



# GAML Taskforce 4.6 Progress report 2020

## GAML plenary meeting 2020



# 1.

## Introduction and background

## **Taskforce 4.6 objective:**

- To provide advice on the measurement strategy for SDG indicator 4.6.1

## **Co-chairs:**

- UNESCO Institute for Lifelong Learning (UIL)
- Organization for Economic Cooperation and Development (OECD)

## **Taskforce 4.6. Phase 2 members:**

- 22 members
- Representing Member States, international organizations, global and regional civil society organizations, academic and research centers

## **Meetings:**

- Three virtual meetings since August 2019 (last GAML Plenary Meeting in Yerevan)

## Results of the consultation on GAML 6 items for endorsement:

- **New approach** based on the **Incheon Declaration** and Education 2030 Framework for Action document was agreed
- **Consultation for the TCG:** « Do you agree on defining the ‘fixed level of proficiency’ in functional literacy and numeracy for indicator 4.6.1 as the equivalent to proficiency levels found at the end of lower secondary education for young adults and investigate its implications and limitations for older adults? »

## Outcome of the Sixth Meeting of the Technical Cooperation Group on the indicators for SDG 4 – Education 2030:

- Countries should make use of the **PIAAC level 2 descriptor** as a reference point for global reporting of indicator 4.6.1

## Consequence of the TCG decision on Taskforce 4.6:

- **Revised programme of work and refocused areas of action**

# Programme of work

## Goals of the programme of work:

### Addressing the gap in data coverage by:

- **Raising Policy Awareness:** Two policy briefs and their rationales
- **Adopting an interim strategy to increase data coverage:** Proposal for the development of self-reported questions for household surveys
- **Proposing a medium term strategy:** Supporting countries in the development of national assessments of adult skills

### Feeding the discussions on the global benchmarks used for reporting on SDG indicator 4.6.1 by:

- **Exploring** the links with the indicator 4.1.1c
- **Investigating** the appropriateness of the global benchmark (PIAAC Level 2) for low- and middle-income countries

Item	Activity
1	One or two advocacy and policy papers
2	Research paper
3	Self-reported questionnaires
4	Report on mapping national curricula of adult basic education in GAL countries
5	Database on direct assessments of skills
6	Technical guidelines for supporting countries

# Agendas of the TF meetings

## Role of the taskforce:

- Initiate activities
- Identify experts
- Review/comment the documents
- Discuss and endorse the conclusions
- Participate in the dissemination of the outcomes

**The four first items of the programme of work were initiated in 2020.**

**This report presents the progress made and where the taskforce stands so far.**

Date	Agenda
3 December 2019	<p><b>Outputs of the GAML plenary meeting</b></p> <ul style="list-style-type: none"> <li>-Presentation and reactions</li> <li>-Online consultation</li> </ul> <p><b>Working paper on the mapping of curricula</b></p> <ul style="list-style-type: none"> <li>-Presentation of the first draft</li> <li>-Discussion and options for improvement</li> </ul> <p><b>Work plan</b></p> <ul style="list-style-type: none"> <li>-Preparation of the ToR for a working paper on the possibilities for alignment with Indicator 4.1.1(c)</li> <li>-Discussion on the development of a self-reported questionnaire</li> </ul>
21 April 2020	<p><b>New developments regarding SDG indicator 4.6.1</b></p> <ul style="list-style-type: none"> <li>- Follow up of the workshop held in January, Washington DC, by the WB/UIS</li> <li>- Presentation of mini-Lamp</li> <li>- Discussion</li> </ul> <p><b>Revised work plan</b></p> <ul style="list-style-type: none"> <li>- Presentation of possible interventions and fields of work</li> <li>- Proposals for the next publication</li> <li>- Discussion</li> </ul>
2 September 2020	<p><b>Update on activities</b></p> <ul style="list-style-type: none"> <li>- Research paper (OECD)</li> <li>- Policy paper 1 (Direct assessments)</li> <li>- Policy paper 2 (Numeracy assessments)</li> </ul> <p><b>Workshop on self-reported questionnaire for reporting on SDG indicator 4.6.1 as an interim strategy</b></p> <ul style="list-style-type: none"> <li>- Presentation of the workshop concept note</li> <li>- Identification of experts and preparation of background papers</li> </ul> <p><b>GAML plenary meeting</b></p> <ul style="list-style-type: none"> <li>- Update by UIS</li> <li>- Outline of the TF progress report</li> </ul>

# 2.

## Progress in activities

### Preparation of policy briefs on most pertinent selected issues:

- **Policy Brief 1: Direct assessment of adult literacy and numeracy skills at national level.**
- **Policy Brief 2: Adult numeracy skills assessment and development at national level.**

**Reviewed by the taskforce, these briefs will be published in November 2020.**

**Translations of these briefs in all UN languages in early 2021.**

**Dissemination via Taskforce 4.6 members but also the GAML members in general starting November 2020.**



## Rationale

- Due to a lack of funding, complexity, and capacity many countries, especially low- and middle-income countries, will not be able to implement large-scale assessments in the short to medium or even the long-term.
- **Self-reported literacy and numeracy assessments as well as simple direct assessments** may offer an alternative interim strategy to determine the global state of literacy and to produce comparable data.
- Following the workshop hosted by the World Bank and UIS on “Measuring learning through the lifecycle in multi-topic national household survey”, the co-chairs propose and taskforce members agree on organizing a technical workshop.

## Expected outcomes of the workshop

- This workshop aims at promoting the **harmonization of survey instruments** for the assessment of adult skills across national and international survey programmes.
- The goal is to discuss and propose a **globally comparable self-reported questionnaire** which could be implemented in Member States as an interim strategy for monitoring and reporting on SDG indicator 4.6.1

**The Taskforce reviewed the initial draft of the concept note for the workshop and will be consulted on the finalization of the concept notes for background papers.**

**The TF commissioned a research paper investigating the links between indicators for 15-year-old students in reading and mathematics and the indicators for young adults in functional literacy and numeracy.**

- A cut-off point that is pertinent for 15-year-old students in the context of indicator 4.1.1 (c) could also be appropriate for 15- to 24-year-olds.
- The target group meets the distinction implicitly drawn by the vocabulary used for defining Target 4.6, which differentiates between young and older adults.
- Aligning an adult benchmark against school-based standards/levels is a major challenge, particularly in numeracy.

**The ToR for the research paper was reviewed and approved by the TF. The research is currently developed by the OECD. A oral report on the progress of the paper was presented to the TF during the 5<sup>th</sup> meeting. The final version of the document will be available in English and in French.**

# Contributing to the development of the descriptors of the minimum proficiency levels (MPLs) in functional literacy and numeracy

## Mapping of national curricula for non-formal adult basic education in selected countries of the Global Alliance for Literacy within the framework of Lifelong Learning (GAL):

- It proposes a tentative description of what youth and adults are supposed to reach in reading and in mathematics once they have successfully completed their non-formal basic education programmes.
- It follows the approaches used to establish the MPLs in reading and mathematics for indicators 4.1.1.
- It scrutinizes to what extent the definition of MPLs agreed for the indicator 4.6.1 fits with the practices in the countries that are facing the major challenges with literacy.

**This comparative analysis is on-going. The taskforce reviewed the first draft of the paper and provided feedback for improvement. The paper will be produced by the end of 2021.**

# 3.

## Next steps

# Next steps

- **Interim strategy for data coverage gaps:** the taskforce calls for all the interested agencies to support this work on the revision of the self-reported questions in household surveys.
- **Disseminate** the policy briefs across the world to raise awareness and advocate for investment in adult skills assessment.
- **Finalize** the feasibility of the global benchmarks for low income countries.

However, the taskforce still believes that direct assessments should provide more accurate data on adult skills. Hence,

- **Strategize and plan capacity building for countries** in designing and implementing direct assessments of adult skills. Calling for interested agencies to carry out such activities within countries.

**Based on the outcomes of its activities, the taskforce will propose a series of recommendations for the 8<sup>th</sup> GAML plenary meeting, in 2021.**

# Thank you

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