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Global Alliance to Monitor Learning: Indicators 4.7.4 and 4.7.5

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GAML 6

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Indicators 4.7.4 and 4.7.5



Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicator 4.7.4

4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability

Indicator 4.7.5

4.7.5 Percentage of students in the final grade of lower secondary education showing proficiency in knowledge of environmental science and geoscience

Indicators 4.7.4 & 4.7.5

What is “adequate understanding”?

What is “proficiency”?

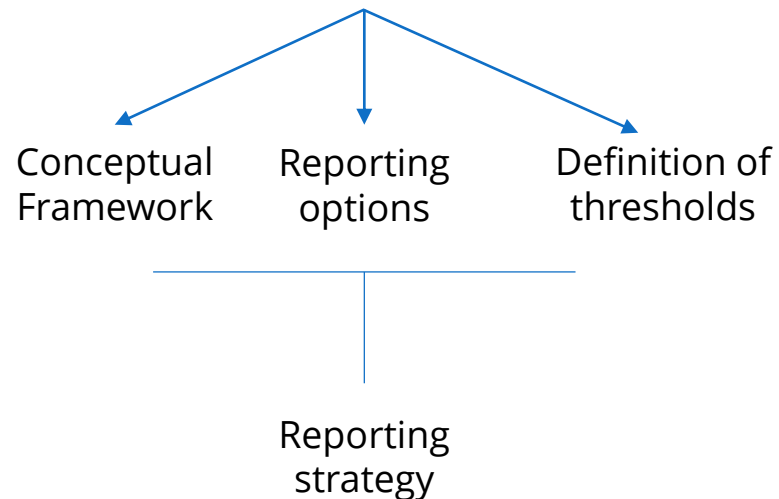
What are “issues related to sustainable development and global citizenship”?

TIMSS data to measure indicator 4.7.5



TIMSS grade 8 science framework

- Proposals to be presented in this meeting about



Matrix for indicators 4.7.4 and 4.7.5

	4.7.4	4.7.5
Global content framework (GCF)	<p>Resting on the definitions of the Global Citizenship Education (GCED) and Education for Sustainable Education (ESD), GCF is composed of 7 main categories:</p> <ul style="list-style-type: none"> • Interconnectedness and Global Citizenship • Peace • Health and Well-being • Environmental Science (geoscience) • Gender Equality • Human Rights • Sustainable Development 	<p>Framework was endorsed during the 5th TCG meeting in Mexico City on 15-16 November 2018</p>
Conceptual dimensions:		
- Policy	N/A	
- Cognitive	Measured using items from ILSAs. However, the selected items, from IEA, are not public domain – an agreement is needed to process the data.	
- Non-cognitive	Measured using items from ILSAs, which are public domain.	
Data availability	<p>Cognitive dimension: - Yes but not public - Need processing</p> <p>Non-cognitive dimension: - Yes - Need processing</p>	<p>Cognitive dimension: - Yes but not public - Need processing</p> <p>Non-cognitive dimension: - Yes - Need processing</p>

Indicators 4.7.4 and 4.7.5

Global content framework

- Rests on the definitions of the Global Citizenship Education (GCED) and Education for Sustainable Education (ESD)
 - Global Citizenship Education (GCED):** nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, and inclusive and secure world.
 - Education for Sustainable Education (ESD):** empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education.
- Composed of 7 main categories, which are divided in sub-categories:
 - Interconnectedness and Global Citizenship
 - Gender Equality
 - Peace
 - Human Rights
 - Health and Well-being
 - Sustainable Development, and
 - Environmental Science

Indicators 4.7.4 and 4.7.5

Measurement proposal

Core conceptual dimensions of global citizenship education

Cognitive dimension

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations

Non-cognitive dimension

Socio-emotional:

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Indicators 4.7.4 and 4.7.5

Next steps

1. Map other International Large-Scale Assessments, such as PISA for example.
2. Map existing national assessments to define the possibility of using them, provided their content could be aligned with the verbal definition of minimum proficiency levels proposed.
3. Negotiate access to data needed for reporting on indicators to the extent possible based on the existing data.
4. Estimate the non-cognitive dimension based on publicly available data and requests country's approval for their publication.

New indicator “breadth of skills”

Target 4.7

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New indicator “Breadth of skills” (proposed)

Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems.

- During the meeting, the group discussed:
 - overview of the *status quo* in terms of SDG monitoring with a focus on 4.7,
 - an outline of the proposal
 - a rationale for the approach
 - activities asked of members over the next two months were outlined.
- Two main tasks emerged:
 1. Contribute to a conceptual framework that provides the rationale for the proposed indicator.
 - Making the case that a broad range of learning opportunities needs to be made available to students if learning for sustainable development and global citizenship is to be actualised.
 - Issues raised: place of assessment, and the generality of the notions of both sustainable development and breadth of skills.
 2. Consider possible candidates to draft the methodological approach.
- Country members are requested to consider whether their countries might how the piloting of the survey tool (in particular Norway, Ireland, Kenya and Bhutan about country interest).



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Thank you!

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