Measurement strategy for SDG 4.6

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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.
Literacy and numeracy in SDG 4

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.6.1: % of youth and adults who have achieved at least a minimum level of proficiency in functional literacy and numeracy skills

4.6.2: Youth and adult literacy rate
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.
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

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

### 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,
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
Planed 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
Thank You

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