



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS

Consensus Building Meeting on Proficiency Levels

Concept Note

10-11 September 2018

UNESCO Headquarters

7, place de Fontenoy,

75352 PARIS 07 SP, France



1. Preamble

The UNESCO Institute for Statistics' (UIS) goal as a custodian agency for reporting against the Sustainable Development Goals in Education (SDG4) is to develop standards, methodology and guidelines to enable countries in the production of data for the reporting of indicators. Indicator 4.1.1 requires member countries to report on the *"proportion of children and young people in Grade 2 or 3 (4.1.1a), at the end of primary education (4.1.1b), and at the end of lower secondary education (4.1.1c) to achieve at least a minimum proficiency level in reading and mathematics"*.

This will include the establishment of the reporting mechanism that will enable national governments to effectively report the indicator in a comparable manner; to support the global education community and national governments to measure and monitor students' learning outcomes in mathematics and reading against SDG indicator 4.1.1 over time, and to utilize the data for making informed policy decisions. It is a further goal to support the use of existing national assessments and cross-national assessments to facilitate measurement and reporting for learning outcomes.

In order to report on the three education levels (*in Grade 2 or 3 (4.1.1a), at the end of primary education (4.1.1b), and at the end of lower secondary education (4.1.1c)*) in two subject areas (Reading and Mathematics) as specified in indicator 4.1.1, there is a need to define performance or skills needed to achieve proficiency.

The purposes of the meeting are for the participants to assist UIS to:

Objectives of the meeting

1. Seek consensus for the reading and mathematics proficiency scales.
2. Seek consensus for the alignment of the educational levels (Grades 2-3, Grades 4-6, Grades 8-9) to the respective reading and mathematics proficiency scales.
3. Seek consensus for policy level (content free) performance descriptors.
4. Seek consensus for the proficiency levels of each educational level in reading and mathematics, respectively.
5. Seek consensus for the placement of the "minimum proficiency level for each educational level in reading and mathematics, respectively.

2. Date and venue

The meeting will take place **on 10-11 September 2018 in Paris, France** and will be kindly hosted by the UNESCO headquarter at:

7, place de Fontenoy,
75352 PARIS 07 SP, France

3. Meeting documents



The meeting agenda and background documents prepared by technical partners will be distributed to the participants in due course.

4. Meeting registration

Due to space limits, we can accept up to two participants per assessment/organization. Participants are asked to register with Ms. Omneya Fahmy at uis.lo@unesco.org prior to 15 August 2018.

5. Logistical arrangements

Participation in the meeting is free. During the meeting, coffee breaks will be provided.

The registered participants will receive information on recommended accommodation in Paris and will be expected to make their own booking arrangements.

Participants are responsible for making all the necessary arrangements to timely obtain documents and visas for their travel, if needed. Official invitation letters for visa purposes can be provided upon request. Visa requirements for travel to Paris can be checked at: <https://www.schengenvisainfo.com/france-visa/general-requirements/>

Participants are kindly requested to self-finance their travel expenses. The UIS will sponsor participation of one expert from each of the five regional assessment programs (PILNA, LLECE, SEA-PLM, SACMEQ, and PASEC).

Please note that in order to provide financial support, we need to receive the registration strictly prior to 15 August, as indicated above.

Should a programme wish to send a second expert, his/her travel expenses should be covered by the programme.

6. Contact information

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