



Global Alliance to Monitor Learning (GAML) 11th Meeting

February 25th, 2025 Paris, France



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SDG 4.1.1 indicators

Assessing learning progression from foundational through early secondary years

Using globally agreed benchmarks as reference of what a child should know

- SDG Indicator 4.1.1
- Proportion of children and young people
- (a) in grades 2 or 3; (b) at the end of primary; (c) at the end of lower secondary education

achieving at least a minimum proficiency level in



In learning areas universally accepted as critical

(i) reading and(ii) mathematics,by sex

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4.1.1 reclassification motivated actions

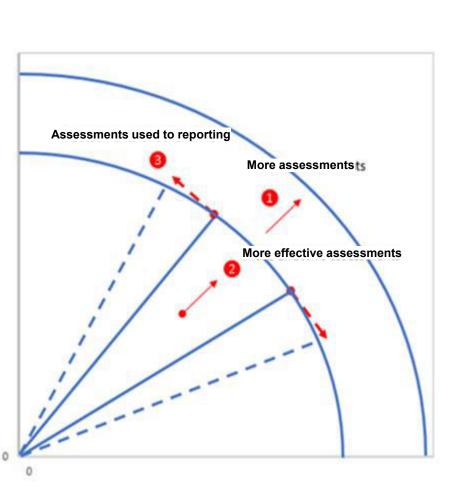
- Tier II demotion due to coverage and reporting trends at the end of 2023
- Measurements exist, but few are officially reported
- But procedural and content alignment largely unknown (despite research)
- GAML meeting Dec 2023 to respond to "demotion"
- Refine standards and guidance , that would increase reporting
- Process: small team draft criteria, vet with a Technical Advisory Group
- SDG 4 High Level Steering Committee calls for investments (and other multiple calls)
 Calls (Monitor Learning)
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Range of options

- 1. Finance assessments
 - e.g. Broker between countries and suppliers; avoid wastage
 - e.g. Make market transparent
- 2. Make assessments more efficient/effective
 - e.g. invest in capacity
 - e.g. invest in use of data
- 3. Expand number of assessments used to report
 - e.g refine standards
 - e.g. improve quality and alignment to good practices











Assessments are complex and expensive and require external support to enable 4.1.1 reporting

Technical issues

- a. Enable some assessments to (partially) report on 4.1.1a (precursor skills)
- (EGRA, MICS, PAL Network)
- b. Analyse impact of language
- c. Address one-to-one administration \rightarrow standards \rightarrow UIS Technical Advisory Group







Assessments are complex and expensive and require external support to enable 4.1.1 reporting

Institutional issues

- a. Restore vision: fund predictably and with clear goal
- b. Make assessment market more efficient: lower costs
- c. Empower countries: let them choose vetted assessments



CORRECT CONTOR CONTOR LEARNING CONTOR LEARNING CONTOR LEARNING CONTOR LEARNING		Conceptual framework		Methodological framework	Reporting framework		Non-statistical linking strategies		Statistical linking strategies
4.1.1 Development Roadmap		2016	2017	2018	2019	2020	2021	2022	2023/4
Global Alliance to Monitor Learning (GAML)			,			,			
Global Content Framework Reading Mathematics Alignment Tool			· · · · · · · · · · · · · · · · · · ·						
Good practices manual Procedural Alignment Tool									
Children not learning fact sheet						· · · · · · · · · · · · · · · · · · ·			•
Minimum Proficiency Levels (Revised 2022)		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·			5			•
Global Proficiency Framework Reading / Mathematics			• • •						
Reporting Protocol / Countries' options							······		
Pairwise comparison Method (Toolkit 2024) * Pilot Phase			•			· · · · · · · · · · · · · · · · · · ·			
Policy Linking (2019; Revised 2023) * Advised for Capacity Development						:	:		
Recalibrate existing data (Altinok/UIS)									
Rosetta Stone (Parallel tests/Common students)							· · · · · · · · · · · · · · · · · · ·		
AMPL module (AMPLb 2021-22; AMPLa and ab 2023) (MILO project)		:							
Technical Advisory Group (TAG) for 4.1.1a								
4.1.1a: Grade 2/34.1.1b: End of primary4.1.1c: End of lower secondary	Tier I: Methodology & data Tier II: Methodology & no data Tier III: No methodology & no data		4.1.1 a		4.1.1 a		4.1.1 a		4.1.1a
		4.1.1 b & c 4.1.1 b & c			4.1.1 b & c				





Countries that have submitted their plans to measure indicator 4.1.1.a







Agenda: February 25th

Session 1: Eligibility criteria (09:30 – 11:30)

Coffee break (10:20 – 10:50)

Session 2: Calibration of item difficulty/ Workstream around 'precursor skills' to reading and mathematics in SDG 4.1.1.a (11:30 – 15:00)

Lunch break (12:30 – 14:00)

Coffee break (15:00 – 15:30)

Session 3: Resources for countries (15:30 – 16:30)

Session 4: Buyers' guide and virtual fund (16:30 – 17:25)

Closing of Day 1 (17:25 – 17:30)





Agenda: February 26th

Opening of Day 2 (09:00 – 09:15)					
Session 5: Foundational learning measurement (09:15 – 10:10)					
Coffee break (10:10 – 10:40)					
Session 6: Regional organizations: cross-national assessments (10:40 – 12:30)					
Lunch break (12:30 – 14:00)					
Session 7: Country experiences (14:00 – 17:00)					
Country experience: Cambodia, Gambia, Kenya, Lebanon					
Coffee break (15:00 – 15:30)					
Country experience: Lesotho, Nepal, Pakistan, Zambia					
Closing of the meeting (17:00 – 17:30)					
Summary of the meeting and the next steps					





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