Global Alliance to Monitor Learning: Update on Progress
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GAML 6
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• Activities of the GAML Secretariat

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

Target 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Indicator 4.1.1

4.1.1 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, by sex
The reporting format communicates:

1. The **percentage of students meeting minimum proficiency standard for the relevant domains** (mathematics and reading) in 3 points of measurement

Required inputs:

a. **Reporting**; based on the:
   
   a. definition of **the minimum proficiency level (MPL) for each domain**
   
   b. a **linking or alignment procedure** that allows to put every assessment in the same scale

Underlying principle of work:

a. **Use all available information**

b. **Do for global reporting what is needed for global reporting**
Indicator 4.1.1. Major Developments

**Conceptual Framework**
- Development and endorsement of global content in March 2018
- Self assessment with report on coverage online

**Procedural consistency**
- Manual of good practices
- Self assessment with report on procedures online

**Minimum Proficiency Level**
- Consensus Building meetings reach an agreement on verbal definition and alignment to that level of major global and regional assessment in Sept 2018
- Revision of MPL and unpacking and extension to a grade by grade completed in May 2019

**Alignment to a global scale**
- Portfolio strategy defined
- Test based and Policy linking/pedagogical calibration in development
- Test
Indicator 4.1.1. Major Developments (2)

- Development of piloting of a methodology to pursue national assessment for reporting (2018-2019)
- Upgrade of indicators 4.1.1b and 4.1.1c from tier III to tier II
- Alignment of cross national assessment to a MPL
- Upgrade of indicator 4.1.1a from tier III to tier II

- Benchmark definition
- Piloting and implementation of reporting options
- Investment Case
Indicator 4.4.2

Target 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Indicator 4.4.2

4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
Indicator 4.4.2

- *Global Competency Framework of Reference on digital literacy skills* – Center for Information Technology in Education, University of Hong Kong

- *Mapping of existing assessments on the Global Framework for Digital Literacy Skills* – Commissioned by UIS

- Measurement options based on existing tools
Target 4.6

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Indicator 4.6.1

4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.
Indicator 4.6.1: what we have achieved and what is missing?

- The definition of literacy and numeracy
- The agreement both domains needs to be measured
- The conceptual framework of PIAAC and PIAAC tool acknowledging the low coverage on the lowest part of the distribution of skills
- An operational threshold for reporting the indicator – Today the reporting takes PIAAC level 2 as the operational definition

Today

- Revised Work Plan will
  - address reporting options as well as the development of alternative tools and
  - linking strategies
Target 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Indicator 4.7.4

4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability

Indicator 4.7.5

4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience
Indicators 4.7.4 & 4.7.5: what done and what is missing

What is “adequate understanding”?
What is “proficiency”?
What are “issues related to sustainable development and global citizenship”?

Proposals to be presented in this meeting about:

- Reporting strategy
- Conceptual Framework
- Reporting options
- Definition of thresholds
New indicator “breadth of skills”

**Target 4.7**

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New indicator “Breadth of skills” (proposed)

Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems.
Thank you!

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