



United Nations
Educational, Scientific and
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UNESCO
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STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

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 |
| Sub-Saharan Africa | | | | | | |
| 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 |
| Northern Africa and Western Asia | | | | | | |
| 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 |
| Central and Southern Asia | | | | | | |
| 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 |



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| | Early Grades | | End of Primary | | End of Lower Secondary | |
|--|--------------|------|----------------|------|------------------------|------|
| | Reading | Math | Reading | Math | Reading | Math |
| Eastern and South-eastern Asia | | | | | | |
| 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 |
| Oceania | | | | | | |
| 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 |
| Latin America and the Caribbean | | | | | | |
| 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 |
| Europe and Northern America | | | | | | |
| 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

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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 adjustments to 4.1.1: Ongoing work on adjustment formula

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 be published in the in-school and population based versions?

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