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# Global Alliance to Monitor Learning: Update on Progress

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for Statistics

Session 4

TCG 4

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## Indicator 4.1.1

- ❑ Multi-tier indicator

*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.*

Tier II

Tier III

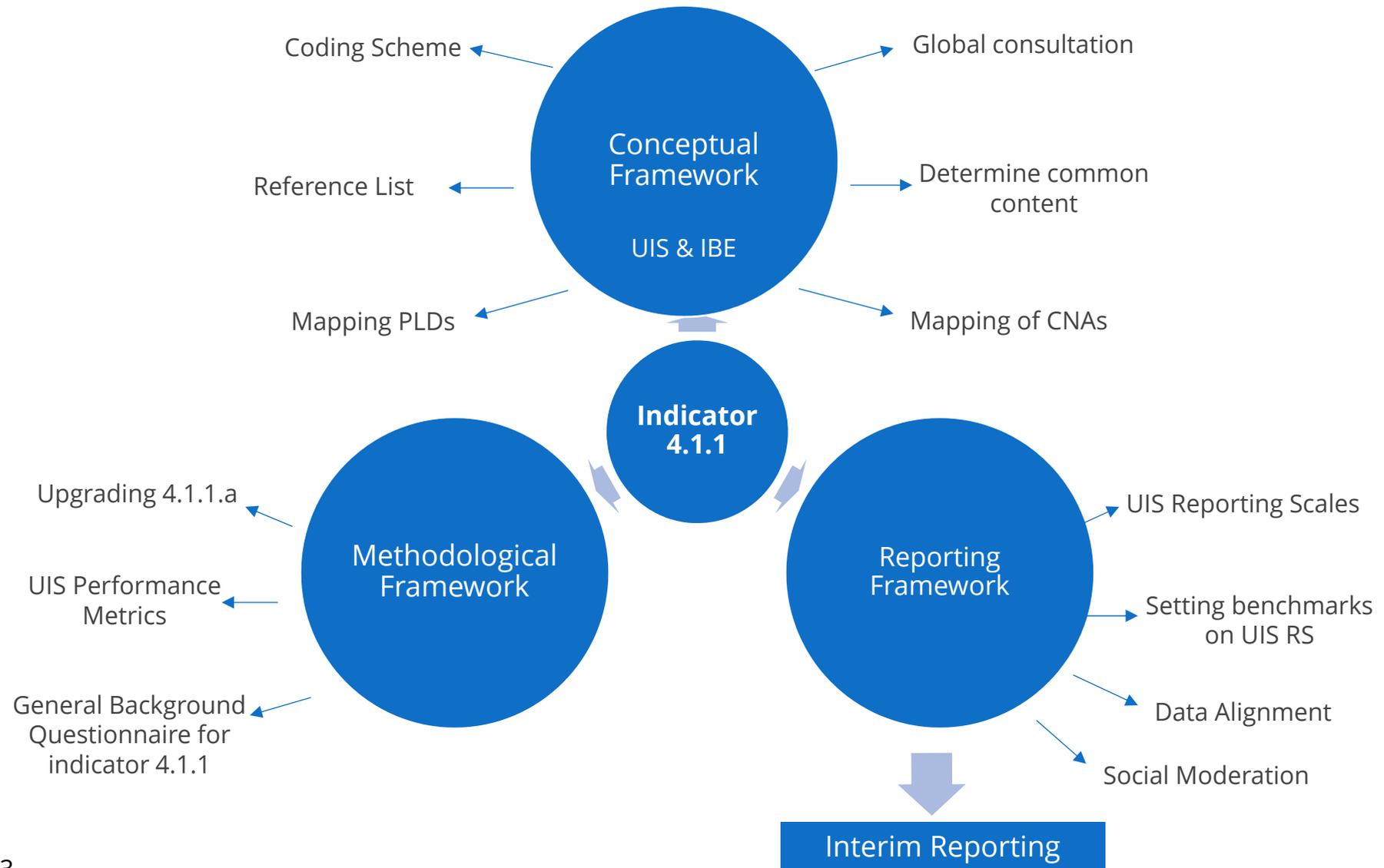
- ❑ Methodological requirements:

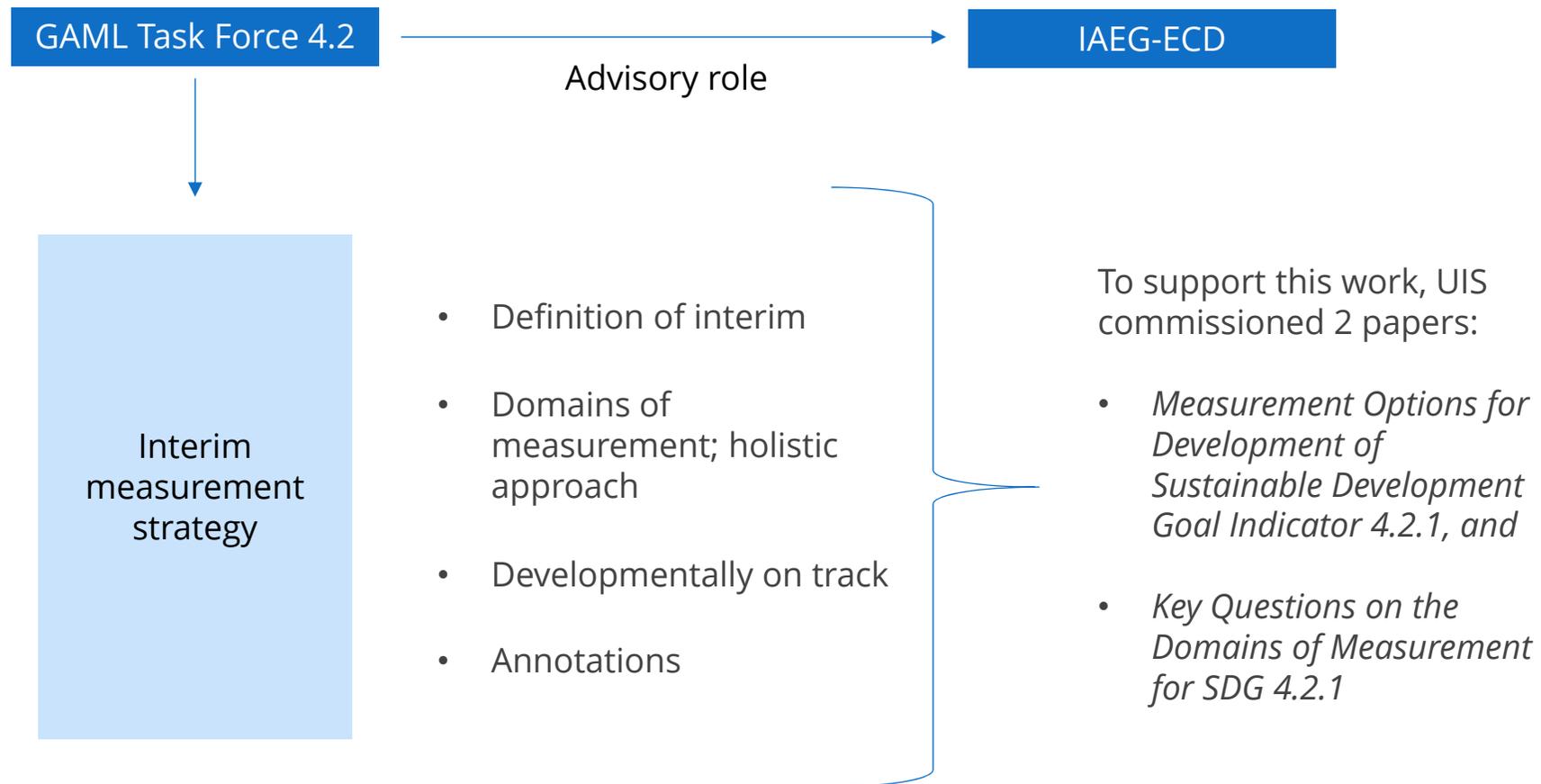
4.1.1.a

- Development plan to allow for cross-national comparability

4.1.1.b

- Expanding comparability to express all assessments in:
  - Same reporting scale, and
  - Minimum standards of quality







## Indicators 4.4.1 and 4.4.2

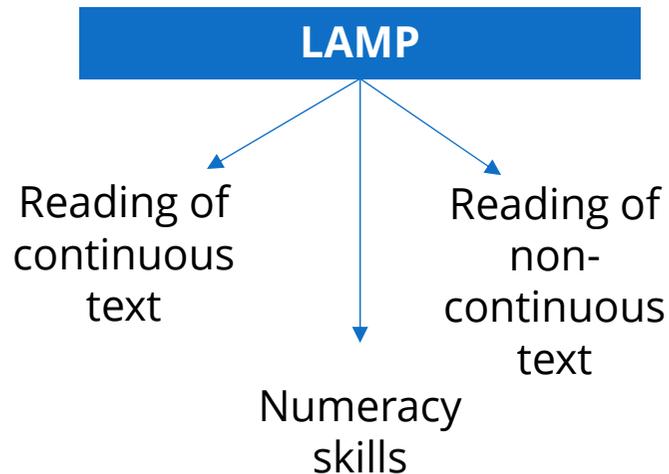
**What is a globally agreed definition of ICT and digital literacy skills?**

- *Global Competency Framework of Reference on digital literacy skills* – Center for Information Technology in Education, University of Hong Kong
  - DigComp as a base and review cross-national and national competence, curriculum and assessment frameworks of ICT and digital literacy skills
  - Online consultation
- Measurement strategy by Task Force chair



## Indicator 4.6.1

What is a concrete definition of “fixed proficiency levels” & “functional literacy and numeracy”?



- Classified inventory of literacy assessments
- Four criteria are used to describe assessment/survey on literacy:
  - Definition invokes continuum
  - Assessment covers full range of skills
  - Statistical methods confirm psychometric stability
  - Statistical methods support comparison
- A glance of existing assessments grouped into four:
  - Direct assessments: international vs national
  - Indirect assessments: international vs national



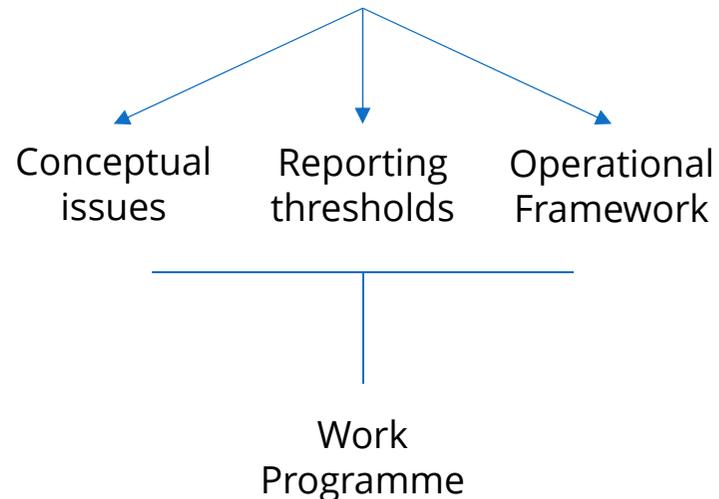
## Indicators 4.7.4 & 4.7.5

**What is “adequate understanding”?**

**What is “proficiency”?**

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

- Cross-study on the results of ICCS 2016 & 1974 6th consultation
- Study to map ESD measurement tool
- Measurement strategy by Task Force





## Main Agreements

- Work plan for all Task Forces under common conceptual and operational framework
- New Task Force to be created chaired by GPE
- Long Term Reporting: Expanding comparability on indicator 4.1.1
  - Concordance
  - Social Moderation
  - Psychometric Linking
- Strategy for Interim Reporting for all indicators
  - Footnoting
  - Procedural evaluation
- Progress in Guidelines



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# Task Force 4.1 Timeline

Task Force 4.1		2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Indicator</b>	<i>Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</i>								
<b>Activities</b>	<b>Expected output 1:</b> Conceptual framework - Global Framework for Reference							Math	Reading
	<b>Expected outcome:</b> Reference framework of contents and competencies to guide teaching, learning and assessment								
	Reference list and coding scheme to help systematically map national mathematics assessment frameworks								
	Database of the mapping of national mathematics assessment frameworks					Math	Reading		
	Reference list and coding scheme to help systematically map national reading assessment frameworks								
	Database of the mapping of national reading assessment frameworks								
	Database of the cross-national assessments' proficiency descriptors								
	Database of the cross-national assessment mathematics and reading frameworks								
	Mapping of the mathematics and reading reference list and the respective reporting scales								
	Global consultation of the mathematics and reading reference frameworks							Math	Reading



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## Task Force 4.1 Timeline (cont'd)

Task Force 4.1		2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Indicator</b>	<i>Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</i>								
<b>Activities</b>	<b>Expected output 2:</b> Methodological framework - Reporting Scale and Proficiency Benchmarking								
	<b>Expected outcome 2:</b> A developed reporting scale and consensus reached proficiency benchmark for each measurement point and the performance descriptors								
	Learning progression explorer that describe mathematics and reading reporting scale								
	Performance descriptors writing workshop								
	Proposed proficiency descriptors								
UIS-PM performance levels' descriptors and labels									



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## Task Force 4.1 Timeline (cont'd)

Task Force 4.1		2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Indicator</b>	<i>Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</i>								
<b>Activities</b>	<b>Expected output 3:</b> Reporting framework - Quality assurance and data alignment to reporting scale								
	<b>Expected outcome 3:</b> Clear protocol for reporting against indicator 4.1.1								
	Data Alignment Reporting Tool (DART)								
	Quality assurance content and data alignment workshops								
	Standard-setting (social moderation) workshops to define benchmarks for each measurement point								
	Concordance table to establish psychometric linking between selected regional and international assessments								
	Interim Reporting Strategy								
	Catalogue of learning assessments 2.0 (CLA 2.0) to collect national assessment meta-information and performance level data								
	Background questionnaire module								







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# Task Force 4.2 Timeline

Task Force 4.2		2017				2018				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
<b>Indicator</b>	<i>Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</i>									
<b>Activities</b>	<b>Expected output 1:</b> Conceptual framework - Mapping of early childhood initiatives									
	<b>Expected outcome 1:</b> Knowledge of methodologies and approaches									
	Convene researchers/holders of large-scale data sets to map out methodology and approach									
	<b>Expected output 2:</b> Methodology framework - reporting scale and developmentally-on-track benchmark									
	<b>Expected outcome 2:</b> Develop report scale for indicator 4.2.1									
	Methodology work to develop reporting scale for ECD									
Convene experts including member state countries to define what it means by developmentally-on-track										



## Task Force 4.2 Timeline (cont'd)

Task Force 4.2		2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Indicator</b>	<i>Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</i>								
<b>Activities</b>	<b>Expected output 3:</b> Reporting framework - preliminary work in collecting information from countries								
	<b>Expected outcome 3:</b> Meta information to inform the development of reporting framework								
	Catalogue of learning assessments 2.0 (CLA 2.0) to collect meta-information and performance level data from countries								
	<b>Expected output 4:</b> Final interim reporting protocol								
	<b>Expected outcome 4:</b> Use of existing initiatives to report against indicator 4.2.1								
	Identify psychometricians from each team to work in partnership with the expert group to complete the analyses and make recommendations for using the findings to inform the interim reporting strategy								
	Stand-alone Module as a global public good								





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# Task Force 4.6 Timeline

Task Force 4.6		2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Indicator</b>	<i>Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.</i>								
<b>Activities</b>	<b>Expected output 1:</b> Conceptual framework - Define functional literacy and numeracy and produce options for measurement the Sustainable Development Goal 4.6								
	<b>Expected outcome 1:</b> A global framework of functional literacy and numeracy skills and competencies to measure								
	Concept paper on the definition of functional literacy and numeracy								
	Paper identifies measurement options								
	<b>Expected output 2:</b> Determine common content								
	<b>Expected outcome 2:</b> Reference Framework to guide policy making and evidence based decisions								
	Mapping of national assessment frameworks and performance level descriptors								
	Mapping of cross national assessment frameworks and performance level descriptors								
Mapping performance level descriptors									



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## Task Force 4.6 Timeline (cont'd)

Task Force 4.6		2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Indicator</b>	<i>Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.</i>								
<b>Activities</b>	<b>Expected output 3:</b> Final interim reporting protocol								
	<b>Expected outcome 3:</b> Clear protocol for reporting against indicator 4.6.1								
	Define a common framework								
	UIS-Skills Levels Descriptor for each learning/skills indicator								
	Write full descriptions of UIS-skill levels								
	Linking UIS-Performance Metrics with cross-national and national assessments								
	Evaluate alignment of proficiency level descriptors workshops								
	Standard setting (social moderation) workshops								
	Psychometric Linking								
	Stand-alone module as a global public good								
	<b>Expected output 4:</b> Data alignment to defined standards								
	<b>Expected outcome 4:</b> Better Quality Data								
	Catalogue of learning assessments 2.0 (CLA 2.0) to collect meta-information and performance level data from countries								
	Code of Good Practices - 'How-to' guide								



# Task Force 4.7 Timeline

Task Force 4.7		2017				2018				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Indicator	<b>4.7.4:</b> <i>Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability.</i>									
	<b>4.7.5:</b> <i>Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience.</i>									
Activities	<b>Expected output 1:</b> Final interim reporting protocol									
	<b>Expected outcome 1:</b> Clear protocol for reporting against indicators 4.7.4 and 4.7.5									
	Commission paper on the mapping of existing GCE									
	Concept paper on the results of ICCS 2016 & 1974 6th consultation									
	Conduct a study to map ESD measurement tool									
Create a platform among identified key sources of regional data										



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# Task Force on Assessment Implementation Timeline

Secretariat / Guidelines to countries		2017				2018			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Activities	<b>Expected output 1:</b> Capacity development for countries by providing guidance on key decisions								
	<b>Expected outcome 1:</b> Better quality data for country and monitoring								
	Principles of Good Practice in Learning Assessment								
	Quick Start Guide for Implementing a National Learning Assessment								
	<b>Expected output 2:</b> Guidelines to countries								
	<b>Expected outcome 2:</b> Ensuring that the maximum number of countries report against SDG 4 indicators								
	For Monitoring Learning Globally. How does it work? What should my country do?								
	To Assess or not? How and how much does it cost? Strategic decisions in Learning Assessments								
	Implementing a National Learning Assessment								
	What and how to report? Countries options for reporting								
How do learning assessments integrate with other data sources that inform education									



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## Key messages from the GAML 4 meeting

The GAML Plenary agreed on the following key messages:

1. **For the TCG** to keep focus on existing work and incorporate the costs of building of investing in national learning assessments and expanding coverage of cross-national assessments in its investment case for SDG 4 monitoring and to emphasize the role of cross-national assessments in capacity building and the bench-marking and strengthening of national assessment systems (US\$ 250 million every four years);
2. **For the Education 2030 Steering Committee** to adopt the TCG investment case for SDG 4 monitoring. If the GPE Board endorses learning assessment (and data) as priority thematic areas for the KIX platform, the case could be further 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;



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## Key messages from the GAML 4 meeting (cont'd)

The GAML Plenary agreed on the following key messages:

**3. For the Education 2030 Steering Committee** to 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 prioritisation of indicators according to context and national policy priorities;

**4. For the GPE** to 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; and



The GAML Plenary agreed on the following key messages:

**5. For GAML and TCG** 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. These guidelines would serve a fundamental purpose that is twofold:

i. To align existing and new education strategies, loans, projects, technical assistance, training and funding to complement the investment in data collection taking a comprehensive capacity development approach that includes institutional strengthening for data analysis, data literacy to support evidence-based decisions; and

ii. To ensure the necessary funding of methodological development and innovation to strengthen the ability to build reliable, timely information and ensure the cost effectiveness of monitoring of learning outcomes, better coordination and the promotion of networking and peer learning mechanisms.



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# Thank you!

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