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GLOBAL
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TO MONITOR
LEARNING

Expert Meeting on SDG Indicator 4.6.1: Conceptual Framework and Draft Agenda

7-8 November 2017

Conference Room II

UNESCO International Institute
for Education Planning (IIEP)

7-9 Rue Eugène Delacroix

Background and objectives of the meeting

The Global Alliance to Monitor Learning (GAML) aims to provide a platform for discussion among stakeholders, researchers, UN and NGO partners on how to produce globally-comparable data on learning for each target within Sustainable Development Goal 4.

The options for measurement, including the integration of existing data to address the need for learning/skill indicators, will also be outlined by GAML.

As part of the GAML, thematic task forces have been set-up to address technical approaches to generate data for learning/skills indicators in Goal 4. These Task Forces provide opportunities for inputs from a diverse range of stakeholders, with the overall purpose of identifying innovations and methodological advances that could inform the design and implementation of universal learning /skill indicators. It is critical to note that the only indicator for target 4.6 directly related to the measurement of learning outcomes, is indicator 4.6.1: *'the percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills'*. The target age group for this indicator is the population 15 years and older.

Several measures focusing on adult and young people are available, but some technical issues remain. Given the existing definition of functional literacy and numeracy, how these definitions are operationalized and manifested in the range of skills and competencies required to be considered proficient can vary from country to country and are contextualized. From this perspective, comparability of the data can be challenging. At the same time, without a common framework it is hard to define "a fixed level of proficiency". While a couple of cross-national measures have been developed in recent years, they do not fully capture the learning/skill of low literate population and are not often geared towards low and lower middle-income country contexts.

Two key issues require discussion:

1. A conceptual framework which allows comparative analyses across countries.
2. A concrete definition of proficiency levels, or in the case of 4.6, "fixed levels of proficiency."

Using the PIAAC assessment framework as the base, the meeting will include perspectives from low- and middle-income country representatives and experts with technical knowledge and experience in adult literacy assessment in the discussion on the validity and relevance of the existing cross-national adult literacy and numeracy conceptual frameworks to measure indicator 4.6.1. It will further discuss what needs to be done to ensure the conceptual framework of indicator 4.6.1 is comprehensive and to further elaborate the conceptual framework of indicator 4.6.1. The meeting will discuss the following:

- **Reach an agreement** on an "expanded" conceptual framework for indicator 4.6.1, including domains (reading, writing, numeracy) for the global assessment framework for indicator 4.6.1
- **Explore the existing framework and/or propose the inclusion of alternate ways of measurement** of the identified relevant competencies for indicator 4.6.1
- **Suggest a pragmatic action** to define a minimum or fixed level of proficiency in literacy and numeracy to be reported on the indicator 4.6.1.



Day 1: Tuesday, 7 November 2017

13:00 - 13:30	Registration
13:30 - 13:45	<p>1. Opening session</p> <p>Chair: Margarete Sachs-Israel, Chief Programme Coordinator/UIIL</p> <ul style="list-style-type: none"> • Welcome • Introduction of participants • Objectives for the meeting • Overview of the agenda
13:45- 14:00	<p>2. Background and working framework</p> <ul style="list-style-type: none"> • SDG 4.6 in the Education 2030 Framework For Action • Indicator 4.6.1 in the SDG Inter-Agency and Expert Group • GAML measurement strategy for learning indicators • Taskforce 4.6 in Global Alliance to Monitor Learning (GAML) • Overview of the needs and requirements of reporting under SDG 4.6 <p>Presenter: Silvia Montoya, Director/UIS</p>
14:00 - 15:30	<p>3. Exploring existing frameworks</p> <p>Moderator: Rakhat Zholdoshalieva, Programme Coordinator/UIIL</p> <ul style="list-style-type: none"> • Existing cross-national assessment's conceptual framework of youth and adult functional literacy and numeracy : Presentation of the PIAAC framework (20 minutes) <p>Presenter: William Thorn, Senior Analyst/OECD</p> <ul style="list-style-type: none"> • Presentation of the STEP framework <p>Presenter: Koji Miyamoto, Senior Economist/World Bank Group (10 minutes)</p> <ul style="list-style-type: none"> • Existing national framework to improve measuring of lower literate population: The case of Germany's Level One Study: Presentation of Leo framework – Level 1 Studies (20 minutes) <p>Presenter: Prof. Anke Grotlüschen, University of Hamburg</p> <ul style="list-style-type: none"> • Discussion (40 minutes)
15:30 - 15:45	Coffee Break
15:45 - 16:30	<p>4. Contextualization of global literacy assessment at national level</p> <p>Moderator: TBC</p> <p>Presenter: Prof. Bryan Maddox, University of East Anglia (20 minutes)</p> <ul style="list-style-type: none"> • Discussion (25 minutes)

Day 1: Tuesday, 7 November 2017

- 16:30 – 18:00** **5. Country perspectives on measuring literacy**
Moderator: Manos Antoninis, Director/GEMR
- **Bangladesh Literacy Assessment Survey** (20 minutes)
Presenter: A.K.M Ashraful Haque, Project Director/Bangladesh Bureau of Statistics
 - **Kenya National Adult Literacy Survey** (20 minutes)
Presenter: Janet Chepkemai Rotich, Deputy Director/Ministry of Education Kenya
 - Discussion: 50 minutes
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- 18:00 -18:15** **6. Summary of first day discussions**
Presenter: TBC



Day 2: Wednesday, 8 November 2017

09:00 – 09:45	7. A synthesized numeracy framework
	Moderator: Anuja Singh, Programme Specialist/UIS
	<ul style="list-style-type: none"> • Presentation of the synthesized numeracy framework with recommendations
	Presenter: Prof. Iddo Gal, University of Haifa
	<ul style="list-style-type: none"> • Discussion (25 minutes)
09:45 - 10:45	8. A coherent perspective on conceptual framework
	Moderator: Manos Antoninis, Director, GEMR
	<ul style="list-style-type: none"> • Pragmatic approach to including the measurement of lower levels of literacy and numeracy in low- and middle-income countries and link to PIAAC to improve coverage of indicator 4.6.1 (20 minutes)
	Presenter: Scott Murray, President, DataAngel Inc.
	<ul style="list-style-type: none"> • Discussion (40 minutes)
10:45 – 11: 00	Coffee Break
11:00 – 11:30	8. Conceptual framework for indicator 4.6.1, including domains
	Moderator: Silvia Montoya, Director/UIS
	<ul style="list-style-type: none"> • Discussion and agreement with recommendations
11:30 – 12:00	9. Pragmatic action or suggestion to benchmark fixed proficiency levels
	Moderator: Silvia Montoya, Director/UIS
	<ul style="list-style-type: none"> • Discussion and agreement with recommendations
12:00 -12:30	10. Summary of decisions taken and closing remarks
	Presenter: Silvia Montoya, Director/UIS
	<ul style="list-style-type: none"> • Summary of agreement • Summary of recommendations to the GAML TF 4.6 on measurement strategy • Conclusion and next steps
	Closing remarks: Margarete Sachs-Israel, Chief Programme Coordinator/UII

Participants (tbc)

Silvia Montoya	Director	UNESCO Institute for Statistics (UIS)
Margarete Sachs-Israel	Chief Programme Coordinator	UNESCO Institute for Lifelong Learning (UIL)
William Thorn	Senior Analyst	OECD
Rakhat Zholdoshalieva	Programme Coordinator, Literacy and Basic Skills	UNESCO Institute for Lifelong Learning (UIL)
Anuja Singh	Programme Specialist	UNESCO Institute for Statistics (UIS)
Marta Encinas-Martin	Programme Manager	OECD
Manos Antoninis	Director	Global Education Monitoring Report, UNESCO
Astrid Gillet	Chief, Capacity Development and Field Support Unit,	UNESCO Education Sector
Koji Miyamoto	Senior Economist	World Bank Group
A.K.M Ashraful Haque	Project Director	Bangladesh Bureau of Statistics
Hakima Meghrebi	Professor	Université Paris 13 Nord, France
Jean-Pierre Jeantheau	Policy Officer	Nationale de Lutte contre l'Illettrisme (ANLCI), France
Anke Grotlüschen	Professor	University of Hamburg, Germany
Iddo Gal	Senior Lecturer	University of Haifa, Israel
Janet Chepkemoi Rotich	Deputy Director	The Directorate of Adult and Continuing Education in Ministry of Education, Kenya
Bryan Maddox	Senior Lecturer	University of East Anglia, UK
Ben Sylla	Senior Education Advisor	USAID
Scott Murray	President	DataAngel Inc., Canada

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- Grotlüschen, A. and Riekmann, W. 2011. *leo. - Level-One Studie*. Hamburg: Universität Hamburg. Accessible at <http://blogs.epb.uni-hamburg.de/leo/files/2011/12/leo-Press-brochure15-12-2011.pdf>
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