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# SDG 4 Summary of Day 1

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# Reporting and measuring progress in SDG4

- What are now accepted as standard features of assessment systems that produce comparable results?
- What are some of the implementation problems detected even in relatively well-designed testing programmes ?
- How to build comparable results?
- Whole debate around measuring learning outcomes.
  - cross-country comparability has been over-emphasised relative to comparability over time within countries
  - It is the latter the one of greatest importance for national policymakers

# Indicator 4.1.1

The reporting format aims to communicate two pieces of information:

- the percentage of students meeting minimum proficiency standards for the relevant domains (mathematics and reading) for each point of measurement (grades 2/3; end of primary and end of lower secondary); and
- when different programs can be considered comparable and the conditions under which the percentage can be considered comparable to the percentage reported from another country.

# The 2030 Agenda and Reporting

- A dialogue about definitional issues
  - What is the construct (for instance, reading?)
  - What are the contents ?
  - What is the minimum proficiency?
  - How to express everybody in same scale?
- No matter what methodology that is used there are assumptions need to be met...
  - Learning domains and target population need similarities to have valid outcomes.
  - Ensure procedural consistency
- Respect to national ownership, meet national needs and sensitivity to cultural values

# Countries at GAML 5

Afghanistan

Chile

Kenya

Sweden

Bangladesh

Dominican  
Republic

Maldives

Tunisia

Belgium

Estonia

Mali

Turkey

Brazil

France

Mexico

Uruguay

Burundi

Gambia, the

Nepal

Cambodia

Grenada

Russia

Canada

India

Slovakia

Chad

Indonesia

St Vincent  
and the  
Grenadines



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# Country Highlights

- Need to build capacities, funding, technical expertise, etc...
- Paradox: too much data, but not enough of the right kind
- National examination as a source of data for 4.1.1
- Sustainability of grant funded assessments
- Motivation for assessment and validation
- MPLs are different
- Timely dissemination of data
- Better coordination at country-level is needed
- Mother tongue of instruction in the first year of schooling





# Challenges and Needs

## We need tools to address:



- Data coverage – not every country has data for every measurement point that is requested.



- Data quality – content and procedural alignment tool go some way to help countries reflect on the quality of assessments they are using to collect data points



- Data coherence – if pulling different assessments for different points, to what extent can you use the alignment or linking strategies that have been proposed, statistical or not, pedagogical or not, to improve coherence.

# Tools to help countries align to 4.1.1

1. Content Alignment Tool
  - Alignment with global framework, allows for mapping
  - <http://unesco.desarrollo.melocoton.la/>
2. Procedural Alignment Tool
  - Ensure procedural consistency
  - Capacity development needs
  - <https://www.research.net/r/ProceduralAlignmentTool>
3. Definition of MPL
  - Proficiency Level descriptors
4. Linking methodologies:
  - a. Pedagogical linking
  - b. Non-pedagogical linking} → Portfolio approach





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# Thank you!

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Learn more:

[http://gaml.uis.unesco.org/index.html/  
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