



Global Alliance to Monitor Learning (GAML)

Term of Reference for Target 4.4 Task Force

**Montreal, Canada
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Global Alliance to Monitor Learning (GAML) Terms of Reference for Target 4.4 learning indicators Task Force

Overview

The UNESCO Institute for Statistics (UIS) is responsible for defining and collecting globally-comparable indicators of Goal 4 of the Sustainable Development Goals. The UIS has launched the Global Alliance to Monitor Learning, to provide a platform for discussion among stakeholders, researchers, UN and NGO partners on how to fulfil the UIS mandate for producing globally-comparable data on learning for each target within Goal 4. Three key issues require discussion: 1) the comparability of measurement across countries; 2) how best to define the minimum proficiency level; and 3) how frequently data should be collected to effectively track changes in outcomes due to interventions, and to guide policy design.

The UIS is convening task forces to address technical approaches to measurement of learning across Goal 4, as part of the Global Alliance to Monitor Learning (GAML). Task forces will provide opportunities for input from a diverse range of stakeholders, with the overall purpose of identifying the innovations and methodological advances that could inform the design and implementation of universal learning indicators.

Target 4.4 aims to “substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”. Despite the broad range of the target, the two main indicators only refer to ICT and digital literacy skills.

The **global** indicator is “Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill”. Currently, Eurostat and the International Telecommunication Union (ITU) collect data from Member States on this indicator from household-based ICT surveys. These surveys measure ICT skills as people who report to have undertaken certain computer-related activities in a given time period (e.g. in the last three months). However, there are several issues with this indicator, the first being that it is self-reported. A person reporting to having undertaken certain computer activities does not provide information about his or her proficiency level. Furthermore, it is impossible to verify the veracity of these self-assessments, and more importantly, there can be large differences in reporting between groups of different cultural and socio-economic backgrounds. Finally, these surveys have different age cut-off points, which make it more difficult to have comparable data for youth and adults.

A **thematic** indicator is the “Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills”. As the only indicator in this target that aims to directly assess a learning outcome, it is a natural focus for this GAML Task Force. A preliminary framework to build upon could be the IEA International Computer and Information Literacy Study (ICILS), which assesses the skills of a randomly selected sample of students at grade 8. However, the constructed scale might not be representative as mainly developed countries participated in the assessment; therefore, other sources and further work will be needed to complement the development of a digital literacy framework.

Purpose

The Task Force should map the skills domains that could be measured within the broad range of Target 4.4. What ‘skills for employment, decent jobs and entrepreneurship’ is it feasible and desirable to monitor from a global perspective, beyond the ICT/digital literacy skills captured in the global/thematic indicators?

GAML presents an opportunity to further define measurement for each of these Target 4.4 skills, by focusing on three key areas, **beginning with ICT/digital literacy skills:**

- 1) Global comparability: Define technical standards for measures to function similarly across contexts leading to a universal learning scale. Map existing tools and evaluate their alignment with the desired definition and scope of the skill. Propose options for existing data to produce global estimates.
- 2) Minimum proficiency level: Define options for measuring “minimum proficiency level,” through reviewing of scientific literature, convening of experts, and identifying possible analytical strategies for generating the data required.
- 3) Periodicity: Examine the sensitivity of population-based measures to intervention effects, to estimate how frequently the data should be generated to track effects of policy implementation.

Within the first year, the Task Force will work on the following areas:

- Provide feedback on the measurement of Target 4.4, with emphasis on the digital literacy indicator, with reference to the production of a data quality framework, to help review existing and guide the potential development and implementation of robust and reliable assessments;
- Identify technical issues that are relevant to the Target 4.4 digital literacy indicator and define the scope for commissioning research studies to address key questions and issues that will help inform recommendations;
- Review commissioned research studies and synthesize input from task force members to make recommendations to GAML Secretariat and Chairs;
- Provide feedback on the development of implementation and capacity building plan to support countries in measuring a digital literacy indicator, especially for developing countries with resource constraints.

Composition

The Task Force members will include seven to twelve members, potentially in the following areas:

- Representative from regional and international organizations (OECD, Eurostat, ITU);
- Representatives from service providers;
- Representatives from International and Regional Assessment bodies (e.g. OECD, IEA);
- Representatives from professional, academic, teacher associations related to ICT literacy and/or use of ICT, think tanks;
- Representatives from Member States;



- UIS as Secretariat.

Membership will also depend on whether the remit of the work of the Task Force would extend to other skills for work within the scope of Target 4.4 to ensure it has the right kind of expertise.

Relation with other GAML and Technical Cooperation Group (TCG) activities

The Task Force will be engaged in the following ways:

- Review technical documents and define the scope of studies to be commissioned where a need is identified;
- Propose technically sound and pragmatic solutions to the GAML Secretariat and Chairs;
- Provide supporting evidence or suggest alternatives on the methodological work developed to the GAML Secretariat and Chairs;
- Liaise with the GAML Chairs for advice when there is disagreement on the technical solutions among members;
- Review developed technical tasks;

The Task Force will work with GAML Chairs in term of technical development and propose best technical solutions, on the request of GAML Secretariat, to the TCG so final agreements can be reached within TCG for its implementation.

Through the GAML Secretariat, UIS will take responsibility for summarizing the themes of the task forces and preparing summary documents to share with the GAML Chairs and TCG.

Outputs for GAML TF 4.4

The Task Force will support and guide the production of outputs that mirror those prepared by other Task Forces, notably TF 4.1. These could include the following:

- a catalogue of skills assessments (e.g. of digital literacy skills);
- a manual of good practice in skills assessments (e.g. of digital literacy skills);
- a common content framework for reference;
- a manual for mapping existing assessment frameworks against a global content framework;
- a reporting scale.

The Task Force, with the support of the GAML Secretariat, will produce a progress report and/or issue report to the GAML Chairs on a semi-annual basis.

Annex: schedule for the period March 2017 – June 2018

The Task Force will be set-up in March 2017. The duration of the Task Force will be on a need-basis, depending on the tasks and skills needed in the Task Force. The GAML Chairs will approve the formation and composition of the Task Force.

The Task Force will meet on a virtual basis on the development and progress of the studies, tools and products and once a year in-person on the progress and update of work. The Chair of the Task Force may represent the Task Force to present progress and technical solutions at GAML meetings, and possibly TCG meeting, if deemed necessary.

The Chair of the Task Force will liaise with the GAML Secretariat for issues that cannot be resolved within the team.

	Activities	Date
1	Hold first virtual meeting and prepare progress report	April 2017
2	Attend GAML meetings to present progress, align with other task forces, and coordinate with the Secretariat on priorities for the next 12 months	May 2017 Nov 2017 May 2018
3	Hold virtual meetings to discuss	Jun / Sep 2017 Jan / Apr 2018
	Measurement standards of digital literacy skills	
3a	Seek inputs from Task Force members on reference technical documents regarding the construct of digital literacy skill: agree on key documents	May 2017
3b	Review technical documents and identify key technical issues for the global measurement of digital literacy skills Define scope and draft terms of reference for commissioning research study	Jun 2017 Jul 2017
3c	Recommend to the Secretariat the scope of the research study	Sep 2017
3d	Recommend to the Secretariat on next steps towards a common content framework for reference	Feb-Apr 2018
	Catalogue of digital literacy assessments	
4a	Explore the potential for a catalogue of digital literacy assessments drawing on the experience of the corresponding tool under target 4.1	Jun 2017
4b	Recommend to the Secretariat the adaptation of the catalogue tool and plan of pilot with selected countries and organizations, based on research	Sep 2017
4c	Recommend to the Secretariat modality and roll out of a possible catalogue tool, if deemed necessary.	Feb 2018
5	Discuss the possibility of extending the scope of the work of the Task Force into other skills for work	Mar-Apr 2018