serve as influential messengers and champions, promoting GAML among their contacts and key audiences.

Audience:	Government Actors
Communication Needs:	Understand SDG monitoring, improve assessment literacy, engage in developing and using GAML products
Key Messages:	Basic information on large scale assessment, how to conduct assessments, how GAML can help countries meet national needs and monitor SDGs, the open and democratic nature of GAML
Frequency:	According to the timelines of key global decision-making bodies; at key milestones and global advocacy moments
Vehicles:	Multilateral and bilateral meetings, events and conferences, email, web, electronic and print materials
Responsible Parties:	GAML Secretariat; GAML Members with strategic influence, such as UN agencies, bilateral donors, national and international NGOs; Regional education bodies, such as NEQMAP, ADEA, SAARC, and OEI. GAML Task Force Chairs could also assist, especially in outreach at conferences and events.
Suggested Channels and Activities:	

- Consultations
  - Conduct in-person and virtual consultations with the goal of reaching at least 50 countries across all regions.
  - Develop a consultation toolkit, to include: a short, 4-6 page paper describing the GAML tools, with links to the technical papers; consultation guidelines; PowerPoint slides; and discussion guide.
  - Liaise with UNESCO/UIS offices to organize 4-6 regional consultations, bringing in government stakeholders. The target does not need to be minister-level, but rather director-level within ministries or examinations councils. It should be the people who will actually be using the products developed by GAML.
  - Engage the GAML members and broader education community, including teachers' organizations (e.g. Education International), INGOs, and donors to help coordinate consultations at the national level using the toolkit. Regional networks, such as NEQMAP in the East Asia/Pacific region and the new TALENT initiative in West and Central Africa, can be called upon to facilitate consultations.
  - Summarize the feedback from the consultations into a synthesis report of recommendations on implementing GAML tools. The report should list all of the stakeholders who participated in consultations, and provide practical guidelines on how to use the GAML tools to monitor SDG 4. It should also include a background on assessment and a glossary to help develop shared terminology.
- Pilot Countries

- o   Through the consultation process described above, it is likely that a number of countries and leaders will emerge who are eager to get started in implementing GAML recommendations at the national level. Consider convening a cohort of pilot countries to begin using the tools and provide feedback prior to publication.
  - o   Develop protocols for pilot countries including data-sharing agreements, rules of engagement, etc.
- General Outreach
  - o   Present GAML progress at regional events, ministerial meetings, international education conferences, etc.
  - o   Set up bilateral meetings with key governments and UN Missions to promote the work of GAML and encourage their involvement. Invite influential stakeholders and national representatives to attend as appropriate.
  - o   Develop project briefs to share in bilateral meetings, tailored to each audience (e.g., with country-specific information and data).
  - o   Ensure UNESCO colleagues and other institutional representatives are well-versed on GAML and represent the initiative among key constituencies and at strategic moments, including at the UN in New York and Geneva.

Audience:	**Assessment Agencies and Regional Assessment Bodies**
Communication Needs:	Keep informed of plans, opportunities to engage, decisions and outcomes
Key Messages:	Updates on progress and opportunities to engage, emphasize the need to work together/collaborate
Frequency:	Quarterly
Vehicles:	Bilateral meetings, events and conferences, email, web, electronic and print materials
Responsible Parties:	GAML Secretariat and UIS Director. A very high-level education leader, such as Gordon Brown (given the Education Commission's interest in developing a lead global indicator) or Julia Gillard (given her role as GPE Board Chair), could be called upon to help broker an agreement among these agencies.
Suggested Channels and Activities:	

- Use a champion approach, publicly acknowledging the agencies adhering to GAML principles of collaboration and transparency

- o When one or more agencies shares their instruments or commits to supporting the work of GAML, publicly acknowledge the agency through official forums such as the UNESCO General Conference, or unofficial forums such as blogs, Twitter, etc.
- o With donors, explore the idea of funding activities for collaboration for only the agencies that commit.
- Develop a joint statement/commitment to collaboration
  - o A joint statement, commitment, report, or other type of public document could be developed declaring that the signatories are willing to commit resources to improving measurement of learning as a public good. The incentive to committing to collaboration could be additional funding and/or pressure from donors and advocacy organizations.
  - o A high-profile facilitator (e.g. a current or former head of state) could be brought in to facilitate this agreement at an in-person meeting or retreat. It is important that each assessment agency/regional body has an equal number of participants in the meeting, and that the person(s) attending can make commitments on behalf of their organization.
  - o Key messages in the joint statement/commitment include the importance of working together to improve education for millions of children around the world, willingness to share items, make changes to future versions of the assessments to align with GAML recommendations, and share data.
- Provide incentives for collaboration and sharing
  - o At a minimum, create a community of practice for assessment agencies and regional assessment bodies to share their activities and latest research.
  - o Consider creating a public-private partnership model, adapting the business model of the Gavi Alliance, which brings together for-profit vaccine companies with governments, donors and international agencies to make vaccines more affordable to the poorest countries.
    - ▪ Gavi pools demand from low-income countries so that vaccine manufacturers have a viable market. Countries are required to pay some of the vaccine costs, and additional costs are covered by long-term donor financing.
    - ▪ While GAML is different in that the goal is not to simply deliver assessments but rather to build capacity, it could bring together a cohort of low-income countries and donors in a similar way.
    - ▪ Through a competitive bidding process, assessment agencies and regional assessment bodies would get funding to build capacity using a long-term apprenticeship model, whereby the first round of assessment is heavily dependent on the international expertise and over time the countries are enabled to conduct the assessments independently.
    - ▪ This would require a significant investment of US$4-5 million per country to set up the infrastructure, plus US $250,000 annually (UIS estimates). Starting with a

> small number of countries would likely be necessary to provide proof of concept. It may also require a high-level (Bill Gates equivalent) champion.

Audience:	Donors
Communication Needs:	Provide updates at major milestones and outcomes, keep informed on opportunities to engage, provide guidance on how to support countries in monitoring SDG 4
Key Messages:	Gaps in monitoring learning globally, why it matters, how GAML will help close the gap, and the potential benefits for countries
Frequency:	At key milestones and global advocacy moments
Vehicles:	Bilateral meetings, events and conferences, electronic and print materials
Responsible Parties:	UIS Director should be the main point of contact, supported by GAML Secretariat and SPC members as appropriate.
Suggested Channels and Activities:	

- Map the strategic interests of donors that currently invest in education and related areas, such as children's issues, poverty, data and measurement.
- Create a list of target donors; ask members to note where they have useful contacts and how they can be helpful in making connections.
- Set up bilateral meetings with key donors to promote the work of GAML and encourage their involvement. Invite donors to attend meetings and task forces as appropriate.
- Present work of GAML at donor meetings such as International Education Funder's Group (IEFG), Building Evidence in Education (BE2), etc.
- Convene a side meeting at one of the above-mentioned meetings of current and potential UIS and GAML donors to share results and get feedback on progress.
- Engage some of the more influential donors in brokering an agreement with the assessment agencies and regional assessment bodies (see section above).

Audience:	**Key Global Decision-Making Bodies and Influencers** (UNESCO, Ed 2030 SC, TCG, IAEG-SDGs, Education Commission)
Communication Needs:	Technical inputs, policy recommendations, financing needs; information on methodology, standards, research and analyses; advocacy messages and opportunities

Key Messages:	GAML processes, stakeholders and outcomes
Frequency:	According to the timelines and work plans of these groups
Vehicles:	Skype/phone, email, web, in-person
Responsible Party:	GAML Secretariat and SPC

Suggested Channels and Activities:

- Maintaining relationships with leaders and members of these groups is the best way to influence their decisions.
  - o Develop a list of key influencers within the decision-making groups.
  - o UIS Director and SPC members should have regular communication with these key influencers via email, Skype/phone calls, and informal in-person meetings.
- Present and share the work of GAML at relevant meetings.
  - o Create a calendar of key events and ensure that a member of the GAML Secretariat or SPC can attend on behalf of GAML.
- When possible, co-convene or co-author with these groups.
  - o Co-convene public side events at the UN General Assembly (NYC, September), UNESCO General Conference (Paris, October/November), and other key global events.
  - o Co-author blogs or papers with leaders and members of these groups.

Audience:	**Academia/Researchers**
Communication Needs:	Opportunities to contribute to technical work, key messages to disseminate within their circles. Many academics are also GAML members.
Key Messages:	Solid understanding of the technical justification for GAML recommendations
Frequency:	As relevant products and outputs become available
Vehicles:	Email, electronic and print materials, conferences, academic journals
Responsible Party:	GAML Secretariat

Suggested Channels and Activities:

- Outreach
  - Publish methodologies and findings in relevant journals and present at meetings and conferences.
  - Invite potential critics to peer review articles in advance in order to get their feedback, mitigate criticism and gain buy-in. Thank them for their input in the acknowledgements.
- Vehicles
  - Present GAML products at meetings and conferences to get feedback from the academic community. Education research conferences hosted by the Comparative and International Education Society (CIES) and UKFIET, the Education and Development Forum, are high-visibility venues, as well as conferences specific to assessment, such as International Association for Educational Assessment (IAEA), National Council on Measurement in Education (NCME), and regional assessment conference, such as the Association for Educational Assessment in Africa (AEAA) or NEQMAP conferences.
  - Publish in academic journals, such as *Journal of Educational Measurement*, *Comparative Education Review*, *Compare: A Journal of Comparative and International Education*, *Research in Comparative and International Education* (RCIE).
  - Other vehicles for dissemination include a Stanford Social Innovation Review (SSIR) series, UNESCO International Bureau of Education (IBE) and UNESCO International Institute for Educational Planning (IIEP) publications.
- Mobilisation
  - Convene an informal academic advisory group. Representation from multiple regions is important, as well as multiple areas of expertise.
  - Prepare the informal advisory group to act as champions by giving presentations, speaking at SDG-related events, writing articles and blog posts, engaging on social media, etc. Ensure these academics have a good understanding and positive view of GAML messages, products and methodologies.
  - Propose a special issue on global measurement to an academic publication and get GAML academia members to write articles. Similarly, propose a blog series to be posted on the website of a think tank or multilateral organization.

Audience:	Education Stakeholders
Communication Needs:	Share key messages and advocacy opportunities
Key Messages:	Non-technical description of the project and why it's critical to achieving SDG 4 and 2030 Agenda more broadly; opportunities to support research and advocacy

Frequency:	Quarterly to start; more frequently as deliverables are completed and opportunities for advocacy arise
Vehicles:	Email, web, social media, electronic and print materials
Responsible Party:	GAML Secretariat and Members

Suggested Channels and Activities:

- Messaging
  - Develop non-technical messaging for the project, explaining the problem, why GAML is critical to achieving SDG 4 and the 2030 Agenda more broadly, and what people can do to get involved.
  - Disseminate non-technical messages through the GAML website, short videos, infographics, website, blogs, and social media, encouraging stakeholders to share within their networks.
- Vehicles
  - Conduct open public consultations face-to-face and virtually to build consensus on various topics and gather diverse perspectives. These can be at research conferences such as CIES and UKFIET.
  - Disseminate electronic newsletters with content focusing less on process (e.g., meetings) and more on the rationale and need for the work, considerations related to each learning target, the people and organizations involved, opportunities to engage, and eventually stories that demonstrate GAML's value.
  - Online services such as MailChimp or Constant Contact make it easy to design attractive newsletters and manage mailing list, including tracking bounce-backs and clearing out obsolete addresses. They also provide a wealth of data on email opens and clicks, and provide links for sharing via social media.
  - Conduct webinars (accessible in different languages and time zones) for education stakeholders once or twice a year to keep them informed and highlight opportunities for national/regional engagement. Enlist GAML members as presenters.
  - Make the GAML website dynamic, including visuals and the non-technical messaging suggested above.
    - Post on the GAML website a simplified timeline of activities highlighting major milestones, and track progress along the timeline over the course of the project.
    - Include links on the website to other global education initiatives, so visitors understand where GAML fits in.
- Mobilisation
  - Share materials and messages with the Global Education Communications Group for broader distribution within the global education community.

- o Recruit global education influencers to act as champions by giving presentations, speaking at SDG-related events, writing blog posts, engaging on social media, etc.
- o Develop a list of ways stakeholders can get involved and/or contribute; post it on the website and social media.
- o Use social media campaigns and/or Twitter chats to raise awareness and advocate for specific asks at key moments.
  - ▪ Consider creating an individual Twitter account for GAML, though suggest using a name that communicates more clearly the purpose of the group (e.g., "@SDG4Learning" or "@Alliance4Learning"), with an explanation of GAML and its affiliation with UNESCO in the profile description).
  - ▪ Consider setting up and maintaining a LinkedIn Group and/or Facebook page for GAML, depending on the audience. (Facebook is still popular in some developing countries; LinkedIn is helpful for reaching professional networks.)
  - ▪ Promote GAML profiles and pages through the main UIS social media accounts. Make a list of GAML members on social media and engage them online.
  - ▪ Keep social media accounts active by posting regularly: Twitter, 3-5 times per day; Facebook, 3-5 times per week; LinkedIn, 2-5 times per week. Respond to likes and comments as appropriate. Posts can include links to relevant blog posts and articles (written by UIS, GAML members, or other education stakeholders), updates on GAML progress and events (especially pictures), comments/professional opinions on global education processes.
  - ▪ Establish a hashtag for posts related to GAML's work (e.g., #Unite4Learning, #SDG4Data), and use existing hashtags to participate in ongoing discussions (e.g., #Education2030). Embed the GAML account or hashtag feed on the website homepage.
  - ▪ Partner with other education-focused organizations to host Twitter chats, Google Hangouts, or Facebook Live events leading up to key global moments; use Twitter Moments to highlight past events.
  - ▪ Create graphics to raise awareness about the issue and promote GAML consultations, recommendations and advocacy campaigns.
- o Develop mechanisms to engage globally minded teachers (e.g., @TeachSDGs), young people (e.g., @SDSNYouth), and marginalized groups (e.g., advocates for girls and young women, people with disabilities, minorities) as advocates.

Action Plan

The following action plan includes seven key activities and estimated resources needed from August 2017 to December 2018. The human resources suggested and approximate full-time equivalency include:

- **UIS Director (25–35%):** The "face" of GAML, responsible for high-level decisions and strategic guidance.
- **Technical Lead (100%):** A team member with good technical knowledge who can represent GAML at meetings, events, and consultations to backstop the UIS Director. Produces technical documents.
- **Communications Manager (100%):** Oversees internal communication and produces most of the external communications, blogs, social media, etc.
- **Project Coordinator (100%):** Responsible for making sure all of the GAML Secretariat, Task Force Chairs, and SPC members deliver on the GAML vision. Serves as main logistical contact for GAML SPC, Task Forces, and Members. Arranges conferences, meetings, travel, etc.

Activity	Stakeholder Groups Reached	Primary Human Resources	Human Resources % Full-Time Equivalent (FTE)	Non-Human Resources	Approx. Cost of Non-HR (USD)
1. **Project coordination and internal communications**	SPC, Task Forces, GAML Members	Project Coordinator	50%	Basecamp project management platform (recommended)	$99/mo for unlimited projects and users = $1,584 for 16 months
		Communications Manager	40%	Asana project management platform (not recommended due to cost)	Free for 15 users. For more users, $9.99 per user per month = $15,984 for 100 users for 16 months

Activity	Stakeholder Groups Reached	Primary Human Resources	Human Resources % Full-Time Equivalent (FTE)	Non-Human Resources	Approx. Cost of Non-HR (USD)
				Bluejeans or similar web conferencing service	$16.66/mo for 16 months = $266.56
2. In-person and virtual meetings	SPC, Task Forces, GAML Members, Assessment Agencies, Regional Assessment Bodies, Governments, Donors	Technical Lead	15%	GAML Fourth Meeting, Spain (November 2017) Travel for 15 people (UIS Secretariat plus TF chairs, developing country/NGO members)	$40,000 total Economy airfare for 15 participants = $21,000 DSA for 3 days for 15 participants =$13,500 Meeting space and materials = $5,500
		Project Coordinator	30%	GAML Fifth Meeting (First half 2018, location TBD)	$40,000 See assumptions above
		UIS Director	5%	GAML Sixth Meeting (Second half of 2018, location TBD)	$40,000 See assumptions above
3. Consultations	Governments, Education Stakeholders	Technical Lead	30%	Africa consultation (Southern and Eastern) 10 participants plus GAML staff	$20,000 total $5,000 airfare and DSA for GAML staff

Activity	Stakeholder Groups Reached	Primary Human Resources	Human Resources % Full-Time Equivalent (FTE)	Non-Human Resources	Approx. Cost of Non-HR (USD)
					$15,000 airfare and DSA for 10 government participants Donated space
		UIS Director	5% (attending half of the consultations)	Africa consultation (Western and Central) 10 participants plus GAML staff	$20,000 see above calculations
		SPC members and TF chairs	Attend one consultation each, assist with facilitation	Latin America consultation 10 participants plus GAML staff	$20,000 see above calculations
		Communications Manager	10%	Middle East/North Africa consultation 10 participants plus GAML staff	$20,000 see above calculations
		Project Coordinator	10%	Asia-Pacific consultation 10 participants plus GAML staff	$20,000 see above calculations
				Either Central and Eastern Europe or Central and South Asia consultation	$20,000 see above calculations

Activity	Stakeholder Groups Reached	Primary Human Resources	Human Resources % Full-Time Equivalent (FTE)	Non-Human Resources	Approx. Cost of Non-HR (USD)
				10 participants plus GAML staff	
4. **Donor and key influencer cultivation**	UNESCO, Ed 2030 SC, IAEG-SDGs, Donors	UIS Director	10%	Travel to any additional meetings or events: • UNGA, September 2017 • GEMR Launch, Oct/Nov 2017, Sept 2018 • General Conference of UNESCO, Oct/Nov 2017 and 2018 • 6th Meeting of the IAEG-SDGs, Nov 2017 • Ed 2030 SC meeting, Feb 2018 • HLPF, July 2018	$15,000 – $20,000
		Technical Lead	15%		
		Communications Manager	10%		
5. **Initiate assessment agencies collaboration for 4.1.1**	Assessment Agencies, Regional Assessment Bodies,	UIS Director	5%	In-person meeting to develop agreement and way forward. At least one participant from each assessment agency who can make commitments on behalf of the organization.	$36,000 Airfare for 15 participants = $22,500 DSA = $13,500

Activity	Stakeholder Groups Reached	Primary Human Resources	Human Resources % Full-Time Equivalent (FTE)	Non-Human Resources	Approx. Cost of Non-HR (USD)
	Governments, Donors				Space donated
		Technical Lead	10%		
		Several SPC members	Attendance at meeting and assistance facilitating		
6. **Recruit pilot countries**	Governments	UIS Director	3%	Pilot country 1: travel, technical assistance	$35,000 – $50,000 for contracts and travel
		Technical Lead	15%	Pilot country 2: travel, technical assistance	$35,000 – $50,000 for contracts and travel
		SPC Members	Reach out to countries in their spheres of influence	Pilot country 3: travel, technical assistance	$35,000 – $50,000 for contracts and travel
		Project Coordinator	10%		
7. **Dissemination and outreach**	Education Stakeholders, Governments, Global Decision-	Communications Manager	40%	Travel to conferences: • UKFIET, Oxford, September 2017 • CIES, Mexico City, March 2018	$20,000

Activity	Stakeholder Groups Reached	Primary Human Resources	Human Resources % Full–Time Equivalent (FTE)	Non–Human Resources	Approx. Cost of Non–HR (USD)
	Makers, Donors, GAML Members			• NCME, New York, April 2018 • IAEA 2017 or 2018 • Regional conferences	
		Technical Lead	15%	Publications: Editing, design, printing	$15,000
		UIS Director	5%		
		Key GAML Members	As needed		

Communications Monitoring and Evaluation

Establish a baseline, and track and report and progress on a regular basis. Metrics could include:

- Additions to GAML membership and levels of engagement of existing members (e.g., attendance/participation, submissions/inputs)
- Website traffic
- Downloads of project documents
- Email performance and tracking data
- Social media analytics, including project hashtags
- Number of attendees at events and trainings
- Member/stakeholder feedback and survey results
- Mentions in press, articles, journal citations, publications, blog posts, and social media