



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
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FOR
STATISTICS

Expanding Coverage and Comparability in Indicator 4.1

Next Steps

July 2017



- We are late already and we are not progressing as desired
 - Sense of urgency has been set
 - Next wave of all regional assessment is happening in 2018/2019
 - We need to develop capacity in countries for their own learning assessments
 - CNA serve a way to reporting but mainly as capacity development mechanisms from CAN practitioner and peer learning

-----→ **NEED:** to align a strategy to expand countries participating in future rounds of CNAs

- There is agreement on the need to speed up the process in various dimensions
 - Leveraging on existing resources
 - Linking and comparability
 - Reporting and footnoting
 - The use of a RS to broaden reporting
 - Explore alternative Technical Assistance to countries and strengthening regional assessments
 - Explore alternative sound funding mechanisms to sustain the process
 - Explore sound Partnerships schemes for implementation

-----→ **NEED: to align a roadmap to comparability**

- Need to Advance on agreement and increase visibility of the urgency (Com and advocacy strategy)
- Define a starting point
 - focus on end of primary and LHS, identify CAN and possibilities for joining, reporting, comparability
 - agreement to define the what is doable?
 - Issues to be included
 - OOSCI
 - Citizen-led assessment
 - Separate subgroup in Task Force for Tier III point /Early Grades/

-----→ Urgency to define a roadmap to implementation

	Actions	Responsible
Linking and Comparability, reporting and footnoting	In person Meeting with all heads of Technical Unit to discuss on Different issues session on LA	UIS to convene in person meeting
Leveraging existing Funding Schemes/Build Investment Case	Do an inventory of the funding schemes/operations available and potential Partnerships: Explore different models of feasible Partnerships to implement technical assistance and funding	WBG/(GPE) to write an option paper
Countries Buy-In	Draw a plan that includes a Comm Strategy	GPE (UIS could collaborate) with drawing strategy

Issues for Target 4.1.1.

1, 2 are GFFR
3,4 are
methodological
framework
5,6, 7,8, 9 are
reporting
9, 10, 11 are
monitoring

1. What is reading?
2. What is mathematics?
3. Universality of the agenda
 1. Sampling frame/ tests
 2. Implications for reporting
4. What are the minimum standards of quality in data generating process to accept?
5. How periodical do we advise data collection?
6. Do we take country reporting?
7. What it means to be in grades 2/3?
8. What is the end of primary schooling?
9. What is the end of lower secondary schooling?
10. What is minimum proficiency in (i) reading and (ii) mathematics for each of the three target levels mentioned in points 3–5?
11. How to measure progress?
12. How do we set benchmarks toward 2030
13. How will UIS reporting table looking like?



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