



**27 June 2022**  
**15.00 – 17.00 (Paris time)**  
**[Click here to join](#)**  
Passcode: 576053



### Background

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As we progress towards fulfilling the ambitious goals of the Agenda 2030 for Sustainable Development, measuring SDG 4.1.1 on learning proficiency remains complex, in particular in developing countries, as adequate data remains scarce to produce comparable measures of proficiency. Still, there has been substantial progress in this area, and the very process of developing the required measurement systems has helped to bring about a stronger focus, among governments, non-government organizations and citizens, on the urgent need to improve learning proficiency as both a human right and a social development imperative.

A few years ago, the UNESCO Institute for Statistics (UIS) spearheaded a methodological programme that aims at producing a robust measurement strategy offering comparable information for as many countries as possible to measure and monitor progress toward SDG 4.1.1. This programme, a pioneer of its type, involves two regional and two global assessments, linked in a manner that does not require re-designing the regional assessments in any way, providing a potential retrofit without top-down implications. This is key to the spirit UNESCO

and other agencies have tried to maintain throughout the SDG 4 process in not forcing the world to adopt one assessment.

This programme, led by the International Association for the Evaluation of Educational Achievement (IEA) and the TIMSS & PIRLS International Study Center, Lynch School of Education at Boston College, is named after the famous archaeological discovery that enabled translation between different written languages: the Rosetta Stone. The Rosetta Stone Study is designed to measure global progress towards SDG 4.1.1 by relating different national and regional assessment programmes to Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) international long-standing metrics and benchmarks of achievement. The goal is to provide countries that participated in regional or national assessments but not in TIMSS and PIRLS with information about the proportions of primary school students who have achieved a minimal level of competency in literacy and numeracy (SDG 4.1.1) that allows international comparisons.

We are pleased to invite you to join us to the official launch of the various Rosetta Stone products on **27 June 2022**.

This will be an opportunity for policymakers and stakeholders to learn how Rosetta Stone can help compare national assessments to regional assessment programmes, ensuring that countries report on SDG4 global indicator 4.1.1 using adequate data.

You will hear from regional assessment programmes that participated in the study - Programme d'analyse des système éducatif de la CONFEMEN ([PASEC](#)) and Estudio Regional Comparativo y Explicativo ([ERCE](#)), managed by the Regional Bureau for Education for Latin America and the Caribbean (OREALC/UNESCO Santiago). Countries that used Rosetta Stone will share their experiences, challenges and outcomes.

## Objectives

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The webinar will:

- present the Rosetta Stone project, highlighting its advantages for reporting on SDG 4.1.1 using nationally representative educational assessments through concordance tables;
- present the results of the Rosetta Stone study in Africa and Latin America, including implications for global reporting;
- provides the project participants' experiences and insights into challenges and lessons learned.

## Participation

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**DATE:** Monday 27 June 2022

**TIME:** 15:00 – 17:00 (Paris time). Check the hour in your time zone here: <https://bit.ly/3n8uOzK>

The webinar will be held in English, with simultaneous interpretation into French and Spanish.

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## Agenda

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**Moderator:** Mr Borhene Chakroun, Director/UNESCO Division for Policies and Lifelong Learning Systems

| Monday 27 June<br>15.00 – 17.00 (Paris) |   |
|---|---|
| 15.00 – 15.10                           | Opening of webinar and welcoming remarks                              |
| 15.10 – 15.25                           | Progress in methodological developments regarding SDG Indicator 4.1.1 |
| 15.25 – 16.10                           | Presentation of the Rosetta Stone Project                             |
| 16.10 – 16.30                           | Questions and Answers   |
| 16.30 – 16.50                           | Implications for SDG 4.1.1 reporting and key messages                 |
| 16.50 – 17.00                           | Closing remarks   |

## Additional reading

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- <https://tcg.uis.unesco.org/rosetta-stone/>
- Rosetta Stone: Measuring global progress towards SDG4 by linking assessments results to TIMSS and PIRLS International Benchmarks of Achievement ([link](#))
- IEA's Rosetta Stone: Measuring global progress toward the UN Sustainable Development Goal for quality education by linking regional assessment results to TIMSS and PIRLS International Benchmarks of Achievement ([link](#))

For more information: [uis.tcg@unesco.org](mailto:uis.tcg@unesco.org)  
<https://tcg.uis.unesco.org/rosetta-stone/>  
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