



UNESCO  
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GLOBAL  
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TO MONITOR  
LEARNING



TECHNICAL  
COOPERATION  
GROUP



SUSTAINABLE  
DEVELOPMENT  
GOALS

# Newsletter

May 2018

## GAML 5: Hold the date!

The fifth meeting of the Global Alliance to Monitor Learning (GAML) will be held on **17-19 October 2018** (place to be confirmed). Over three days, the members of the Alliance will review the progress made since GAML 4 (November 2017, Madrid) and agree on the next steps. A special emphasis will be made on country experiences and priorities. Stay tuned for more information about the meeting coming soon.

### *Methodology development*

## Global Framework of Reference for Digital Literacy Skills

Developing the global indicator on digital literacy skills (**4.4.2**), the UIS, in collaboration with Hong Kong University's Centre for Information Technology in Education (CITE), has proposed a draft Global Framework of Reference for Digital Literacy Skills. Based on an in-depth review of more than 40 existing digital literacy frameworks from all over the world, the framework was thoroughly discussed by experts during an [online consultation](#) and presented at the [2018 World Summit on the Information Society \(WSIS\)](#) in Geneva in March 2018. The feedback received through the consultation and at the World Summit is integrated in the final Digital Literacy Global Framework which should be ready in the coming weeks. [Read more](#)

## Facing the challenges of SDG indicators

The UIS is joining forces with the Global Reading Network supported by USAID and other partners to develop solutions to the challenge of monitoring proficiency in reading and mathematics among children and young people (global Indicator **4.1.1**). Since the indicator includes various age groups, the work is focusing simultaneously on (a) Grade 2 or 3; and (b) end of primary segments. A series of meetings planned for the upcoming months is expected to bring together experts and stakeholders to reach consensus on the overall methodological approach and some definitions.

Following on the in-depth discussion on the global indicator on proficiency in functional literacy and numeracy skills (global Indicator **4.6.1**) that started in November 2017, technical experts met in Paris on 17-18 May to draft recommendations for a global expanded assessment framework, including the lower levels of literacy and numeracy as part of measurement strategy of the indicator.

The TCG Working Group on Indicator Development is discussing data collection recommendations for global Indicator **4.3.1** (participation rate of youth and adults in formal and non-formal education and training in the previous 12 months), which possibly can be used for several thematic indicators as well.



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### Support to countries

## Global Framework of Reference for Reading and Mathematics

The UIS and UNESCO's International Bureau of Education (IBE) have developed draft global frameworks of [reading](#) and [mathematics](#), aimed to help national and international stakeholders map and align curricula with national or international assessment frameworks. Taking into account the results of the global consultations, the final frameworks will soon be available as online references. The tools will allow users to automatically map their national or international assessments to the Global Framework of Reference by answering a series of questions. [Read more](#)



### Step-by-step guidance

In order to increase the number of countries reporting on SDG 4 indicators, the GAML Secretariat has started a series of reference publications as part of its capacity-development efforts. The newly-published [guide on implementing a national learning assessment](#) provides easy-to-follow instructions for country-level implementation, explaining all the stages of the process – from data collection and analysis to the dissemination of results. Such key topics as financial implications, reporting strategies and integrating other education data sources are also addressed in this reference tool.

The upcoming guide of the series – *Making the Case for a Learning Assessment* – will help countries to navigate through learning assessment reforms. It will present the arguments to convince stakeholders and key questions to initiate the policy dialogues. It will also offer guidance in making decisions regarding the type of assessments as well as highlight some important considerations to be aware of in national implementation.

## UIS Catalogue of Learning Assessments

To help countries evaluate and improve the quality and robustness of their assessment/examination systems, the UIS continues to compile standardised information on various aspects of learning outcomes assessments across the world. Launched in 2014, the [Catalogue of Learning Assessments](#) is now being enhanced (version CLA 2.0) to map both cross-national and national school-based and household-based assessments on learning at the primary and secondary levels of education, assessments on youth and adult skills, and assessment on the developmental state of early childhood. Encompassing populations from children under 5 years, school-level children (both in school and out of school), to adults, CLA 2.0 will be a valuable source of information for mapping, monitoring, capacity development and guiding international dialogue on learning.



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### Advocacy and mobilizing funds

#### Investing in large-scale learning assessments pays off

Supporting countries in securing greater and better investment in data in their quest to achieve Sustainable Development Goal 4 (SDG 4) is another major task of GAML. To help mobilise the necessary resources – whether domestic or from donors – the new [synthesis report](#), produced by the UIS, presents the clear benefits of better data, explaining how data from large-scale assessments can enhance national educational practice and policy. [Read more](#)

#### Influencing international decision making and practices for SDG 4

In the past several months, GAML and TCG results were successfully presented in major international fora and integrated in various important decisions taken by stakeholders.

##### The **Fourth Meeting of the SDG-Education 2030 Steering Committee**

(March, Paris) in its decisions emphasized the importance of reviewing, monitoring and reporting at national and cross-national levels as an integral part of policy, planning and implementation of SDG 4. Addressing the data gaps, adequate financing and strengthened coordination across various stakeholders were recognized as priorities. [Read more](#)

##### Participating in the **62<sup>nd</sup> Annual Meeting of the Comparative and International Education Society**

(CIES) (March, Mexico City), the UIS presented its SDG Indicator 4.1.1 activities as well as research on the global number of children who are not learning the basics in reading and mathematics. In addition, the new UIS [Handbook on Measuring Equity in Education](#) was launched. It shows how countries can measure the education progress of the most marginalized populations to ensure no one is left behind. [Read more](#)

Factors that improve learning outcomes, more specifically the link between early attendance and learning outcomes, were the focus of the discussion led by the UIS and the PASEC programme of CONFEMEN (also a member of GAML) within the **Pan-African High-Level Conference on Education** (April, Nairobi). The resolutions of the conference called for strengthening mechanism of education data collection, reporting, analyses and use at national and global levels, as well as specifically mentioned the UIS as the key partner for the African region to support monitoring SDG 4 and the continental education agenda CESA 16-25. [Read more](#)

At the **South Asia Regional Conference on Assessments** (April, New Delhi), the UIS keynote presentation on learning outcomes and GAML work promoted awareness of internationally-comparable data on assessments and reporting achievement against SDGs for education. [Read more](#)



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### Stay informed on recent developments

The [Data for Sustainable Development – UIS Blog](#) is a go-to platform for innovative solutions and exploration of ways to gather more and better data. Join and see how experts from within and beyond the UIS set out their vision for data that works for human development.

### Upcoming events

June	Stakeholders' meeting on SDG Indicator 4.1.1a (Washington D.C., USA)
21-22 June	RISE <sup>1</sup> Annual Conference (Oxford, UK)
July	Expert meetings on SDG Indicators 4.1.1a and 4.1.1b (Washington D.C., USA)
11 July	Launch of the UIS quick guide to the SDG indicators and data exploration tools (Geneva)
12-14 July	4 <sup>th</sup> Asia-Pacific Meeting on Education 2030 - APMED2030 (Bangkok, Thailand)
25-26 July	Regional meeting of the Ministers of Education of Latin America and the Caribbean (Cochabamba, Bolivia)
12-13 Sept.	5 <sup>th</sup> meeting of the SDG-Education 2030 Steering Committee (Paris, France)
24-26 Sept.	40 <sup>th</sup> meeting of national coordinators of LLECE <sup>2</sup> (Lima, Peru)
17-19 Oct.	GAML 5 (TBC)

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<sup>1</sup> Research on Improving Systems of Education

<sup>2</sup> Latin American Laboratory for Assessment of the Quality of Education (*Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación*)