



United Nations
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GLOBAL
ALLIANCE
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LEARNING

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:
 - Indicator 4.1.1;
 - Indicator 4.4.2;
 - Indicator 4.6.1; and
 - Indicators 4.7.4 and 4.7.5
 - New indicators

Phase /Tools	What It Addresses	Main Components	Focus of UIS Work
Conceptual Framework	<p>What to assess? - Concept Who to assess? – Population: in and out of school? What contextual information to collect?</p>	<ul style="list-style-type: none"> • Domain and subdomain: Minimum coverage • Target population • Background Questionnaire 	<ul style="list-style-type: none"> • Global Content Framework (GCF) • Content Alignment Tool (CAT)
Methodological Framework	<p>What are the procedures for data integrity</p>	<ul style="list-style-type: none"> • Test design • Sampling frame • Operational design • Data generation • Data analysis 	<ul style="list-style-type: none"> • Good practices guidance • Procedural Alignment Tool
Reporting Framework	<p>What format to report? What is the minimum level? How to link or “harmonize”?</p>	<ul style="list-style-type: none"> • Reporting model • Scale or proficiency framework • Linking • Definition of an interim reporting strategy 	<ul style="list-style-type: none"> • Proficiency Framework and minimum level • Linking strategies • Interim Reporting strategy

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

Reporting Indicator 4.1.1

- 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 on line

Procedural consistency

- Manual of good practices
- Self assessment with report on procedures on line

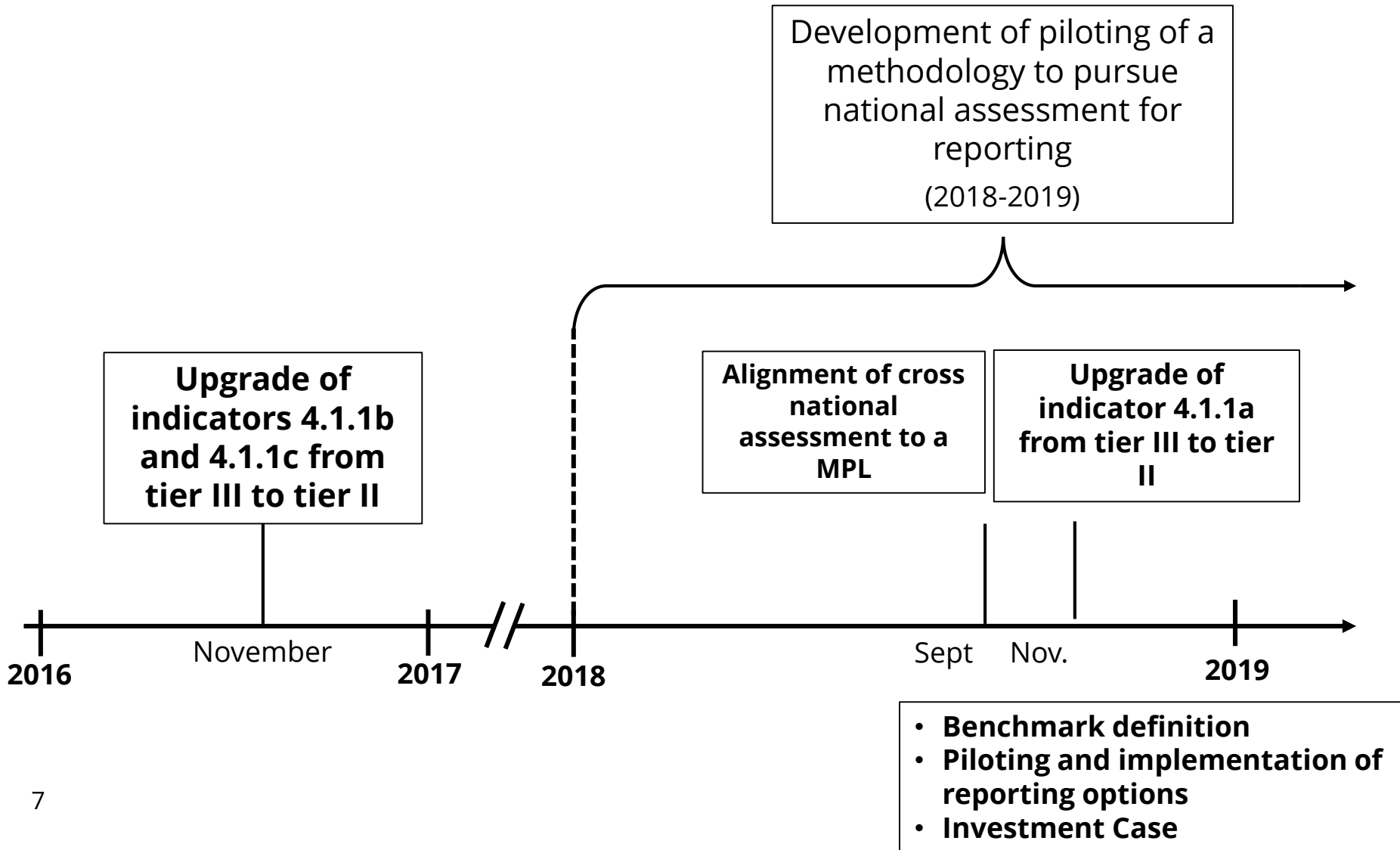
Minimum Proficiency Level

- 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)



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



Indicator 4.6.1

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

Indicators 4.7.4 and 4.7.5



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

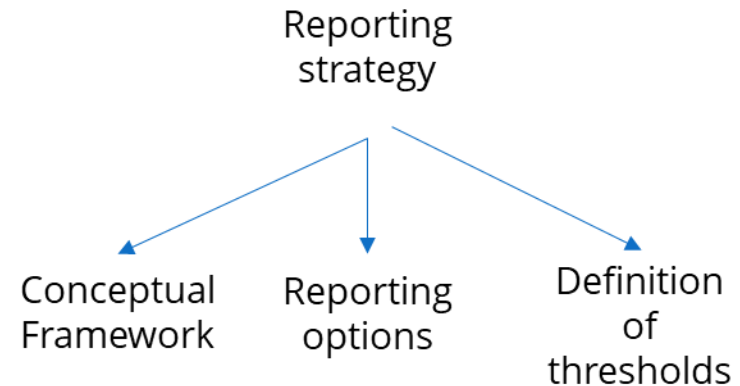
Indicators 4.7.4 & 4.7.5: what done and what is missing

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



New indicator “breadth of skills”

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



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.



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Thank you!

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