Comments are divided in three parts:
1. A brief summary of this handbook;
2. Some reflections on the measurement of inequality and equity for the case of Mexico; and
3. A final balance.

I. Brief summary of this handbook

This handbook provides a conceptual framework for the measurement of equality and equity in learning; it offers a methodological guidance on how to calculate and to interpret indicators; and also it investigates the extent to which measuring equity in learning has been integrated into country policies, national planning and data collection, and analysis. To achieve these goals, the handbook is divided in six chapters: one for the introduction of the text, four substantive chapters, and one for the conclusions. The Chapter 2 presents a conceptual framework for the analysis of equity, with an emphasis on equity in learning. This chapter proposes five categories for the classification of measures of equity, these are: Meritocracy, Minimum standards, Equality of condition, Impartiality, and Redistribution.

Then, Chapter 3 describes different methods for measuring equity in education. It focuses on key univariate and multivariate metrics and their respective advantages and disadvantages for two of the five categories (described in Chapter 2): Impartiality and Equality of conditions. Chapter 4 explains the role of equity measurement in 75 national education systems, to offer guidance to both policymakers and other stakeholders tasked with improving equity in education. Chapter 5 discusses government spending to increase equity in education. This chapter also examines national data to assess which groups of the population benefit most from government education expenditure and describes formula funding to redistribute resources to those with the greatest need.

Finally, chapter 6 concludes with a summary of the main findings and recommendations for future work on national and international education statistics, in the following terms:

1. Our world continues to be marked by stark social, economic and structural inequalities.
2. Each country must ensure no one is left behind in educational access and that learning is a major priority in the Sustainable Development Goal number 4.
3. As many countries don’t have regular standardized national assessments, it’s difficult to establish comparisons within and between countries.
4. Currently, national education plans might implicitly measure equity by ensuring minimum standards are reached.
5. However, unless progress is tracked for different sub-groups, it is unlikely that disadvantaged groups can improve at the faster pace they need to close learning gaps with the rest of the population.
6. Besides gender, the analysis of equity in national education plans has highlighted shortcomings with respect to equity such as poverty, location, ethnicity, language, religion and disability. AND

7. In order to achieve equity in education, governments may choose to distribute educational inputs unequally, in a way to compensate the existing disadvantage.

II. Some reflections on the concepts of equality and equity for the case of Mexico

First, the conceptual review and the practical/methodological guide to perform equity measurements are very important efforts.

This handbook will be very useful for:

- its discussion on the differences between inequality and inequity,
- for its explicit adoption of a definition of equity,
- for discussing the technical properties that should be met by equity measurements,
- for proposing statistical criteria for its measurement, and
- also for presenting the most recognized indicators to measure the inequality in the distribution of an educational variable of interest.

Therefore, we believe this work will be an important material of reference for institutions and the areas that are dedicated to the educational assessment.

Second, it’s very possible that this handbook encourages a debate so that these evaluating institutions, as well as the education authorities, can adopt explicit positions on the meaning of equity in education and how to implement it.

For the INEE, specially for the area dedicated to the development of a system of educational indicators of the National Educational System, this work encourages us to explain the conceptual and methodological notions we use.

Third, the area of the INEE that is dedicated to the design of educational indicators, considers these 6 reflections:

1. The referents of the educational indicators are mainly from the constitutional obligation and the normative framework, both national and international, which indicates the obligations of the Mexican State to guarantee the human right to a quality education (HRQE). In this sense, it relies less on ethical considerations or on fairness and impartiality, based on different theoretical perspectives. In addition, the emphasis of the INEE focuses on the measurement of absolute gaps to guarantee the human right to a quality education to different population groups. This allows us to inform society to in what extent and with what speed the different population groups see this right fulfilled.

2. The notion of the human right to a quality education is very multidimensional and complex. Its constitutional formulation specifies that the Mexican State has the command to guarantee "quality in compulsory education so that the educational
materials and methods, the school organization, the educational infrastructure and
the suitability of teachers and school principals guarantee the maximum achievement
of students learning." (This is from what the 3th article of the Mexican Constitution
says).

3. How to ensure the human right to a quality education in a context of inequality and
poverty like the Mexican context? The INEE in its institutional report of 2017 pointed
out that are the educational authorities and, more generally, the Mexican State who
must commit to greater educational equity to guarantee it. The notion of “educational
equity” can be understood as the redistributive actions of the State, both physical and
human resources and the reformulation of processes, to guarantee to all children the
same opportunities to access and to stay in the education system, as well as their right
to acquire compulsory schooling by guaranteeing basic and relevant socioemotional,
practical and cognitive skills and, having achieved this, to offer equal opportunities
to achieve their full development.

4. This multidimensional notion is shared in goal 4 of the framework of the 2030
Sustainable Development Goals, as well as in the OECD's notion of Equity. The exactly
definition that is written on Goal 4 states that: "The first is fairness, which means
making sure that personal and social circumstances shouldn't be an obstacle to
achieving educational potential. And the second one is inclusion, that means ensuring
a basic minimum standard of education for all.

5. To distinguish one dimensional notion of equity of those bivariate that relate a
distribution of a variable of interest to the contextual conditions of children, the
notion of equity to guarantee the human right to a quality education must
contemplate the measurement of a set of redistributive interventions. In this sense,
the measurement of equity emphasizes more the redistributive aspect of integral
measures to guarantee the human right to a quality education for all sub-populations
of children.

6. There are three major challenges to measure equity in learning, as discussed in this
handbook, and much more in the multidimensional and redistributive notion:
- About the establishment of basic references of the human right to a quality
  education. For some variables, this is simple, for example, all children of school
  age should attend to school. But for others, there is no explicit agreement; for
  example, for the right to learn, there is no explicit agreement in Mexico of the
  minimum level of learning that is required to guarantee in all children.
- About the Information. When the information allows it, the subpopulations in
  conditions of vulnerability are distinguished in the target population of the
  education system, but in general, there isn't reliable information of small
  subpopulations of children. neither their presence in schools is known. Also, there
  is no systematic information on the resources devoted by the Mexican State, for
  example, the resources devoted by the 32 mexican states.
The agreement of the meaning of Equity to guarantee the human right to a quality education. In general, equity is implemented as a series of isolated compensatory measures in contrast to an integral intervention with multiple actions.

III. Final Balance

This handbook will be very useful to adopt explicitly a definition of equity and to propose statistical criteria for its measurement. Therefore, we consider that this handbook will be an important reference material for institutions dedicated to educational assessment, as is the case of the INEE. However, this work provokes the necessity to clarify the notions used about equity in education with which we work on the facts. In the INEE area, several approaches have been privileged:

- When the information allows it, subpopulations must be distinguished in conditions of vulnerability to be assessed.
- The references used by the INEE are from the regulations of the Mexican Educational System.
- The Mexican State has the command to guarantee quality in compulsory education so that educational materials and methods, school organization, educational infrastructure and the suitability of teachers and school principals guarantee the maximum learning of students.
- To guarantee this human right in context of such inequality and poverty, the Mexican State is committed to promote greater educational equity.
- The notion of quality, together with the rights approach, implies that the notion of educational equity can be interpreted as the redistributive actions of human and material resources.

In summary:

1. It is very important for UNESCO to raise, with the most clarity, the issue of the measurement of equity.
2. It forces countries, including Mexico, to rethink the issue of how equity should be measured.
3. Minimum floors must be established, but with a multidimensional vision.
4. The comparison between groups is relative, but the right to education is absolute.
5. INEE may review its equity indicators based on the work of this handbook, although INEE needs to address the problem in a holistic manner.
6. It is required also to venture into ways to assess the trends in learning gaps.