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TCG4: Update on GAML progress

TCG4/7

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Dusit Thani Dubai

133, Sheikh Zayed Road, Trade Centre,
Dubai, United Arab Emirates



This progress report of the Global Alliance to Monitor Learning (GAML) was presented at the GAML 4 meeting in November 2017 in Madrid, Spain.

The Global Alliance to Monitor Learning (GAML) is an initiative to support national strategies for measuring learning and enable international reporting. Led by the UNESCO Institute for Statistics (UIS), GAML brings together UN member states, international technical expertise, and a full range of implementation partners — donors, civil society, UN agencies, and the private sector — to improve learning assessment globally. Through participation in GAML, all interested stakeholders are invited to help influence the monitoring of learning outcomes for Sustainable Development Goal (SDG) 4 and the Education 2030 goals.

GAML Task Forces have been established to address technical issues and provide practical guidance for countries on how to monitor progress towards SDG 4. The Task Forces make recommendations to the Alliance and are specifically responsible for:

- The framework for all global and thematic indicators related to learning and skills acquisition for Targets 4.1.1, 4.2.1, 4.4.2, 4.6.1, 4.7.4 and 4.7.5;
- Tools to align national and cross-national assessments into a universal reporting scale for comparability;
- Mechanisms to validate assessment data to ensure quality and comparability;
- Standards, guidelines and tools to guide countries in implementing and evaluating the quality of their learning assessments;
- Capacity-development tools and resources to complement existing ones and support countries in collecting, analysing and using learning assessment data; and
- Guidelines and templates to help countries develop their own strategies to monitor learning.

All GAML outputs are developed through a fully transparent and participatory process and are based on global consensus using the best methodological approaches and practices.

This report presents the UIS work in GAML throughout the year 2017, in terms of knowledge production, communication and outreach, and finally, its role as a coordinator of GAML.

Communication and Outreach

The communication of GAML work and development is a major responsibility is at the core of the Secretariat work. UIS funded the development of the *Communications and Stakeholder Engagement Guide* (GAML4/REF/3). *The Guide* clearly outlines the GAML stakeholders and audiences, their types, and the communication needs and channels that should be used with each.

UIS also developed the *GAML Overview* (GAML4/REF/4), which is a straightforward, easy-to-read document, explaining GAML, its objectives, and how it is related to Education 2030 and the SDGs. The document helps promote GAML work in a simple, non-technical language.

UIS manages and regularly updates the GAML website, where information and resources are available on the GAML structure, Task Forces, and meetings.



Blogs¹:

- *Countries, Experts and Agencies Meet to Measure Progress Towards Education 2030* is an article discussing the plans of the third GAML Meeting in Mexico City and third Technical Cooperation Group (TCG) Meeting in Montreal, in terms of developing the standards and methodologies needed to measure learning outcomes globally, helping countries to produce and use the information to achieve SDG 4, and building political consensus on the SDG 4 measurement agenda by bringing together Member States, multilateral agencies and civil society groups.
- *A Roadmap with Workable Tools to Measure Learning Achievements Worldwide* is an article that discussed the outcomes of the third GAML Meeting.
- *The Pressure is On! Powering Ahead with the Technical Cooperation Group for SDG 4 – Education 2030 Indicators* is an article discussing indicator development given the tremendous gaps in data, methodology and capacity-building.
- *Everything is in Place to Track Global Progress on Education: Except the Data* is an article that discussed how the lack of data risks holding back global progress prior to the [High-level SDG Action Event on Education](#) and the [Third Meeting of the SDG Education 2030 Steering Committee](#).
- *A Pragmatic and Unified Approach to Measure Learning Globally* is an article discussing the options to measure learning globally. It covered the outcomes of the meeting convened in Washington D.C. in June with regional and international learning assessments to discuss comparable data.
- *Building a True Picture of Lifelong Learning* is an article on the UIS Reporting Scales to describe and quantify the progression of learning skills in a particular domain of the SDG 4 targets.
- *New Data Reveal a Learning Crisis that Threatens Development Around the World* is an article that discussed the findings of a recently published UIS paper *More Than One-Half of Children and Adolescents Are Not Learning Worldwide*, and how this learning crisis could threaten progress towards the SDGs.
- *News from Hamburg: Big Steps Forward towards Reliable Metrics to Harmonise Learning Assessment Data Globally* is an article that discussed the outcomes of the Expert Meeting on Indicator 4.1.1 in Hamburg. The meeting tackled measurement issues around the coverage and comparability of data for indicator 4.1.1.
- *A Quick Win in Monitoring How Much Children Learn* is an article that discusses a methodology to obtain comparable results for the proportion of students reaching minimum proficiency levels in both primary and secondary education from results of regional and international student achievement tests.
- *There is a global learning crisis. Our young people deserve better skills* is an article that is part of the [Annual Meeting of the Global Future Councils](#) in Dubai in November 2017. It discusses education as a pre-requisite for change, and discusses the global learning crisis and UIS' recent findings on children and adolescents not learning.

¹ See the hyperlinks in the Annex



Secretariat Coordination Support to GAML

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.

The UIS GAML Secretariat provides a coordinating role for the GAML community. GAML Secretariat provides support to chairs and GAML members. This is done by organizing Task Force virtual meetings and circulating relevant background material. It also involves taking meeting minutes during the meetings to clearly outline the agenda of each meeting and keep record of the development of the Task Force discussions. The Secretariat also manages the online collaborative workspace for the Task Forces, UNESTEAMS. UNESTEAMS acts as an online repository for documents, and allows members to discuss and share their comments on those documents.

The GAML Secretariat also co-ordinates the expert meetings for the Task Forces, the two GAML meetings held annually, and the Strategic Planning Committee (SPC) meetings. For these, the Secretariat prepared the invitations, agenda, concept note, background documentation, and meeting summary.

Three expert meetings took place in 2017 for:

1. Indicator 4.1.1: held in Hamburg, Germany, in September;
2. Indicator 4.2.1: held in Washington, D.C., USA, in October; and
3. Indicator 4.6.1: held in Paris, France, in November.

Two GAML meetings took place in 2017:

1. GAML 3 meeting: held in Mexico City, Mexico, in May; and
2. GAML 4 meeting: held in Madrid, Spain, in November.

Four SPC meetings took place in 2017:

1. SPC 1 and 2 meetings held in Mexico City, Mexico in May;
2. SPC 3 meeting² held in June;
3. SPC 4 meeting³ held in October; and
4. SPC 5 and 6 meeting held in Madrid, Spain in November.

² Virtual

³ Virtual



Coordination Support to Task Forces

Indicator 4.1.1

The UIS, through GAML, is working on an approach to monitoring learning outcomes for Indicator 4.1.1 of the SDG 4: Quality Education:

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.

Monitoring progress against Indicator 4.1.1 will require reporting of student outcomes at several different stages of learning in a broadly consistent way across education systems, to enable meaningful international dialogue about learning progress and how it may be supported.

Learning and what is measured varies widely across local contexts and agreeing on a common contents and competencies of reference is a first steps. Education systems make independent interpretations and decisions about what learning means, how it is described in curriculum, and how it is assessed and reported.

The indicators is a multi-tier indicator with grades 2 and 3 in Tier III while End of Primary and End of Lower Secondary are in Tier II according to the basic classification so that the goal posts cannot be moved.

Tier 1: Indicator conceptually clear, established methodology and standards available and data regularly produced by countries for at least 50 per cent of countries and of the population in every region where the indicator is relevant.

Tier 2: Indicator conceptually clear, established methodology and standards available but data are not regularly produced by countries

Tier 3: Indicator for which there are no established methodology and standards available or methodology and standards are being developed or tested

Thus, the methodological requirements refer to

1. Measurement strategy for Indicator 4.1.1a. Propose a methodological development plan to allow cross national comparability.
2. 4.1.1b. Expanding Comparability to express all assessment in same reporting scale and minimum standards of quality.

In this context, the UIS, alone or in some cases, with the Australian Council for Educational Research, produced several documents that outline the strategy for reporting indicator 4.1.1.

Conceptual Framework

In terms of development of assessment frameworks, UIS developed the following:



- The *Method for Developing an International Curriculum and Assessment Framework for Mathematics* provides the methodology to create a content and skills framework for mathematics from cognitive theory and various national curricula, and develop a coding scheme to map various national assessment frameworks.
- *Monitoring Progress towards SDG4.1: Initial Analysis of National Assessment Frameworks for Mathematics* is a joint effort between UIS and IBE. Based on mapping mathematical content and competencies in national assessment frameworks, it provides recommendations to Member States to improve the content coverage of their national assessment systems.
- *Exploring the Commonality and Difference of Regional and International Assessments* is a paper that compares different international and regional assessments on literacy and numeracy, provides the criteria to make comparisons across assessments, addresses the comparability of all assessments analyzed, and identifies the commonality across assessments to explore the possibilities of linking assessments to measure the indicator 4.1.1. This outlines the possibilities and limitations of developing a global assessment of the indicator 4.1.1.
- The *Method for Developing an International Curriculum and Assessment Framework for Reading and Writing* is a report that presents the theoretical and methodological reference framework that supports the development of a coding scheme related to reading and writing competencies.
- A Memorandum of Understanding with UNESCO International Bureau of Education (IBE) to create a concrete proposal of a global Content/Competency Framework of Reference on content coverage of national and cross-national assessment frameworks, including a mapping of benchmarks.

Reporting Framework

- The *UIS Reporting Scales* enable the alignment between assessment programs that measure the same domains. It will enable countries to pursue different options, depending on the assessment program they choose for 4.1.1 reporting.
- *Setting benchmarks on the UIS reporting scales* is a paper that describes each of the points of measurement as well as the minimum proficiency level.
- The *Data Alignment* concept note sets out a suite of options to help education systems to use the UIS RS in 4.1.1 reporting. The process will enable education systems to examine and report on the current level of alignment of assessment programs with the UIS Reporting Scales clearly, efficiently and consistently.
- *Linking to the UIS Reporting Scale through social moderation* presents the steps involved in constructing a “UIS proficiency metric”, or UIS-PM, (for each domain and education level in Indicator 4.1.1) and linking national and cross-national assessments to them.



Interim Reporting

Other work UIS developed includes the following:

- *Measurement Strategy for Indicator 4.1.1* which describes the conceptual, methodological, and reporting frameworks for indicator 4.1.1 and proposes a strategy for expanding data coverage.
- The *Proposal of a Protocol for reporting indicator 4.1.1* was written to guide the discussion on an interim reporting procedure for indicator 4.1.1.
- *The Value of Learning Data: A case for Investing in Cross-national Assessment* is an investment case outlining why and how participation in cross-national assessments ultimately benefits low- and middle-income countries in the pursuit of improving their education systems.

Capacity Development

- The *Principles of Good Practice in Learning Assessment* is a statement of principles, designed to be advisory for developing and implementing assessment programs. They are applicable in various large-scale assessment contexts and settings.
- The *Quick Start Guide for Implementing a National Learning Assessment* is an easy-to-read manual to support countries to implement a strong national learning assessment. It discusses the decisions that need to be made before launching the assessment, measuring learning, the selection of schools and students, administering the assessment, creating a database, communicating results, and finally, the required personnel and facilities.

Other Methodological Development

- The *Proposal to upgrade the global indicator 4.1.1.i) to Tier II by the IAEG-SDGs* provides the existing clear methodologies for the indicator, which provides evidence that the indicator should be at a higher level than Tier III.
- The *General Background Questionnaire for Indicator 4.1.1* aims at obtaining information about the respondents' personal background, and the social, economic and cultural status through questions on educational level, possessions, employment, occupation, and income. The idea is to correlate these personal characteristics with reading and mathematics competencies.
- *A Review of the use of cross-national assessments data in educational practice and policy* is a study that attempts to understand the value of cross-national assessments in educational policy and practice for countries around the world. The study displays the costs and benefits for low and middle-income countries with regards to investing in cross-national assessments.

Post Estimate Anchoring and Children not Learning Reporting

As for UIS methodological developments in measuring learning, the following was developed:

- *Mind the Gap: Proposal for a Standardised Measure for SDG 4 – Education 2030 Agenda* is a study that proposes a comprehensive methodology to provide globally comparable data for the proportion of students reaching the minimum proficiency level in reading and mathematics.

- The *Methodology for a Global Composite Indicator for Education: Counting the Number of Children Not Learning* provides the methodology used to calculate the new indicator ‘Children Not Learning’ in order to bring together the quality and quantity dimensions of the education process.
- *More Than One-Half of Children and Adolescents Are Not Learning Worldwide* is a paper that presents the first estimates for a key target of Sustainable Development Goal 4, which requires primary and secondary education that lead to relevant and effective learning outcomes. By developing a new methodology and database, the UIS has produced a global snapshot of the learning situation facing children and adolescents who are in school and out. The data show the critical need to improve the quality of education while expanding access to ensure that no one is left behind. The paper also discusses the importance of benchmarking and the concept of minimum proficiency levels.

Data Collection and Publishing

The UIS Learning Outcomes Database encompasses data on indicator 4.1.1: *The 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*. The database comprises two sections: the anchored and the unanchored databases. The main difference between both databases is comparability.

The anchored database employs the anchoring methodology discussed in the study *Mind the Gap: Proposal for a Standardised Measure for SDG 4 – Education 2030 Agenda*, which makes use of the fact that some countries took part in different assessments simultaneously; hence, the possibility to link the assessments by the results of those countries. This allows for comparability in tracking indicator 4.1.1. Both basic and minimum proficiency levels are presented for each skill in this database.

On the other hand, the unanchored database reports minimum proficiency levels according to each assessment’s definition. Therefore, the data presented are not comparable.

The data are collected from six cross-national and regional assessments. The international assessments covered in the database include the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS). As for regional assessments, the Database includes data from the Latin American Laboratory for Assessment of the Quality of Education (LLECE), the Programme d’Analyse des Systèmes Educatifs de la CONFEMEN (PASEC), and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). The data provided are disaggregated by sex, school location, student language, socio-economic status, and immigration status, and the database includes parity indices for these disaggregations.

Understanding the Funding of Learning Assessments

The UIS has also launched the 2017 Survey of Cross National Assessments, which is a joint endeavor with the Global Partnership for Education (GPE) and aims to collect data on the financial and technical assistance of cross-national assessments. The information collected from this survey will help facilitate the dialogue among institutions, assessment agencies, and countries, for example, by matching institutions willing to provide support countries that need extra support.

This survey is composed of three questionnaires:



- *The UIS Questionnaire on Country Participation in Cross-National Assessments,*
- *The UIS Questionnaire on Institutions Supporting Country Participation in Cross-National Assessments, and*
- *The UIS Questionnaire on Cross-National Assessment agencies*

The *UIS Questionnaire on Country Participation in Cross-National Assessments* starts with a general section about the plans to participate in a cross-national assessment. Then, the questionnaire is divided by cross-national assessment, where for each assessment, the country is asked to indicate:

- The participating grades and dates
- Characteristics of the sample and target population
- Whether there is an institution responsible for implementing the assessment,
- The cost of participating in the assessment and the the sources of funding,
- Whether financing is secured for the assessment,
- Whether the country is considering non-governmental financial assistance for the assessment,
- The aspects of the assessment the country is planning to fund with non-governmental assistance,
- The non-governmental institutions approached for funding,
- Whether the country needs technical assistance, and the areas.

The *UIS Questionnaire on Cross-National Assessment agencies* asks agencies implementing cross-national assessments to indicate:

- The planned years and estimated number of participating countries for the next rounds of the assessment,
- Whether there are plans to expand the assessment to other grades, age groups, or domains, in the next ten years, and the types of expansion,
- The needs and challenges that are faced in implementing the expansion plans of the agency,
- How the international community can help in implementing the expansion plans,
- Whether the agency provides technical assistance to countries participating in cross-national assessments,
- The kind of technical assistance that is provided to countries,
- Whether the agency provides financial assistance to countries participating in cross-national assessments,
- The kind of financial assistance that is provided to countries,
- The criteria that the countries have to meet in order to be eligible for assistance,
- How the countries know about the agency's willingness to provide assistance, and finally,
- The minimum, average, and maximum assistance that is provided to countries.



The *UIS Questionnaire on Institutions Supporting Country Participation in Cross-National Assessments* inquires about previous assistance and future assistance. It asks the institution to indicate:

- Whether it has or plans to provide technical or financial assistance to countries,
- The mechanisms that are offered to provide assistance,
- The criteria that the countries have to meet in order to be eligible for assistance,
- How the countries know about the institution's willingness to provide assistance,
- The minimum, average, and maximum assistance that is provided,
- The kind of financial assistance that is provided to countries, and finally,
- The kind of technical assistance that is provided to countries,

Data Collection: the Catalogue of learning assessments 2.0 (CLA 2.0)

The *UIS Catalogue of Learning Assessments 2.0* provides data and information to map national, regional, and international learning assessments, report on progress towards the SDG 4 targets related to learning, help countries evaluate and improve the quality and robustness of their assessment/examination systems, and help countries and donors identify capacity building needs.

The Catalogue of Learning Assessments is the UNESCO Institute for Statistics' (UIS) initiative to compile standardised information on various aspects of learning (or skill) assessments in countries across the world. The UIS implemented the first version of CLA in 2014 and 2015. Since September 2016, the UIS has worked with its partners to develop an enhanced version of the Catalogue (CLA 2.0). The information collected through the CLA 2.0 can not only support the monitoring of the UN Sustainable Development Goal 4 on education, but also help countries evaluate and improve the quality and robustness of their assessment/examination systems. The UIS CLA project aims to provide data and information to: a) map national, regional and international learning assessments; b) help countries evaluate and improve the quality and robustness of their assessment/examination systems; and c) help countries and donors identify capacity-development needs. The CLA 2.0 consists of three modules. Module 1 is a mapping instrument that collects information about the characteristics of learning (or skills) assessments in countries. Module 2 is an instrument to collect national data on learning (or skills) outcomes as well as national definitions of proficiency levels and a minimum proficiency level. Module 3 is an instrument that evaluates the robustness of assessment/examination systems and identifies capacity-building needs.

Currently, three Excel questionnaires have been built: one questionnaire for Module 1 and two questionnaires for Module 2 (one asking information about school-based assessments and the other about household-based assessments). The data collection instruments are currently being translated to French and their final version will be made available in English, French and Spanish. Additionally, a pilot survey is on going in nine countries, which are part of the UIS CapEd project (Democratic Republic of the Congo, Madagascar, Mali, Mozambique, Senegal, Afghanistan, Cambodia, Myanmar and Nepal), in order to assess the data collection instruments and make the adjustments/corrections to them, if needed. In parallel, the UIS is developing the questionnaires also in an on-line platform, with the support of an external company, to reduce the burden of data respondents and improve, at the same time, the efficiency of the data collection process. The on-line questionnaire for Module 1 has been finalized and the development of the on-line questionnaires for Module 2 has started and will be implemented in early 2018. For the global survey, the UIS has defined a data collection strategy that



implies collecting data through: a) regional or specialized agencies, for which memorandums of understanding are going to be signed, b) directly from countries, and c) consultants.

Indicator 4.2.1

The UIS, through GAML, is working on an approach to monitoring learning outcomes for Indicator 4.2.1:

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

The definition of “developmentally on track” has not yet been globally agreed, and there are no measures that are equally feasible for use in high- and low- income countries.

Despite UNICEF being the custodian agency for indicator 4.2.1, UIS is nevertheless working on developing an interim measurement strategy for the indicator 4.2.1. For this purpose, UIS has commissioned two discussion papers:

- *Measurement Options for Development of Sustainable Development Goal Indicator 4.2.1* is a memo presenting the options for a global measurement strategy.
- *Key Questions on the Domains of Measurement for SDG 4.2.1* is a paper laying out the discussion questions to develop a common definition of “developmentally on track” and to propose measurement options for the overarching domains of health, learning and psychosocial well-being.

The development of the interim strategy for indicator 4.2.1 also relies on the methodological work presented in:

- *The UIS Reporting Scales;*
- *The Data Alignment* concept note; and
- *The Proposal of a Protocol for reporting indicator 4.1.1.*
- *The Principles of Good Practice in Learning Assessment;*

Other work that is being developed is undertaken by UNICEF, which has outlined a programme of methodological work towards the development of a new measure of early childhood development, building on the existing Early Childhood Development Index (ECDI). UNICEF plans to formally establish a global inter-agency advisory and coordination body (IAEG-ECD) whose overarching purpose will be to oversee the revision, testing and validation of the new ECD measure for use by all countries (including high-income countries) to collect internationally comparable, nationally representative and statistically sound data to monitor and track progress towards achieving target 4.2. GAML Task Force 4.2 will act as an advisory board to the IAEG-ECD.

Indicators 4.4.1 and 4.4.2

The UIS, through GAML, is working on an approach to monitoring learning outcomes for Indicators 4.4.1 and 4.4.2:

Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills.

There is currently no globally agreed definition of “digital literacy skills”. Therefore, UIS is commissioning a *Global Competency Framework of Reference on digital literacy skills* to be done by the Centre for Information Technology in Education (CITE) that can serve as the foundation for thematic indicator 4.4.2. This paper is expected to be ready in 2018.

[Developing a global framework of reference on digital literacy skills for indicator 4.4.2 – Terms of Reference](#)

The Task Force chair has also completed the *measurement strategy* for the indicators, which outlines the existing limitations, the Task Force activities, and the GAML outputs expected in the years 2017 – 2020.

Indicator 4.6.1

The UIS, through GAML, is working on an approach to monitoring learning outcomes for Indicator 4.6.1:

Proportion of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.

A concrete definition of “fixed proficiency levels” as well as “functional literacy and numeracy” should be agreed upon. In this respect, UIS commissioned a paper, entitled *Functional literacy and numeracy: Definitions and options for measurement for the Sustainable Development Goal 4.6*. The paper recommends literacy and numeracy definitions as well as proposes a strategy for monitoring progress, one that offers countries a range of options. It also includes an annotated summary of direct and indirect national and international assessments which describes each literacy assessment based on four criteria:

- Definition invokes continuum
- Assessment covers full range of skills
- Statistical methods confirm psychometric stability
- Statistical methods support comparison

The *Literacy Assessment and Monitoring Programme (LAMP): Implementation in Diverse Settings* has been published by UIS. LAMP tests in three domains: reading of continuous texts (prose), reading of non-continuous texts (document) and numeracy skills. LAMP also explores factors associated with lower performance in order to gain useful information for literacy interventions. Finally, LAMP also gathered data on each respondent’s socio-economic background and use of written materials in various daily-life contexts, thus providing key analytical elements to characterise the population.



Indicators 4.7.4 and 4.7.5

The UIS, through GAML, is working on an approach to monitoring learning outcomes for Indicators 4.7.4 and 4.7.5:

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

Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience.

Currently, there is no agreed definition on terms as “adequate understanding” and “proficiency”, neither are there clear coding for issues relating to global citizenship and education for sustainable development.

Summaries of Progress by TF

| Task Forces | Measurement Strategy | | Progress Report | |
|--------------|------------------------|------------------------------|------------------------|------------------------------|
| | Reported by Task Force | Reported by GAML Secretariat | Reported by Task Force | Reported by GAML Secretariat |
| 4.1.1 | | ✓ | | ✓ |
| 4.2.1 | ✓ | | | |
| 4.4.1/4.4.2 | ✓ | | | ✓ |
| 4.6.1 | ✓ | | ✓ | |
| 4.7.4./4.7.5 | | | | |
| AI | - | - | | ✓ |

Annex

| Theme | Activities | Outputs | |
|--------------------------------------|--|--|--|
| Coordination of GAML | | | |
| Support to chairs and GAML community | Organizing Task Force virtual meetings | Invitations and preparation of background documents (if applicable) for 14 virtual Task Force meetings | |
| | Taking meeting minutes for Task Force virtual meetings | 11 meeting summaries prepared for 4 Task Forces | |
| | Setting up and maintaining UNESTEAMS - UNESCO's online collaborative platform | UNESTEAMS acts as an online repository for documents, and allows members to discuss and share their comments on those documents | |
| Coordination of GAML expert meetings | Organizing Task Force 4.1.1 Expert Meeting in Hamburg, Germany - 21, 22 September 2017 | Invitations | |
| | | Agenda | |
| | | Concept Note | |
| | | Meeting Summary | |
| | | | Supporting documentation for the meeting: Investment Case for Expanding coverage and comparability for Global Indicator 4.1.1 Setting Benchmarks on the UIS Reporting Scales Data Alignment for SDG 4 reporting Equating Existing Assessments and Validating the UIS Reporting Scales SDG Data Reporting Proposal of a Protocol for reporting Indicator 4.1.1 Comments on "Monitoring the SDGs: an IEA perspective" UIS Reporting Scales |
| | Organizing Task Force 4.2.1 Expert Meeting in Washington, D.C, USA - 27 October 2017 | Invitations | |
| | | Concept Note and Agenda | |
| | | Meeting Summary | |
| | | | Supporting documentation for the meeting: Principles of Good Practice in Learning Assessment Data Alignment for SDG 4 reporting |
| | Organizing Task Force 4.6.1 Expert Meeting in Paris, France - 7, 8 November 2017 | Invitations | |
| | | Concept Note and Agenda | |
| | | Meeting Summary | |
| | | Supporting documentation for the meeting: Assessment of adult numeracy skills Metadata on national literacy data or literacy assessments, 2004-2017 | |



| Theme | Activities | Outputs |
|--|--|---|
| Coordination of GAML 3 and GAML 4 meetings | Organizing GAML 3 Meeting in Mexico City, Mexico - 11, 12 May 2017 | Invitations |
| | | Agenda |
| | | Concept Note |
| | | Third Meeting Summary |
| | | Supporting documentation for the meeting: GAML Governance and Organization GAML Result Framework |
| | Organizing GAML 4 Meeting in Madrid, Spain - 28, 29 November 2017 | Invitations |
| | | Agenda |
| | | Concept Note |
| | | Fourth Meeting Summary (forthcoming) |
| | | Supporting documentation for the meeting: SDG 4 Reporting: Data Alignment SDG 4 Reporting: The UIS Global Framework for Reference and the definition of the Minimum Proficiency Level SDG 4 Reporting: Linking to the UIS Reporting Scale through social moderation |
| Communication and Outreach | | |
| Blogs | Update and maintain the GAML website | http://uis.openplus.ca/gaml/index.html |
| | Arranging with a consultant to outline the GAML Communication Strategy | GAML Communications and Stakeholder Engagement Guide |
| | GAML Overview | Global Alliance to Monitor Learning (GAML): An Overview |
| | | Countries, Experts and Agencies Meet to Measure Progress Towards Education 2030 |
| | | A Roadmap with Workable Tools to Measure Learning Achievements Worldwide |
| | | The Pressure is On! Powering Ahead with the Technical Cooperation Group for SDG 4 – Education 2030 Indicators |
| | | Everything is in Place to Track Global Progress on Education: Except the Data |
| | | A Pragmatic and Unified Approach to Measure Learning Globally |
| | | Building a True Picture of Lifelong Learning |
| | | New Data Reveal a Learning Crisis that Threatens Development Around the World |
| News from Hamburg: Big Steps Forward towards Reliable Metrics to Harmonise Learning Assessment Data Globally | | |



| Theme | Activities | Outputs |
|---|---|--|
| | | A Quick Win in Monitoring How Much Children Learn There is a global learning crisis. Our young people deserve better skills |
| Knowledge Production | | |
| Conceptual Frameworks | Math Content Reference Framework | Method for Developing an International Curriculum and Assessment Framework for Mathematics |
| | Study on SDG Target 4.1 and National Assessment Frameworks for Mathematics | Monitoring Progress towards SDG 4.1: Initial Analysis of National Assessment Frameworks for Mathematics |
| | Exploring the Commonality and Difference of Regional and International Assessments | Exploring the Commonality and Difference of Regional and International Assessments |
| | Reading Content Reference Framework | Method for Developing an International Curriculum and Assessment Framework for Reading and Writing |
| Reporting Framework | UIS reporting scales | UIS reporting scales |
| | Setting benchmarks on the UIS reporting scales | Setting benchmarks on the UIS reporting scales |
| | Data Alignment | SDG 4 Data Reporting: Data Alignment |
| | Linking to the UIS Reporting Scale through social moderation | SDG 4 Reporting: Linking to the UIS Reporting Scale through social moderation |
| Interim Reporting | Measurement strategy for indicator 4.1.1 | Task Force 4.1 Measurement strategy |
| | Protocol for reporting indicator 4.1.1 | SDG Data Reporting: Proposal of a Protocol for reporting Indicator 4.1.1 |
| | 4.1.1 Investment Case | The Value of Learning Data: A case for Investing in Cross-national Assessment |
| Capacity Development | Principles of Good Practice in Learning Assessment | Principles of Good Practice in Learning Assessment |
| | Code of Practice | Quick Start Guide For Implementing a National Learning Assessment |
| Other Methodological Development | Proposal to upgrade the global indicator 4.1.1.i) for to Tier II by the IAEG-SDGs | Proposal to upgrade the global indicator 4.1.1.i) for to Tier II by the IAEG-SDGs |
| | A Review of the use of cross-national assessments data in educational practice and policy | A Review of the use of cross-national assessments data in educational practice and policy |
| Post Estimate Anchoring and Children Not Learning Reporting | Mind the Gap: Proposal for a Standardised Measure for SDG 4–Education 2030 Agenda | Mind the Gap: Proposal for a Standardised Measure for SDG 4–Education 2030 Agenda |
| | Methodology for a Global Composite Indicator for Education | Counting the Number of Children Not Learning: Methodology for a Global Composite Indicator for Education |



| Theme | Activities | Outputs |
|-------|--|--|
| | Fact Sheet on children and adolescents who are not learning worldwide | More Than One-Half of Children and Adolescents Are Not Learning Worldwide |
| Other | GAML Concept Paper | Global Alliance to Monitor Learning (GAML): Concept paper |
| | GAML Theory of Change | Global Alliance to Monitor Learning (GAML): Theory of Change |
| | Global Framework for Reference and definition of Minimum Proficiency Level | SDG 4 Reporting The UIS Global Framework for Reference and the definition of the Minimum Proficiency Level |
| | The Contribution of Large Scale Assessments to the Monitoring of Sustainable Development Goals | The Contribution of Large Scale Assessments to the Monitoring of Sustainable Development Goals |
| | General background questionnaires for respondents | Background questionnaires for indicators 4.1.1, 4.4.2, and 4.6.1. |
| | 2017 Survey of Cross National Assessments | 2017 Survey of Cross National Assessments |
| | UIS Catalogue of Learning Assessments 2.0 | UIS Catalogue of Learning Assessments 2.0 |
| | Definitions for literacy and numeracy and proposes a strategy for monitoring progress | Functional literacy and numeracy: Definitions and options for measurement for the Sustainable Development Goal 4.6 |