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# Global Alliance to Monitor Learning (GAML) 11<sup>th</sup> Meeting

February 25th, 2025

Paris, France

## SDG 4.1.1 indicators

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Assessing learning  
**progression from  
foundational  
through early  
secondary years**



- **SDG Indicator 4.1.1**
  - Proportion of children and young people
- (a) **in grades 2 or 3**; (b) **at the end of primary**; (c) **at the end of lower secondary education**

Using **globally agreed  
benchmarks as  
reference of what a  
child should know**



achieving at least a **minimum proficiency level** in

In **learning areas  
universally  
accepted as  
critical**



- (i) **reading and**  
(ii) **mathematics,**  
by sex

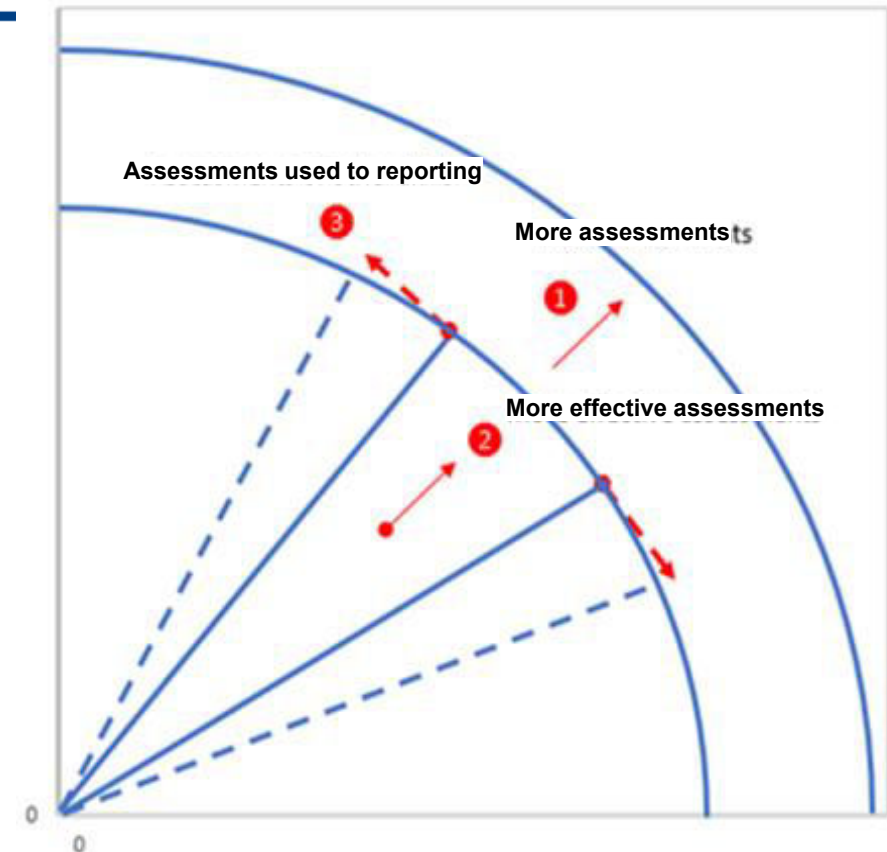
## 4.1.1 reclassification motivated actions

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- Tier II demotion due to coverage and reporting trends at the end of 2023
- Measurements exist, but few are officially reported
- But procedural and content alignment largely unknown (despite research)
- GAML meeting Dec 2023 to respond to “demotion”
- Refine standards and guidance , that would increase reporting
- Process: small team draft criteria, vet with a Technical Advisory Group
- SDG 4 High Level Steering Committee calls for investments (and other multiple calls)

## Range of options

1. Finance assessments
  - e.g. Broker between countries and suppliers; avoid wastage
  - e.g. Make market transparent
2. Make assessments more efficient/effective
  - e.g. invest in capacity
  - e.g. invest in use of data
3. Expand number of assessments used to report
  - e.g. refine standards
  - e.g. improve quality and alignment to good practices



## Assessments are complex and expensive and require external support to enable 4.1.1 reporting

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### Technical issues

- a. Enable some assessments to (partially) report on 4.1.1a (precursor skills) (EGRA, MICS, PAL Network)
- b. Analyse impact of language
- c. Address one-to-one administration → standards → UIS Technical Advisory Group

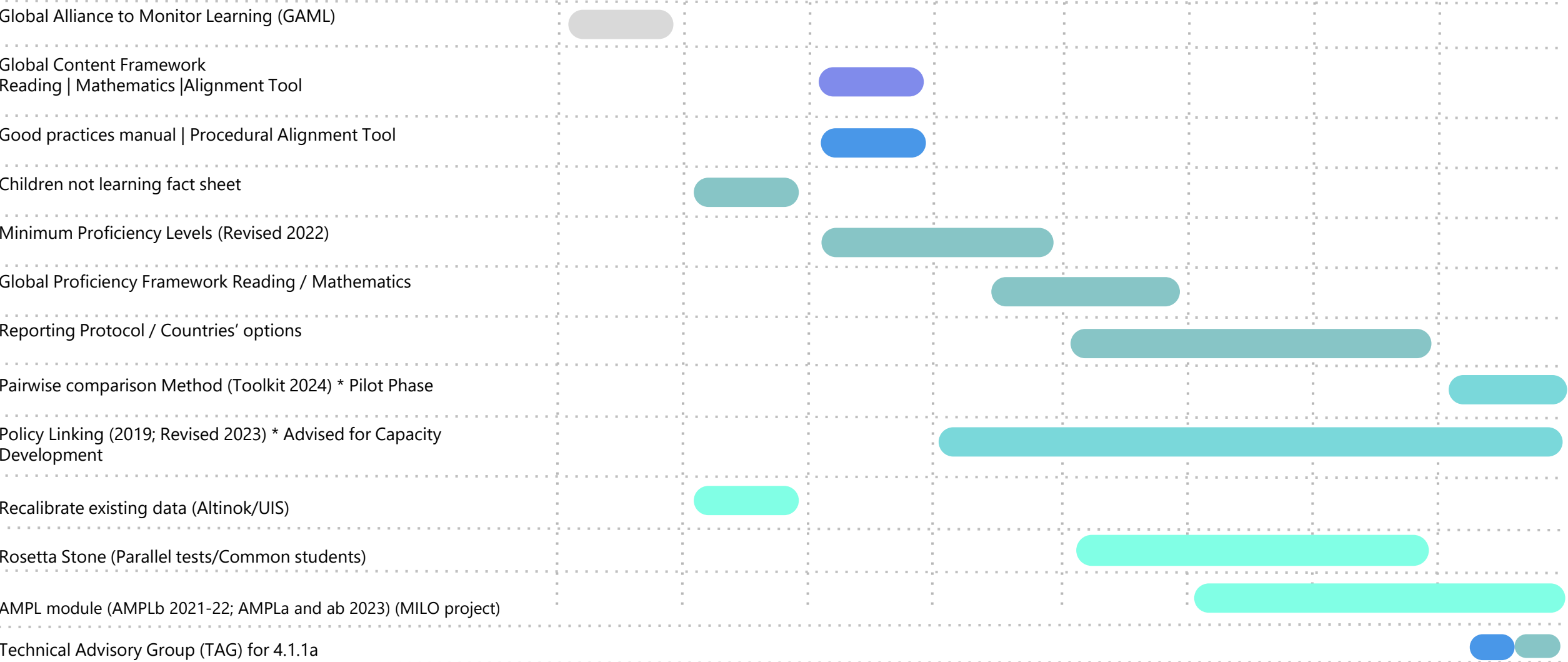
## Assessments are complex and expensive and require external support to enable 4.1.1 reporting

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### Institutional issues

- a. Restore vision: fund predictably and with clear goal
- b. Make assessment market more efficient: lower costs
- c. Empower countries: let them choose vetted assessments

# 4.1.1 Development Roadmap



4.1.1a: Grade 2/3  
 4.1.1b: End of primary  
 4.1.1c: End of lower secondary

**Tier I: Methodology & data**  
**Tier II: Methodology & no data**  
**Tier III: No methodology & no data**



## Countries that have submitted their plans to measure indicator 4.1.1.a





## Agenda: February 25<sup>th</sup>

Session 1: Eligibility criteria (09:30 – 11:30)

Coffee break (10:20 – 10:50)

Session 2: Calibration of item difficulty/ Workstream around ‘precursor skills’ to reading and mathematics in SDG 4.1.1.a (11:30 – 15:00)

Lunch break (12:30 – 14:00)

Coffee break (15:00 – 15:30)

Session 3: Resources for countries (15:30 – 16:30)

Session 4: Buyers’ guide and virtual fund (16:30 – 17:25)

Closing of Day 1 (17:25 – 17:30)

## Agenda: February 26<sup>th</sup>

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Opening of Day 2 (09:00 – 09:15)

Session 5: Foundational learning measurement (09:15 – 10:10)

Coffee break (10:10 – 10:40)

Session 6: Regional organizations: cross-national assessments (10:40 – 12:30)

Lunch break (12:30 – 14:00)

Session 7: Country experiences (14:00 – 17:00)

Country experience: Cambodia, Gambia, Kenya, Lebanon

Coffee break (15:00 – 15:30)

Country experience: Lesotho, Nepal, Pakistan, Zambia

Closing of the meeting (17:00 – 17:30)

Summary of the meeting and the next steps

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**THANK YOU**

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