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STATISTICS



GLOBAL
ALLIANCE
TO MONITOR
LEARNING



Global Alliance
to Monitor Learning

WG/GAML/2

CONCEPT NOTE

Meetings on 21 and 23 October 2020

The Technical Cooperation Group (TCG) Secretariat and the chair of the TCG working group on data from learning assessments, Luis Crouch from RTI International, are pleased to convene you to the first meetings of the working group. These meetings will be an occasion to introduce the members of the groups to each other and engage in a collaboration and exchanges pertaining to the methodological aspects and use of learning assessments. The meetings will precede the TCG 7th Meeting on 27-29 October, during which the working group will be presenting to the members their progress, challenges, and work plan for 2020-2021.

Various indicators related to household survey data require further methodological developments including issues related to the low coverage and the underuse of data for the measurement of specific indicators, the comparability across assessments and over time to ultimately improve the use of learning assessments to estimate SDG indicators. A tentative set of indicators and priorities have been referred in the TCG WG ToRs:

Indicator priorities from the ToRs

- Global indicator 4.1.1¹ on minimum proficiency levels
- Global indicator 4.6.1² on adult literacy and numeracy proficiency
- Thematic indicators 4.7.4³ and 4.7.5⁴ on global citizenship and sustainable development skills
- Thematic indicator 4.7.6⁵ on breadth of skills

In 2020, the COVID-19 pandemic has presented itself as a challenge but also as an opportunity for statistical units to optimize the use of education data. An immediate obstacle relates to how schools, teachers, students and their parents/caregivers, and others have had to navigate the abrupt changes brought by the crisis. National statistical planning units have had to respond and ensure the continuity of existing data collection programmes, as well as new data needs to better respond to the pandemic, often adopting innovative approaches or resorting to alternative data sources.

1 4.1.1 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

2 4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills

3 4.7.4 Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability

4 4.7.5 Percentage of students in lower secondary education showing proficiency knowledge of environmental science and geoscience

5 4.7.6 Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems

Agenda and objectives

- Review the working group's Terms of references (TORs) and work plan and deliverables for 2020-2021
- Update the group's members on the progress and methodological issues for:
 - o Global indicator 4.1.1 on the Global Proficiency Framework and the Policy Linking methodologies
 - o Skills related indicators 4.6.1, 4.7.4, 4.7.5 4.7.6,
 - o Extraction of non-cognitive indicators such as 4.a.2⁶, 4.5.2 and 4.c.7⁷
- Follow up on how to monitor education by integrating learning assessment modules in household surveys in general (a UNESCO and World Bank Group initiative)
- Discussion on new methods and thinking about measurement of learning in the COVID context.
- Any other topic members of the working group would like to share with the group

Expected output

- Reviewed and approved Terms of references (TORs) and work plan and deliverables for 2020-2021
- Recommendations for TCG7 Plenary

Organization of meeting

The meeting will be divided over two days, on 21 October and 23 October, at 12:30pm GMT (2:30pm Paris time (CEST); 08:30am Montreal time (EDT)) on both days.

item	Topic
1	General update of learning outcome on all indicators
2	Methodologies to Harmonize Rosetta Stone Implementation Policy Linking: update on progress and pilot Item based linking
3	411 Tools Global Proficiency Framework Minimum Proficiency Levels recommendations
4	4.2.1 (ECDI 2030)
5	4.6.1
6	Using LA to cover SDG4 data gaps 4.a.1 school environment 4.a.2 bullying 4.5.2 home language 4.c.7 teachers training

6 4.a.2 Percentage of students experiencing bullying in the last 12 months

7 4.5.2 Percentage of students in primary education who have their first or home language as language of instruction

7	New Metrics Children learning Learning Poverty Gaps
8	Initiatives to address coverage gaps
	Lifecycle learning measurement Measuring learning through phone surveys Virtual register: donors-built registry on LA
9	Measuring impact of COVID on learning
10	4.7.6 - Methodological development