



UNESCO
INSTITUTE
FOR
STATISTICS



Learning Outcomes: Data production

Concept Note

September 2020



Concept Note – Data production LOS

Acronyms

ASER: Annual Status of Education Report

CLA: Catalog of Learning Assessments

CNA: Cross-national assessments

EGMA: Early Grade Mathematics Assessment

EGRA: Early Grade Reading Assessment

ERCE: Estudio Regional Comparativo y Explicativo

IEA: International Association for the Evaluation of Educational Achievement

IO: International Organization

LLECE: Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación

LOS: Learning outcomes section (at the UIS)

MICS: Multiple Indicator Cluster Surveys

MPL: Minimum proficiency level

NLA: National learning assessments

OECD: Organisation for Economic Co-operation and Development

PASEC: Programme d'analyse des systèmes éducatifs de la CONFEMEN

PBA: population-based assessments

PILNA: Pacific Islands Literacy and Numeracy Assessment

PIRLS: Progress in International Reading Literacy Study

PISA: Programme for International Student Assessment

PLD: Proficiency level descriptor

P4D: PISA for development

SACMEQ: the Southern and Eastern Africa Consortium for Monitoring Educational Quality

SEA-PLM: Southeast Asia Primary Learning Metrics

TIMSS: Trends in International Mathematics and Science Study

UWEZO: Uwezo means 'capability' in Kiswahili



Contents

1. Objective:	5
2. Design of data production	6
2.1. Periodicity	6
2.2. Data collection instruments.....	6
2.2.1. Cross-national assessments (CNA).....	6
2.2.1.1. Data capturing documents.....	6
2.2.1.1.1. Templates to collect data/metadata from CNA.....	6
2.2.2. National learning assessments (NLA).....	7
2.2.2.1. Outputs:	7
2.2.2.1.1. Templates to collect data/metadata from NLA.	7
2.2.2.1.2. Reports on data collection	7
2.2.3. Population-based assessments (PBA)	7
2.2.3.1. Outputs:	7
2.2.3.1.1. Templates to collect data/metadata from CNA.....	7
2.3. Data collection strategy	7
3. Data collection	8
3.1. Outputs:	8
3.1.1. Completed data/metadata collection templates.....	8
3.1.2. Assessment reports.....	8
3.1.3. Microdata, when available.....	8
3.1.4. Report describing the tasks performed, the issues faced, etc. to collect data.....	8
4. Data processing.....	9
4.1. Sub-processes	9
4.1.1. Mapping grades to education level	9
4.1.2. Alignment to MPL	9
4.1.3. Data checks	9
4.1.4. Indicator calculation and tabulation.....	9
4.1.5. Validation of MPL from NLA.....	9
4.1.6. Data consolidation	9



4.1.7.	Data validation	10
4.2.	Outputs	10
4.2.1.	Inventory of learning assessments	10
4.2.2.	Catalog of learning assessments / Registry	10
4.2.3.	Database for release (SDG 4.1.1, 4.1.6 and 4.5.1 indicators)	10
5.	Data Analysis.....	11
6.	Annex I – Data production flowchart.....	12
7.	Annex II	13
1.1.	Table 1: UIS country codes.....	13
1.2.	Table 2: UIS indicator codes.....	19

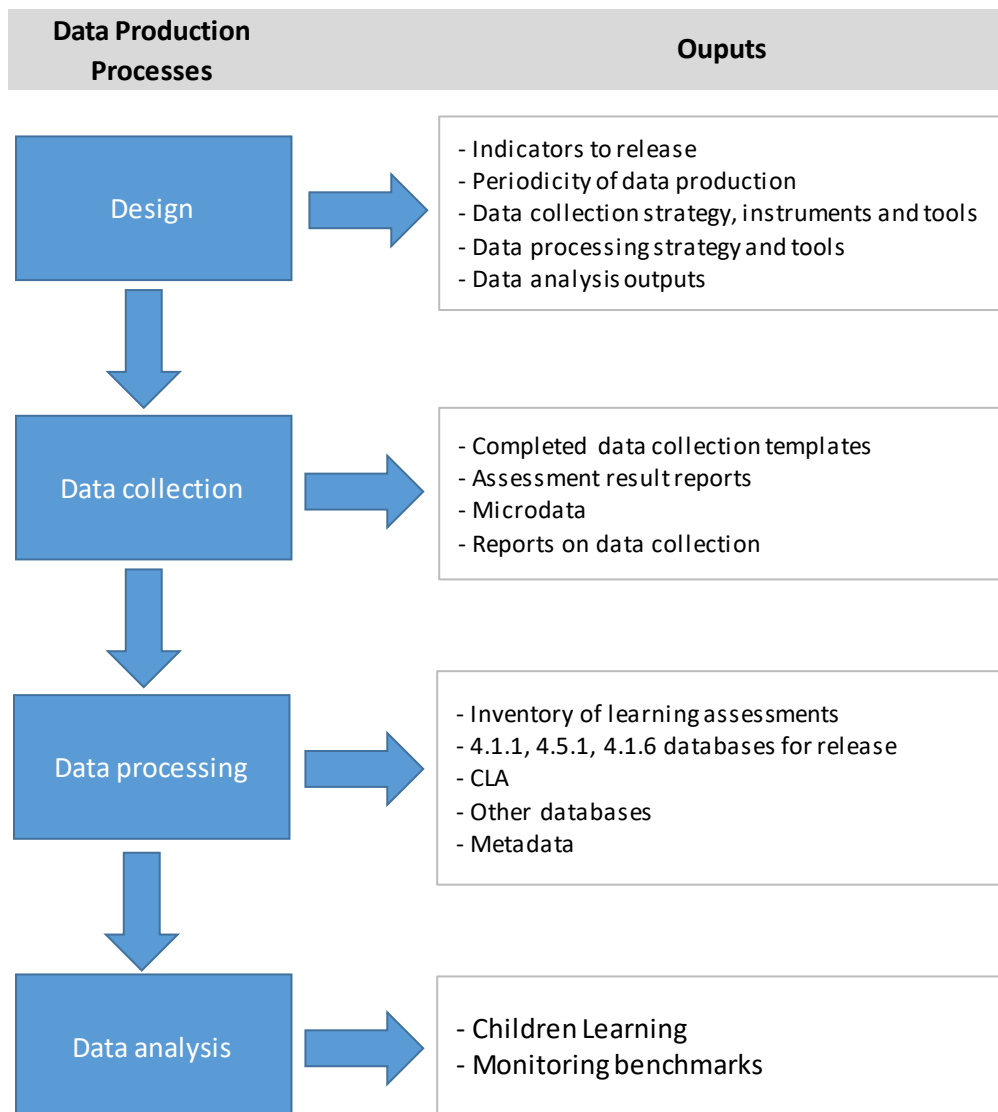


1. Objective:

This document aims to define what, how, who, and when learning outcome data are collected, processed, analysed and published to report on SDG 4.1.1 (and its related 4.5.1 indicator on parity indexes), and 4.1.6 indicators.

There are four main sub-process of the data production, which are described below: a) design, b) data collection, c) data processing, and d) data analysis.

Figure 1: LOS Data Production Overview



A complete flowchart of the data production can be found in [Annex I](#).



2. Design of data production

2.1. Periodicity

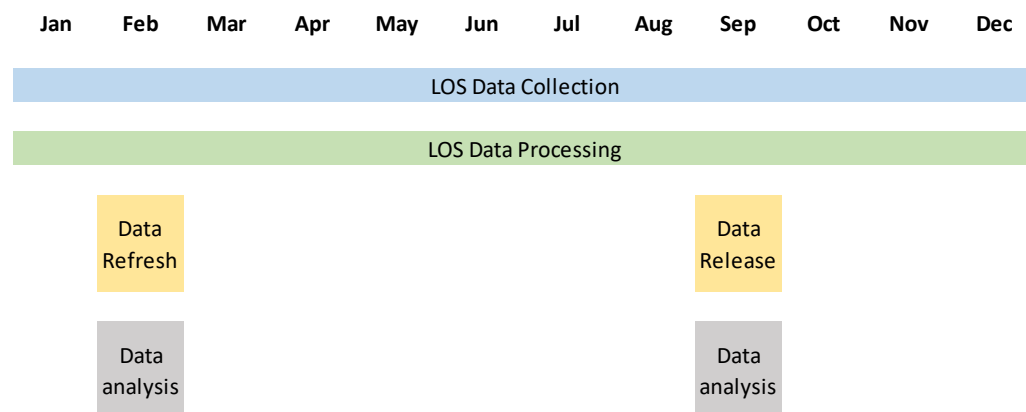
Data collection: data on learning assessments are collected on a regular basis (rolling data collection) as they are made available by countries and international organizations/agencies.

Data processing: data are processed once collected (rolling data processing)

Data analysis: results of data analysis should be release at the same time of the data release/refresh.

Data release: new data are released at each UIS data release (September each year) and data refresh (February each year).

Figure 2: Periodicity of data production



2.2. Data collection instruments

The major sources of learning outcomes data are:

- Cross-national assessments (CNA)
- National Learning assessments (NLA)
- Population-based assessments (PBA)

2.2.1. Cross-national assessments (CNA)

CNA include: TIMSS/PIRLS, PISA/P4D, ERCE, PASEC, SACMEQ, SEA-PLM, PILNA.

2.2.1.1. Data capturing documents

2.2.1.1.1. Templates to collect data/metadata from CNA.

Templates are produced in order to request data and metadata to the International organizations (IO), such as OECD, IEA, LLECE, etc. The templates should also ask for microdata, if available, in compliance with the privacy requirements.



2.2.2. National learning assessments (NLA)

2.2.2.1. Outputs:

2.2.2.1.1. Templates to collect data/metadata from NLA.

Templates are produced in order to collect data and metadata from NLA. The templates should also ask for assessment reports and microdata, if available, in compliance with the privacy requirements.

2.2.2.1.2. Reports on data collection

Reports are designed so data collectors can inform on the tasks performed to collect data, the issues faced, etc.

2.2.3. Population-based assessments (PBA)

- Citizen-led assessments covered EGRA/EGMA, ASER/UWEZO, and MICS centralized by IO.

2.2.3.1. Outputs:

2.2.3.1.1. Templates to collect data/metadata from CNA.

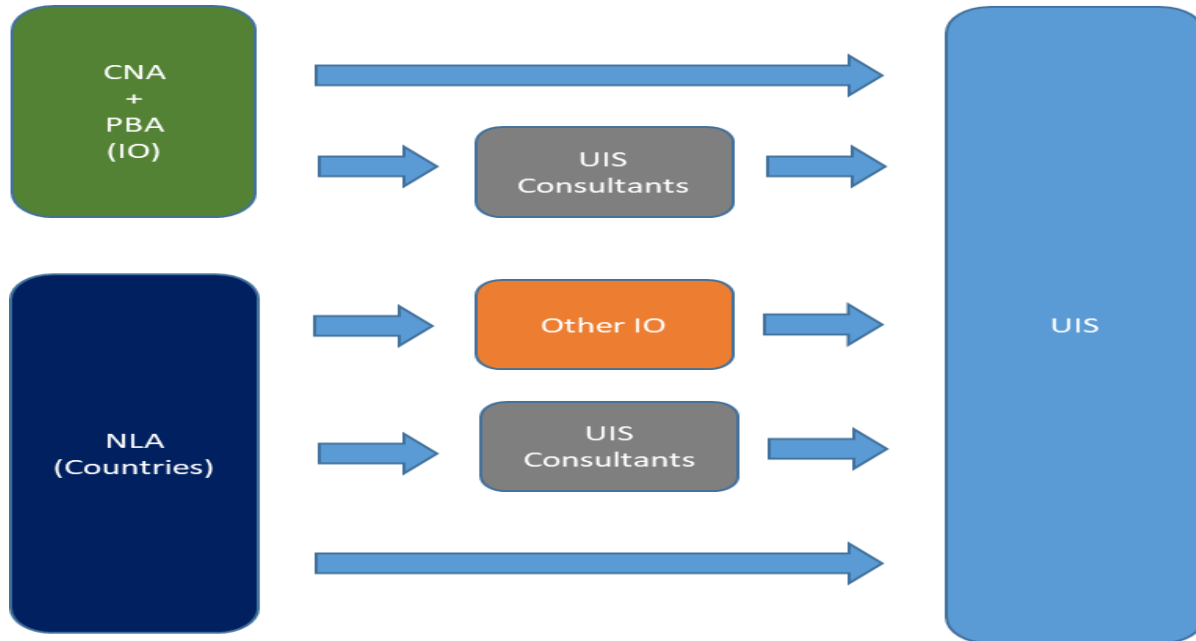
Templates are produced in order to request data and metadata to the International organizations (IO), such as UNICEF and Pal Network. The templates should also ask for microdata, if available, in compliance with the privacy requirements.

2.3. Data collection strategy

Data would be collected as follows:

- CNA and PBA: UIS make the request to the international organizations/agencies directly or through consultants; calendar of data release by IO.
- NLA:
 - o Allocation of countries and questionnaires to consultants/UIS staff.
 - o UIS requests NLA reports to countries: prepare a package: draft email, mailout date, deadline to submit responses, mailout contact information.
 - o UIS requests NLA reports to other IO (e.g., WB, UNICEF)

Figure 3: UIS Data Collection Strategy



3. Data collection

Data are collected following the data collection strategy.

3.1. Outputs:

3.1.1. Completed data/metadata collection templates

Filled-in templates with information from assessments.

3.1.2. Assessment reports

Reports from National and Cross-National Assessments.

3.1.3. Microdata, when available

Microdata from National and Cross-National Assessments.

3.1.4. Report describing the tasks performed, the issues faced, etc. to collect data

Reports prepared for each person collecting data for the UIS.



4. Data processing

4.1. Sub-processes

4.1.1. Mapping grades to education level

Grades in the assessments are mapped to the education level as defined by the Protocol of reporting 4.1.1.

4.1.2. Alignment to MPL

Assessment descriptors are aligned to the Global MPL:

- CNA and PBA: proficiency level descriptors of each assessment are already aligned in the MPL.
- NLA: PLD or each NLA are aligned to the Global MPL by content experts

4.1.3. Data checks

Data checks are applied to ensure that:

- The sum of the proportion of students by proficiency levels add up to 100%
- Results for all student are in between disaggregated results: e.g., results for all students between results for females and males.
- Comparison between 4.1.1 and 4.1.6 databases to avoid inconsistencies (4.1.1 <= 4.1.6).

4.1.4. Indicator calculation and tabulation

Indicators are calculated from each of the data sources applying the indicator formulas. Parity index indicators are calculated using the Adjusted parity index formulas.

Metadata points are generated complying with the Protocol for reporting 4.1.1.

Data are tabulated and indicators and countries are coded. See [Annex II](#) for indicators and countries codes.

Outputs:

- CNA database
- NLA database
- PBA database

4.1.5. Validation of MPL from NLA

The alignment of PLD to the Global MPL is sent to countries for validation.

4.1.6. Data consolidation

CNA, NLA, and PBA databases are consolidated by applying the decision tree of sources of data as described in the Protocol of reporting 4.1.1.



4.1.7. Data validation

The most relevant indicators for release are sent to countries for validation.

4.2. Outputs

- 4.1.6 Indicator: N/A.

4.2.1. Inventory of learning assessments

The inventory of learning assessments contains information about the existence or inexistence of assessments administered since 2010 by country, administration year, domain, grade, and education level from CNA, NLA and EGRA/EGMA, ACER/Uwezo, and MICS should be included in the inventory. Public examinations are excluded. Also are excluded assessment that are not mapped to an education level (grade 2/3, end of primary, end of lower secondary).

For instance, there should be 22 rows per country, for years 2010 to 2011, for each of the target domains (reading and mathematics) and for each education level.

Education level: grade 2/3

Country	Assessment name	Administration year	Grade	Domain

Education level: end of primary

Country	Assessment name	Administration year	Grade	Domain

Education level: end of lower secondary

Country	Assessment name	Administration year	Grade	Domain

4.2.2. Catalog of learning assessments / Registry

The Catalog of learning assessments contains institutional information and characteristics of the assessments.

4.2.3. Database for release (SDG 4.1.1, 4.1.6 and 4.5.1 indicators)

CO_CODE	IND_ID	IND_YEAR	FIG	FOOTNOTE



CO_CODE: UIS country code

IND_ID: UIS indicator code. Indicators code gives information about:

- The domain
- The education level
- Data disaggregation: all students, females, males, etc.

IND_YEAR: reference year (e.g., administration year of the assessment)

FIG: observed figure

FOOTNOTE (or metadata for data point)

- 4.1.1 & 4.5.1 Indicators:
 - CNA: assessment name (e.g., PISA, PIRLS, PASEC) + target grade/age + excluded populations. Example: *“PIRLS Grade 4; Excluded: students with special needs”*
 - NLA: NLA + assessment name + target grade + MPL + excluded populations + definition rural/urban area or high/low SES (just for the related indicators). Example: *“NLA: National Assessment; Grade 3; Excluded: private schools; Rural area: Towns and municipalities outside the commuting zone of larger urban centres (i.e. outside the commuting zone of centres with population of 10,000 or more).”*

5. Data Analysis

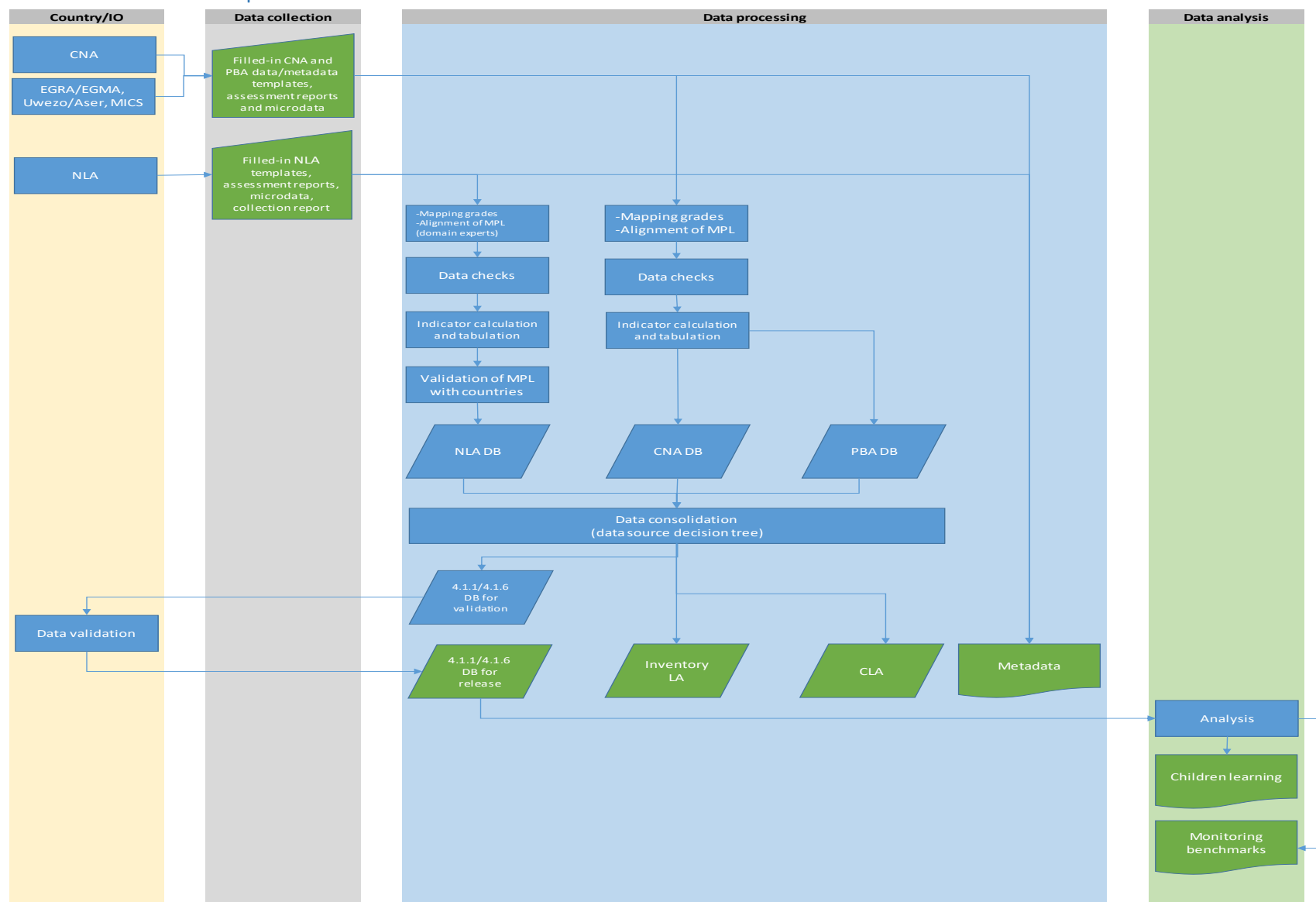
Two indicators are produced

Children Learning: Percent of children (a) enrolled in primary, (b) completing primary and (c) completing lower secondary and achieving minimum proficiency in (i) mathematics and (ii) reading, measured at the 2nd or 3rd grade level, approximate end of primary, and approximate end of lower-secondary, respectively, by sex.

Monitoring benchmarks: <http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2019/08/TCG6-REF-12-Benchmarking.pdf>



6. Annex I – Data production flowchart





7. Annex II

1.1. Table 1: UIS country codes

CO_CODE	CO_LONG_NAME
40	Afghanistan
80	Albania
120	Algeria
160	American Samoa
200	Andorra
240	Angola
260	Anguilla
280	Antigua and Barbuda
320	Argentina
340	Armenia
350	Aruba
360	Australia
380	Azerbaijan
400	Austria
440	Bahamas
480	Bahrain
500	Bangladesh
520	Barbados
560	Belgium
570	Bosnia and Herzegovina
580	Belize
600	Bermuda
640	Bhutan
680	Bolivia (Plurinational State of)
720	Botswana
760	Brazil
900	Solomon Islands
955	Palau
960	Brunei Darussalam
1000	Bulgaria
1020	Croatia
1040	Myanmar
1080	Burundi
1200	Cameroon
1240	Canada
1320	Cabo Verde
1360	Cayman Islands



CO_CODE	CO_LONG_NAME
1400	Central African Republic
1480	Chad
1520	Chile
1560	China
1700	Colombia
1740	Comoros
1750	Mayotte
1780	Congo
1840	Cook Islands
1880	Costa Rica
1920	Cuba
1960	Cyprus
2020	Czechia
2040	Benin
2080	Denmark
2120	Dominica
2140	Dominican Republic
2180	Ecuador
2200	Egypt
2220	El Salvador
2260	Equatorial Guinea
2270	Eritrea
2280	Estonia
2300	Ethiopia
2340	Faeroe Islands
2380	Falkland Islands (Malvinas)
2420	Fiji
2460	Finland
2480	Åland Islands
2500	France
2540	French Guiana
2580	French Polynesia
2620	Djibouti
2660	Gabon
2700	Gambia
2720	Georgia
2760	Germany
2880	Ghana
2920	Gibraltar
2960	Kiribati



CO_CODE	CO_LONG_NAME
3000	Greece
3040	Greenland
3080	Grenada
3120	Guadeloupe
3160	Guam
3200	Guatemala
3240	Guinea
3280	Guyana
3320	Haiti
3360	Holy See
3400	Honduras
3440	China, Hong Kong Special Administrative Region
3480	Hungary
3520	Iceland
3560	India
3600	Indonesia
3640	Iran (Islamic Republic of)
3680	Iraq
3720	Ireland
3760	Israel
3800	Italy
3840	Côte d'Ivoire
3880	Jamaica
3920	Japan
4000	Jordan
4020	Kazakhstan
4040	Kenya
4060	Cambodia
4070	Republic of Korea
4090	Democratic People's Republic of Korea
4140	Kuwait
4160	Kyrgyzstan
4180	Lao People's Democratic Republic
4200	Latvia
4220	Lebanon
4260	Lesotho
4300	Liberia
4340	Libya
4380	Liechtenstein
4400	Lithuania



CO_CODE	CO_LONG_NAME
4420	Luxembourg
4460	China, Macao Special Administrative Region
4480	North Macedonia
4500	Madagascar
4540	Malawi
4580	Malaysia
4620	Maldives
4660	Mali
4700	Malta
4740	Martinique
4780	Mauritania
4800	Mauritius
4840	Mexico
4845	Micronesia (Federated States of)
4920	Monaco
4960	Mongolia
4990	Montenegro
5000	Montserrat
5040	Morocco
5080	Mozambique
5100	Northern Mariana Islands
5160	Namibia
5200	Nauru
5240	Nepal
5280	Netherlands
5310	Curaçao
5340	Sint Maarten (Dutch part)
5400	New Caledonia
5480	Vanuatu
5540	New Zealand
5580	Nicaragua
5620	Niger
5660	Nigeria
5700	Niue
5740	Norfolk Island
5780	Norway
5800	Oman
5840	Marshall Islands
5860	Pakistan
5880	Palestine



CO_CODE	CO_LONG_NAME
5900	Panama
5980	Papua New Guinea
6000	Paraguay
6040	Peru
6080	Philippines
6120	Pitcairn
6160	Poland
6200	Portugal
6220	Republic of Moldova
6240	Guinea-Bissau
6260	Timor-Leste
6300	Puerto Rico
6340	Qatar
6380	Réunion
6420	Romania
6430	Russian Federation
6460	Rwanda
6520	Saint-Barthélemy
6540	Saint Helena
6560	Saint Kitts and Nevis
6620	Saint Lucia
6630	Saint-Martin (French part)
6660	Saint Pierre and Miquelon
6700	Saint Vincent and the Grenadines
6720	Slovakia
6740	San Marino
6760	Slovenia
6780	Sao Tome and Principe
6820	Saudi Arabia
6860	Senegal
6880	Serbia
6900	Seychelles
6940	Sierra Leone
7020	Singapore
7060	Somalia
7100	South Africa
7160	Zimbabwe
7240	Spain
7280	South Sudan
7290	Sudan



CO_CODE	CO_LONG_NAME
7320	Western Sahara
7340	Sri Lanka
7360	Sudan (pre-secession)
7400	Suriname
7440	Svalbard and Jan Mayen Islands
7480	Eswatini
7520	Sweden
7560	Switzerland
7600	Syrian Arab Republic
7610	Tajikistan
7620	United Republic of Tanzania
7640	Thailand
7680	Togo
7720	Tokelau
7760	Tonga
7780	Tuvalu
7800	Trinidad and Tobago
7880	Tunisia
7920	Turkey
7940	Turkmenistan
7960	Turks and Caicos Islands
8000	Uganda
8050	Belarus
8070	Ukraine
8120	United Arab Emirates
8260	United Kingdom of Great Britain and Northern Ireland
8300	Channel Islands
8310	Guernsey
8320	Jersey
8330	Isle of Man
8400	United States of America
8540	Burkina Faso
8580	Uruguay
8600	Uzbekistan
8620	Venezuela (Bolivarian Republic of)
8680	Viet Nam
8690	British Virgin Islands
8700	United States Virgin Islands
8760	Wallis and Futuna Islands
8820	Samoa



CO_CODE	CO_LONG_NAME
8850	Yemen
8920	Democratic Republic of the Congo
8940	Zambia

1.2. Table 2: UIS indicator codes

IND_ID	LABEL_EN
SDG 4.1.1 Indicator	
Math.G2t3	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, both sexes (%)
Math.G2t3.F	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, female (%)
Math.G2t3.HighSES	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, very affluent socioeconomic background, both sexes (%)
Math.G2t3.LangTest	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, spoke the language of the test at home, both sexes (%)
Math.G2t3.LowSES	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, very poor socioeconomic background, both sexes (%)
Math.G2t3.M	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, male (%)
Math.G2t3.Native	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, non-immigrant background, both sexes (%)
Math.G2t3.nonLangTest	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, did not speak the language of the test at home, both sexes (%)
Math.G2t3.NonNative	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, immigrant background, both sexes (%)
Math.G2t3.Rural	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, rural areas, both sexes (%)
Math.G2t3.Urban	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, urban areas, both sexes (%)
Math.LowerSec	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, both sexes (%)
Math.LowerSec.F	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, female (%)
Math.LowerSec.HighSES	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, very affluent socioeconomic background, both sexes (%)
Math.LowerSec.LangTest	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, spoke the language of the test at home, both sexes (%)
Math.LowerSec.LowSES	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, very poor socioeconomic background, both sexes (%)
Math.LowerSec.M	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, male (%)
Math.LowerSec.Native	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, non-immigrant background, both sexes (%)
Math.LowerSec.nonLangTest	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, did not speak the language of the test at home, both sexes (%)



IND_ID	LABEL_EN
Math.LowerSec.NonNative	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, immigrant background, both sexes (%)
Math.LowerSec.Rural	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, rural areas, both sexes (%)
Math.LowerSec.Urban	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in mathematics, urban areas, both sexes (%)
Math.Primary	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, both sexes (%)
Math.Primary.F	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, female (%)
Math.Primary.HighSES	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, very affluent socioeconomic background, both sexes (%)
Math.Primary.LangTest	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, spoke the language of the test at home, both sexes (%)
Math.Primary.LowSES	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, very poor socioeconomic background, both sexes (%)
Math.Primary.M	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, male (%)
Math.Primary.Native	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, non-immigrant background, both sexes (%)
Math.Primary.nonLangTest	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, did not speak the language of the test at home, both sexes (%)
Math.Primary.NonNative	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, immigrant background, both sexes (%)
Math.Primary.Rural	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, rural areas, both sexes (%)
Math.Primary.Urban	Proportion of students at the end of primary education achieving at least a minimum proficiency level in mathematics, urban areas, both sexes (%)
Read.G2t3	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, both sexes (%)
Read.G2t3.F	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, female (%)
Read.G2t3.HighSES	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, very affluent socioeconomic background, both sexes (%)
Read.G2t3.LangTest	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, spoke the language of the test at home, both sexes (%)
Read.G2t3.LowSES	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, very poor socioeconomic background, both sexes (%)
Read.G2t3.M	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, male (%)
Read.G2t3.Native	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, non-immigrant background, both sexes (%)
Read.G2t3.nonLangTest	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, did not speak the language of the test at home, both sexes (%)
Read.G2t3.NonNative	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, immigrant background, both sexes (%)
Read.G2t3.Rural	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, rural areas, both sexes (%)
Read.G2t3.Urban	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, urban areas, both sexes (%)
Read.LowerSec	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, both sexes (%)
Read.LowerSec.F	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, female (%)



IND_ID	LABEL_EN
Read.LowerSec.HighSES	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, very affluent socioeconomic background, both sexes (%)
Read.LowerSec.LangTest	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, spoke the language of the test at home, both sexes (%)
Read.LowerSec.LowSES	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, very poor socioeconomic background, both sexes (%)
Read.LowerSec.M	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, male (%)
Read.LowerSec.Native	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, non-immigrant background, both sexes (%)
Read.LowerSec.nonLangTest	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, did not speak the language of the test at home, both sexes (%)
Read.LowerSec.NonNative	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, immigrant background, both sexes (%)
Read.LowerSec.Rural	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, rural areas, both sexes (%)
Read.LowerSec.Urban	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, urban areas, both sexes (%)
Read.Primary	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, both sexes (%)
Read.Primary.F	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, female (%)
Read.Primary.HighSES	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, very affluent socioeconomic background, both sexes (%)
Read.Primary.LangTest	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, spoke the language of the test at home, both sexes (%)
Read.Primary.LowSES	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, very poor socioeconomic background, both sexes (%)
Read.Primary.M	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, male (%)
Read.Primary.Native	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, non-immigrant background, both sexes (%)
Read.Primary.nonLangTest	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, did not speak the language of the test at home, both sexes (%)
Read.Primary.NonNative	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, immigrant background, both sexes (%)
Read.Primary.Rural	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, rural areas, both sexes (%)
Read.Primary.Urban	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, urban areas, both sexes (%)
SDG 4.1.6 Indicator	
admi.endoflowersec.MAT	Administration of a nationally representative learning assessment at the end of or during lower secondary education in mathematics (number)
admi.endoflowersec.READ	Administration of a nationally representative learning assessment at the end of or during lower secondary education in reading (number)
admi.endofprim.MAT	Administration of a nationally representative learning assessment at the end of or during primary in mathematics (number)
admi.endofprim.READ	Administration of a nationally representative learning assessment at the end of or during primary in reading (number)
admi.grade2or3prim.MAT	Administration of a nationally representative learning assessment in Grade 2 or 3 in mathematics (number)



IND_ID	LABEL_EN
admi.grade2or3prim.READ	Administration of a nationally representative learning assessment in Grade 2 or 3 in reading (number)
SDG 4.5.1 Indicator	
Math.G2t3.GPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, gender parity index (GPI)
Math.G2t3.LangTestPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, speaks language of the test parity index
Math.G2t3.NativePI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, immigration parity index
Math.G2t3.RuralPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, location parity index (LPI)
Math.G2t3.SESPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics, SES parity index
Math.LowerSec.GPI	Proportion of students at the end of or during lower secondary achieving at least a minimum proficiency level in mathematics, gender parity index (GPI)
Math.LowerSec.LangTestPI	Proportion of students at the end of or during lower secondary education achieving at least a minimum proficiency level in mathematics, speaks language of the test parity index
Math.LowerSec.NativePI	Proportion of students at the end of or during lower secondary education achieving at least a minimum proficiency level in mathematics, immigration parity index
Math.LowerSec.RuralPI	Proportion of students at the end of or during lower secondary achieving at least a minimum proficiency level in mathematics, location parity index (LPI)
Math.LowerSec.SESPI	Proportion of students at the end of or during lower secondary achieving at least a minimum proficiency level in mathematics, SES parity index
Math.Primary.GPI	Proportion of students at the end of or during primary achieving at least a minimum proficiency level in mathematics, gender parity index (GPI)
Math.Primary.LangTestPI	Proportion of students at the end of or during primary education achieving at least a minimum proficiency level in mathematics, speaks language of the test parity index
Math.Primary.NativePI	Proportion of students at the end of or during primary education achieving at least a minimum proficiency level in mathematics, immigration parity index
Math.Primary.RuralPI	Proportion of students at the end of or during primary achieving at least a minimum proficiency level in mathematics, location parity index (LPI)
Math.Primary.SESPI	Proportion of students at the end of or during primary achieving at least a minimum proficiency level in mathematics, SES parity index
Read.G2t3.GPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, gender parity index (GPI)
Read.G2t3.LangTestPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, speaks language of the test parity index
Read.G2t3.NativePI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, immigration parity index
Read.G2t3.RuralPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, location parity index (LPI)
Read.G2t3.SESPI	Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading, SES parity index
Read.LowerSec.GPI	Proportion of students at the end of or during lower secondary achieving at least a minimum proficiency level in reading, gender parity index (GPI)
Read.LowerSec.LangTestPI	Proportion of students at the end of or during lower secondary education achieving at least a minimum proficiency level in reading, speaks language of the test parity index
Read.LowerSec.NativePI	Proportion of students at the end of or during lower secondary education achieving at least a minimum proficiency level in reading, immigration parity index
Read.LowerSec.RuralPI	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, location parity index (LPI)
Read.LowerSec.SESPI	Proportion of students at the end of lower secondary education achieving at least a minimum proficiency level in reading, SES parity index
Read.Primary.GPI	Proportion of students at the end of or during primary achieving at least a minimum proficiency level in reading, gender parity index (GPI)



IND_ID	LABEL_EN
Read.Primary.LangTestPI	Proportion of students at the end of or during primary education achieving at least a minimum proficiency level in reading, speaks language of the test parity index
Read.Primary.NativePI	Proportion of students at the end of or during primary education achieving at least a minimum proficiency level in reading, immigration parity index
Read.Primary.RuralPI	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, location parity index (LPI)
Read.Primary.SESPI	Proportion of students at the end of primary education achieving at least a minimum proficiency level in reading, SES parity index