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# BENCHMARKING FOR LEARNING

LINKING 4.1.1 WITH BROADER ISSUES IN EDUCATION POLICY

BRAINSTORMING SOLUTIONS  
GROUP DISCUSSION



# BENCHMARKING FOR LEARNING

## LINKING 4.1.1 WITH BROADER ISSUES IN EDUCATION POLICY

- **Objective:** to develop a consensus on some pending issues on education policies related to indicator 4.1.1
- **Core issues:** Low coverage; Comparability; Frequency; In-country capacity
- **Practical issues:** Definition of minimum proficiency levels; aligning to a global scale; out-of-school children and adjustments to 4.1.1

# BENCHMARKING THE 2030 TARGETS

## Overview of core issues

- **Coverage:** about 80 countries do not report 4.1.1 at all, and about 100 countries do not report it for the end of primary. But as percent of the population, coverage is significantly higher.
- **Comparability:** significant work now in progress
- **Low frequency:** low income countries lack funding and internal capacity for higher frequency in the measurement and reporting of 4.1.1
- **Low capacity in low income countries:** Low domestic funding, low internal capacity, and danger of crowding out by large international surveys

## What the data show

### 4.1.1 Percent of students Achieving minimum proficiency in Reading and Math (2017 or latest year available)

	Early Grades		End of Primary		End of Lower Secondary	
	Reading	Math	Reading	Math	Reading	Math
<b>Sub-Saharan Africa</b>						
Average (for reporting countries)	38.0	32.3	34.8	18.5	32.4	26.0
Percent Countries Reporting	49.0	47.1	29.4	33.5	7.8	9.8
Population Coverage	74.0	73.5	41.2	46.9	8.8	11.6
<b>Northern Africa and Western Asia</b>						
Average (for reporting countries)	42.4	27.9	56.7	48.7	47.6	32.5
Percent Countries Reporting	42.3	46.2	3.8	11.5	34.6	69.2
Population Coverage	42.6	29.0	2.0	18.6	3.5	74.9
<b>Central and Southern Asia</b>						
Average (for reporting countries)	30.9	27.3	49.8	52.2	33.2	27.7
Percent Countries Reporting	50.0	50.0	42.9	42.9	28.6	42.9
Population Coverage	95.1	95.1	90.8	90.8	19.8	24.9

#### 4.1.1 Percent of students Achieving minimum proficiency in Reading and Math (2017 or latest year available)

	Early Grades		End of Primary		End of Lower Secondary	
	Reading	Math	Reading	Math	Reading	Math
<b>Eastern and South-eastern Asia</b>						
Average (for reporting countries)	72.2	62.5	72.7	70.0	6.8	67.4
Percent Countries Reporting	50.0	55.6	16.7	11.1	61.1	61.1
Population Coverage	77.1	87.8	6.3	5.6	91.3	91.3
<b>Oceania</b>						
Average (for reporting countries)	69.9	51.2	75.3	56.2	73.7	68.5
Percent Countries Reporting	12.0	8.0	4.0	4.0	8.0	8.0
Population Coverage	72.5	71.8	60.2	60.2	71.8	71.8
<b>Latin America and the Caribbean</b>						
Average (for reporting countries)	68.3	58.5	56.1	49.6	52.2	35.1
Percent Countries Reporting	46.9	44.9	34.7	34.7	28.6	28.6
Population Coverage	87.7	87.4	54.6	54.6	85.5	85.5
<b>Europe and Northern America</b>						
Average (for reporting countries)	89.6	68.6	82.7	76.4	78.9	76.4
Percent Countries Reporting	33.3	29.8	19.3	24.6	63.9	66.7
Population Coverage	60.5	60.1	30.5	32.7	94.0	98.0

# BENCHMARKING THE 2030 TARGETS

## Overview of core issues

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- **Comparability:** significant work now in progress
- **Low frequency:** low income countries lack funding and internal capacity for higher frequency in the measurement and reporting of 4.1.1
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# BENCHMARKING THE 2030 TARGETS

## Overview of practical issues

- Definition of minimum proficiency levels: Basic agreements in place
- Aligning to a global scale: Ongoing work
- Out-of-school children and work on adjustment formula      adjustments to 4.1.1: Ongoing

## BENCHMARKING THE 2030 TARGETS

### Options on proposed targets for the percentage of students meeting the minimum proficiency levels in reading and math

- **Option 1:** Unified Minimum Regional Targets to facilitate monitoring
- **Option 2:** Regional targets based on economic vulnerability
- **Option 3:** Different targets for different regions based on possible progress

## ISSUES FOR DISCUSSION (1)

- How can non-reporting countries be enticed to report data on indicator 4.1.1? Is the threat of reduced external aid to education a good option? Who should work with countries at the individual country level to improve capacity and ensure data quality?
- How high should be a target before it becomes a fantasy? Can targets be revised for each country or should regional targets be enough to monitor country performance?

## ISSUES FOR DISCUSSION (2)

- Which of the three options better addresses the essence of Indicator 4.1.1 while motivating countries to act, and to report results?
- How should Out-of-school and Completion be factored-in indicator 4.1.1? Should the indicator being published in the in-school and population based versions?