• Activities of the GAML Secretariat

• Progress for each of indicators:
  o Indicator 4.1.1;
  o Indicators 4.4.2;
  o Indicator 4.6.1; and
  o Indicators 4.7.4 and 4.7.5
The GAML Secretariat

Knowledge Production
- Commissioning papers
- Data Collection
- Technical partners

Communication and Outreach
- Blogs
- GAML website

Coordination support to Task Forces
- SPC meetings
- Coordination support to Task Forces and Expert Groups

Task Force virtual meetings
Task Force expert meetings
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.

Methodological requirements:

- Development plan to allow for cross-national comparability
  - MPL defined
  - Request to upgrade the indicator submitted

- Expanding comparability to express all assessments in:
  - Same reporting scale, and
  - Minimum standards of quality
  - MPL defined
  - Procedural and content alignment tools developed
Progress in Indicators: 4.1.1

Conceptual Framework
- Mapping PLDs
- Determine common content
- Content; Content Alignment Tool (CAT)

Methodological Framework
- Data Alignment
- Upgrading 4.1.1.a
- Quick guides (for capacity development)
- Procedures; Procedural Alignment Tool (PAT)

Reporting Framework
- Linking approaches
- Definition of MPL
- Interim Reporting

Indicator 4.1.1
- Social Moderation
- Item-based linking
- Test-based linking
Communication Products

Promoting a better understanding of the production and use of SDG 4 data...

- Quick Guides
- GAML website and country profiles
- Indicator dashboard
- Content and Procedural Alignment Tools
The Learning Assessment Dashboard  

http://gaml.uis.unesco.org/dashboard/

### Mapping existing learning assessments to SDG 4 indicators

<table>
<thead>
<tr>
<th>SDG 4</th>
<th>Indicator concept</th>
<th>Indicator name</th>
<th>Type of assessment</th>
<th>Assessment</th>
<th>Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global</td>
<td>4.1.1 Learning</td>
<td>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</td>
<td>School-based</td>
<td>EGMA/EGRA</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PASEC</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PILNA</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PIRLS</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PISA</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SACMEQ</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TERCE</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TIMSS</td>
<td>Cognitive test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Household-based</td>
<td>PAL Network</td>
<td>Cognitive test</td>
</tr>
</tbody>
</table>
Consensus Building Meeting on MPLs

Representatives from regional and international learning assessments met to agree on minimum proficiency levels (MPLs) in Paris, France.

SDG Indicator 4.1.1: Proportion of children and young people in (a) 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
Consensus Building Meeting on MPLs

Definition of Minimum Proficiency Level

- Grade 2/3
- End of primary
- End of lower secondary

Facilitate alignment between assessment programmes;
Enable countries to pursue different options for assessments; and
Allow for some harmonization of results

Reading & Mathematics

- Mapping proficiency levels
- Mapping proficiency level descriptors
- Identify common recommended benchmarks for MPLs → Harmonizing national assessments
Indicator 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

• Measurement strategy by Task Force chair

• Mapping of existing assessments on the Global Framework for Digital Literacy Skills

• Recommending next steps on an assessment tool
Indicators 4.6.1

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

- Classified inventory of literacy assessments
- Progress in TF strategies
- Synthetic estimates to fill data gaps

Mini-LAMP

- Allows countries to report on 4.6.1
- Tool package
- More affordable than LAMP; simplified version
- Role of regional partners
Indicators 4.7.4 & 4.7.5

What is “adequate understanding”?

What is “proficiency”?

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

TIMSS data to measure indicator 4.7.5

• Cross-study on the results of ICCS 2016 & 1974 6th consultation

• Study to map ESD measurement tool

TIMSS grade 8 science framework
Understanding the Funding of Learning Assessments
UIS & GPE

Data Collection

Participation in Cross-national assessments

What is the cost of participating in an assessment?

Is financing secured?

Are you considering non-governmental financial assistance?

Have you approached non-governmental institutions?

What are the aspects that need to be funded?

Do you need technical assistance?
Data Collection

Estimated cost to participate in a cross-national assessment (in thousands of USD)

- Average
- PISA 2018
- PISA-D
- TIMSS 2019
- PIRLS 2021
- PASEC 2019
- SACMEQ V
- SEAPLM 2018/19
- ERCE 2019

**Participation fees**

**Implementation**
Estimated cost to participate in a cross-national assessment (in thousands of USD)

Data Collection
2018 UIS Catalogue of Learning Assessments 2.0

CLA 2.0 collects data on learning outcomes from household-based surveys/assessments:

- UIS/LO/CLA2/M2/HBA/DL – Digital literacy skills
- UIS/LO/CLA2/M2/HBA/FLN – Functional literacy and numeracy skills
- UIS/LO/CLA2/M2/HBA/ICT – ICT skills

The questionnaires collect data that covers learning outcome indicators 4.4.1, 4.4.2, and 4.6.1.
Thank you!

Silvia Montoya, Director, UNESCO Institute for Statistics

@Montoya_sil

Learn more: http://uis.unesco.org/

@UNESCOstat