GAML 4 Summary Decisions

The GAML Plenary agreed with, approved, and endorsed the following items:

Interim Reporting		
1.	The inclusive and holistic approach in the Framework for Interim reporting; in that data collected from all initiatives will be used towards SDG 4 reporting, given the use of annotations.	
2.	The conceptual, methodological and reporting frameworks for the learning outcome-related indicators.	
3.	The interim reporting strategies for each of the indicators:	
	4.1.1	• Results from all assessments are accepted but will be reported with annotations. • Results for +1/-1 grade are accepted, except for lower secondary, and the country is to identify if it is reporting in the exact grade or not. • Results are accepted with the assessment's own minimum level benchmark with policy descriptors.
	4.2.1	• Depart from a long-term view by describing the learning domain and its ties to other domains—general areas of early language/literacy, early numeracy, social/emotional, physical. • The results can be population-based. Like 4.1.1 data will be reported with annotations. • During the interim reporting period, reporting will take place for each of the three domains under the indicator. • The assessments will be administered to a range of ages, from 0-5. • The assessments on cognitive skills need to follow the standards in the Good Practices in Learning Assessment (GP-LA).
	4.4.2	• Data available on countries who participated in PIAAC's problem solving in technology rich environment. • National surveys will be reported if available with annotations pending the definition of a digital global framework for reference.
	4.6.1	• Draw on existing national and cross-national assessment frameworks and tools, and report these results with the appropriate footnoting.
	4.7.4 & 4.7.5.	• Results from all assessments are accepted and to reported with annotations pending the definition of a global framework for reference. • Data collected need to align with the code of good practices.
Measurement Strategies		
4.	The measurement strategies for each of the learning- and skills-related indicators.	
Funding		
5.	The TCG would incorporate the costs of building on what exists in respect of national learning assessments, and expanding coverage of cross-national assessments, in its investment case for SDG 4 monitoring. Also, to emphasize the role of cross-national assessments in capacity building and the benchmarking and strengthening of national assessment systems (US$ 250 million every four years).	
6.	The Education 2030 Steering Committee would adopt the TCG investment case for SDG 4 monitoring. As the GPE Board endorsed learning assessment (and data) as priority thematic areas for the KIX platform, the case could be promoted at the GPE Replenishment Conference on 2	

	February 2018. Funds could potentially be mobilized for the purpose of developing country capacity to build and sustain strong learning assessment systems, supporting regional assessment programs, linking regional and international benchmarks and developing tools to ensure data quality according to minimum standards and to support alignment under the auspices of GAML.
7.	The GPE would consider as input the TCG/SC investment case for SDG 4 monitoring in its planning following the replenishment conference, and to support work in this domain at the national, regional and global levels.
Capacity Building	
8.	The Education 2030 Steering Committee would encourage country's ownership of learning assessment and data more broadly, such as through partnership and inclusiveness at the national level, alignment with policy priorities and long term coordination of ongoing activities and to support country prioritization of indicators according to context and national policy priorities.
9.	GAML and TCG are to prepare guidelines for national governments and development partners on how to ensure the SDG 4 monitoring indicators - especially the learning outcome indicators - are supported and funded in every national education plan and budget, every education loan and every education grant.