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for Lifelong Learning

Measurement strategy for SDG 4.6

Margarete Sachs-Israel, Chief Programme Coordinator
UNESCO Institute for Lifelong Learning (UIL)

Target 4.6

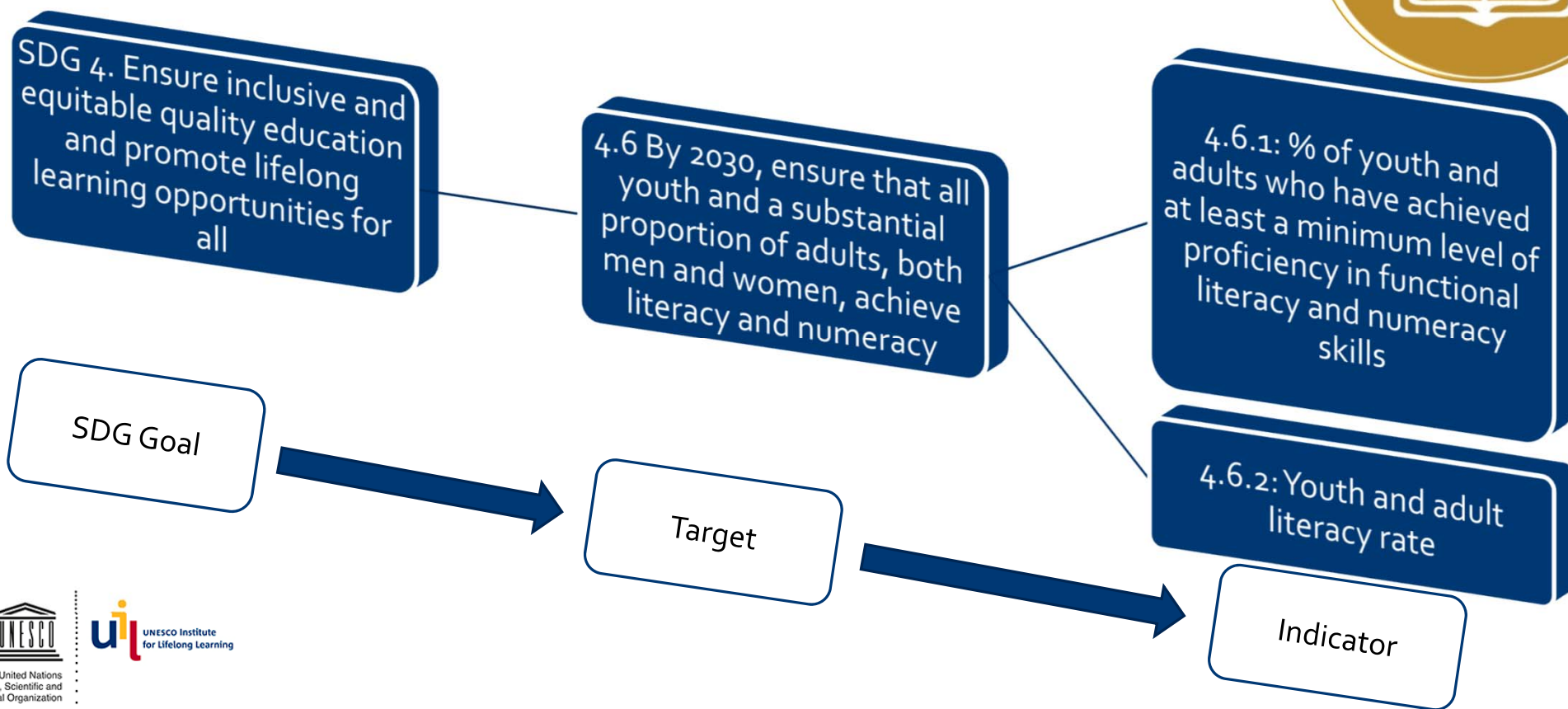
- **Target 4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- FFA: By 2030, all young people and adults across the world should have achieved **relevant and recognized proficiency levels** in **functional** literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education.
- Literacy understood as a continuum of proficiency levels.



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Literacy and numeracy in SDG 4



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Indicator 4.6.1

The proportion of youth (aged 15-24 years) and of adults (aged 15 years and above) having achieved or exceeded a given level of proficiency in (a) literacy and (b) numeracy. The minimum proficiency level will be measured relative to new common literacy and numeracy scales currently in development.



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Indicator 4.6.1

- Directly related to the measurement of learning outcomes: direct measure of proficiency in functional literacy and numeracy
- Target population: 15 years and older

1. Data required: performance level data from national and cross-national adult literacy and numeracy assessments

2. Data sources: National: national adult literacy and numeracy surveys

Cross-national: Assessment surveys of adult population (e.g., the Programme for the International Assessment of Adult Competencies (PIAAC), the Skills Towards Employment and Productivity (STEP), the Literacy Assessment Measurement Programme (LAMP))

Cross-national assessments for indicator 4.6.1

	Geographical coverage	Data collection method	Skills assessed	Definitions of literacy and/or numeracy
PIAAC (OECD)	24 countries (2011-12), 9 countries (2014-15), 5 countries (under way)	Background questionnaire, direct measurements of a proficiency of key skills using a computer-based test or a paper-based test	Literacy (combined prose and document and digital reading), Numeracy Problem solving skills	The ability to successfully meet complex demands in a particular context through the mobilization of psychosocial prerequisites, including both cognitive and non-cognitive aspects
STEP (World Bank)	Urban areas for most countries. Wave 1 (2011-2013) 7 countries, Wave 2 (2014) 5 countries, Wave 3 (2014-16) 3 countries.	Background questionnaire, household roster, direct measurements of reading literacy proficiency based on a paper-and-pencil version of PIAAC.	Literacy (prose and documents), reading components	The ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, and to overcome obstacles.
LAMP (UIS)	4 countries(main assessment)/6 other countries(field test)	Background questionnaire, direct measurements of proficiency levels of literacy	Prose literacy, Document literacy, Reading components, Numeracy	The ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts

3. Fixed level of proficiency: the benchmark of basic knowledge in a domain (literacy or numeracy) measured through learning assessments

Global Alliance to Monitor Learning

- Key objective: support MS in building high quality and sustainable learning assessment systems and ensuring reporting for SDG4 indicators.
- Aims to provide a platform for discussion on how to produce globally-comparable data on learning for each target within SDG 4
- Will produce the standards and guidelines for learning assessment and methodological development to ensure national and global data reporting,



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Key Issues

- No common standards/definition validated by the international community or countries
- Reporting thresholds: great variation in literacy and numeracy proficiency of the adult population in different countries - comparable global benchmarks difficult
- Assessment vehicles/instruments

Planned work

- ✓ **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
- ✓ **Include needs of low and low-middle income countries** into methodological framework for indicator 4.6.1
- ✓ **Suggest a pragmatic** strategy to define a minimum or fixed level of proficiency in literacy and numeracy to be reported on the indicator 4.6.1
- ✓ **Need to decide on interim reporting**, but need to ensure relevance to all countries



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Thank You

Contacts:

UNESCO Institute for Lifelong Learning

Feldbrunnenstr. 58

20148 Hamburg, Germany

m.sachs-israel@unesco.org

