



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



GLOBAL
ALLIANCE
TO MONITOR
LEARNING



Global Alliance to Measure Learning (GAML): Sixth meeting

Concept note

27-28 August 2019
Yerevan, Armenia



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1. Background

The UNESCO Institute for Statistics (UIS) plays a critical role¹ in the Education 2030 Agenda by producing cross-nationally-comparable education indicators and working with partners to develop new indicators, methodologies, statistical approaches and monitoring tools to better assess progress towards the international education targets. It is designated as the lead agency for producing the indicators needed to track global progress towards Sustainable Development Goal (SDG) 4, while sharing responsibility for several other targets with various agencies.

The Global Alliance to Monitor Learning ([GAML](#)) was convened by the UIS in early 2016 to provide concrete solutions to develop new indicators on learning (4.1, 4.2, 4.4, 4.6 and 4.7) needed to achieve SDG 4 and to set the standards for good practices on learning assessments by bringing together technical experts from around the world. Counting more than 250 members representing a wide range of stakeholders from Member States, academia, international organizations, NGOs, civil society and private sector, the Alliance is working to develop the standards and methodologies needed to measure learning globally, while helping countries to produce and use the information to achieve SDG 4.

In order to continue advancing this work the work of the Alliance will hold its sixth in-person meeting (GAML6) on 27-28 of August 2019 in Yerevan, Armenia. The meeting will be co-hosted by the UNESCO Institute for Statistics and the Ministry of Education, Science, Culture and Sport of the Republic of Armenia with the support of UNICEF/Armenia.

2. GAML work programme

Monitoring progress requires measuring student outcomes, in addition to youth and adults skills at several different stages of the life cycle in a broadly consistent way across education systems and socio-economic contexts. This is a challenge, given that learning, skills and the ways to measure and use them, vary widely from one country to another.

To respond to this challenge, the GAML has been working for the past three years, making progress in:

- i) developing standards, methodologies, tools, and guidelines,
- ii) collecting descriptive information for diagnostic purposes and for reporting,
- iii) resolving immediate issues in interim reporting on learning and skills consistent with medium and long term.

One of the most noticeable achievements for this period is considerable advancement in solutions for successful monitoring of SDG indicator 4.1.1, which allowed upgrading this indicator from Tier III to Tier II in 2018.

¹ Education 2030 Framework for Action, paragraph 100: “The UIS will remain the official source of cross-nationally-comparable data on education.”



Nevertheless, methodological development is not the only focus of the GAML. There is also a need to expand the coverage of learning assessments and to advance the discussion about implementation of learning assessment, the definition of targets of progress (benchmarks) and the use of learning assessment data for policy making. Moreover, it is necessary to supporting stakeholders – Member States and relevant regional organizations – in their efforts to monitor learning outcomes as part of the SDG 4 agenda, advising them on such issues as:

- options for reporting for each of the indicators,
- alignment of national assessments, implications and alternatives,
- realistic and meaningful learning targets,
- reporting and communication strategies to improve the use of data on learning.

To balance all the above priorities and to successfully deliver on various commitments, the Secretariat has set a work programme, which will be reviewed and adjusted as needed at the GAML 6 meeting.

3. Objectives for GAML 6 meeting

GAML 6 participants will be expected to:

- Receive updates on the UN and Education 2030 processes as well as the work of the Technical Cooperation Group on SDG4 – Education 2030 Indicators (TCG);
- Discuss alternative linking strategies for reporting on indicator 4.1.1;
- Assess and make recommendations on criteria to develop learning targets;
- Exchange on challenges in reporting and validating learning assessment data as well as using data for policy making;
- Deliberate on the work of the GAML actions to support capacity development.