Global Alliance to Monitor Learning: Update on Progress

Silvia Montoya, UIS Director

GAML 5

October 2018 – Hamburg, Germany
• 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

GAML Secretariat

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:

4.1.1.a

- Development plan to allow for cross-national comparability

4.1.1.b & c

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

✅ MPL defined

✅ Request to upgrade the indicator submitted

✅ 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
    - Social Moderation
    - Item-based linking
    - Test-based linking
  - Definition of MPL

- Indicator 4.1.1
  - Interim Reporting
Communication Products

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

- Quick Guides
- GAML website and country profiles
- Content and Procedural Alignment Tools

**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>PILLAR</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>Household-based</td>
<td>PAL Network</td>
<td>Cognitive test</td>
<td>Cognitive test</td>
<td>Cognitive test</td>
<td></td>
</tr>
</tbody>
</table>
Progress in Indicators: 4.4.2

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
Progress in Indicators: 4.6.1

Indicator 4.6.1

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

- More affordable than LAMP; simplified version
- Tool package includes
  - Cognitive module
  - Background Questionnaire
  - Guidelines for different stages
  - Software and report plan
- Allows to report on indicator 4.6.1, 4.3.1 and 4.6.3

What is a concrete definition of “fixed proficiency levels” & “functional literacy and numeracy”?
Progress in Indicators: 4.7.4 & 4.7.5

Indicators 4.7.4 & 4.7.5

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

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

TIMSS grade 8 science framework
Understanding the Funding of Learning Assessments

UIS & GPE

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?
Assessments vary broadly in costs by category of expenditure

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

Categories of expenditure:
- Participation fees
- Implementation

Assessments vary broadly in costs by category of expenditure.
Assessment differs by type of “customer”

Number of countries by income level and participation in cross-national assessment

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

Legend:
- High
- Upper middle
- Lower middle
- Low
Sources of funding
Funding for data should increase in around 80%.

Estimate of SDG4 Data Collection (in thousand of US$) over a ten year period:

Funding should increase in 100 U$S million dollars per year, almost 40% Aid.

- Aid (Low and Middle): 42 (Existing funds) 24 (New Funds)
- Self Funding (High and Upper): 101 (Existing funds) 54 (New Funds)
Thank you!

Silvia Montoya, Director, UNESCO Institute for Statistics

@Montoya_sil

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