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United Nations
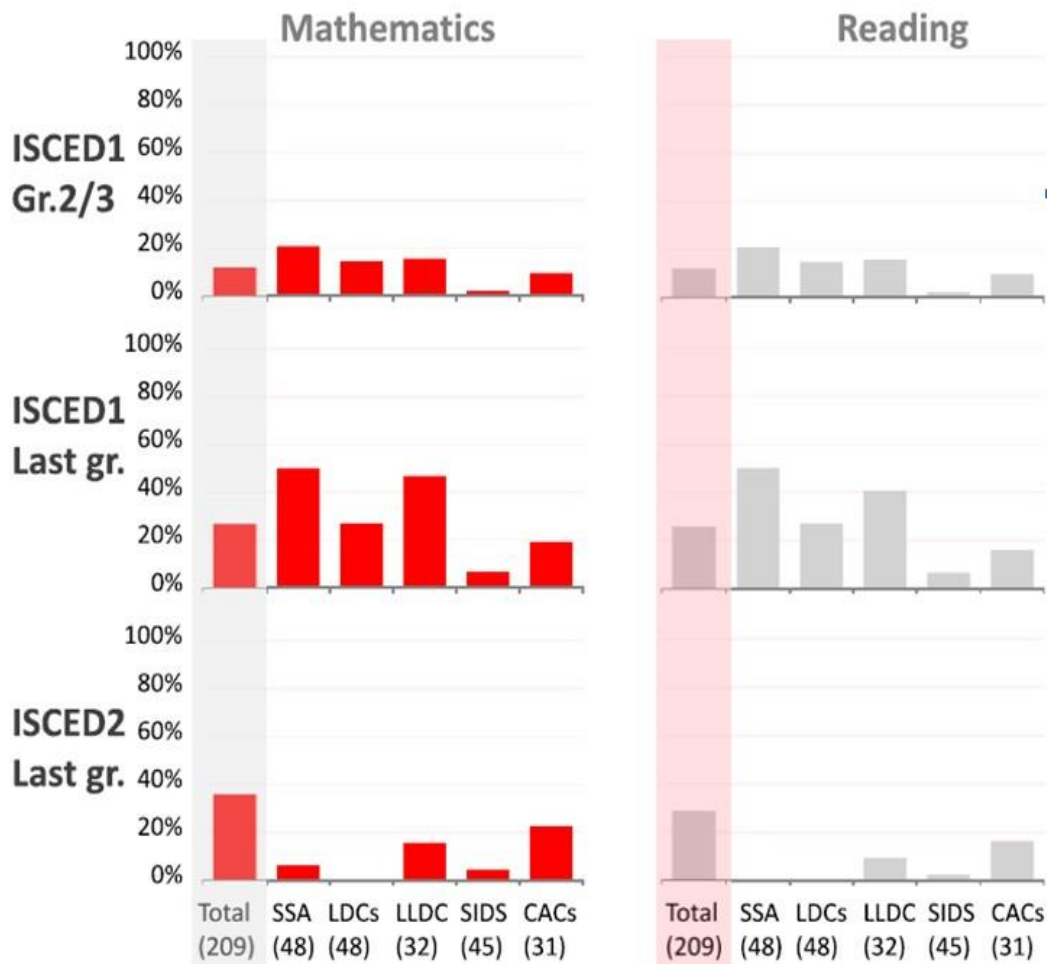Educational, Scientific and
Cultural Organization

GAML
Expanding Coverage for Indicator 4.1.1

UNESCO Institute for Statistics
August 2017, Montreal, Canada

% OF COUNTRIES WHICH PARTICIPATE IN ANY LARGE SCALE ASSESSMENT, by vulnerability status, subject-matter and point of measurement

"The most vulnerable countries and, in particular, **African** countries, **least developed countries** [LDCs], **landlocked developing countries** [LLDCs] and **small island developing States** [SIDS], deserve special attention, as do countries in situations of **conflict and post-conflict countries**."

Transforming our world: the 2030 Agenda for Development (UN, 2015)

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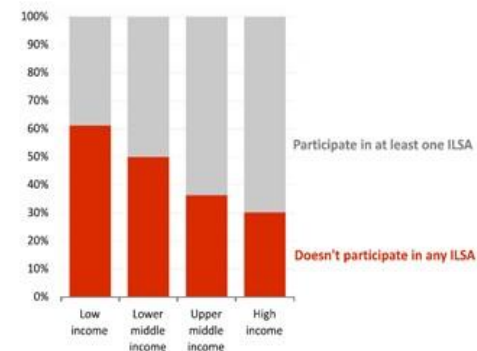
No global and comparable information exists that can be used to compute SDG 4.1.1.

✓ Coverage Issues

- Many countries do not have data on their children's and young people's proficiency levels in reading and mathematics.

✓ Technical Issues

- Among the countries that do have national learning assessments, skills, tools and metrics measure different mathematics and readings skills at different grades/ages.

- Results are not linked in the same scale

- Countries have different educational structures

✓ National capacity issues

- Many countries do not have data on their children's and young people's proficiency levels in reading and mathematics because they do not have either the financial capacity and/or the technical capacity;

- The great majority of countries without high-quality learning assessments are either low-income or lower-middle income countries.

✓ Technical responses through a set of tools to conceptually align assessments:

- Global Framework for Reference: to define the skills/competencies and contents associated to each point of measurement;

- Global standards of data alignment for methodological and operational procedures

- A set of tools and standards to compare and define benchmarks

✓ Funding responses though a set of strategies to expand coverage:

- Funding options to expand coverage of the next round of cross-national learning assessments to expand the number of countries

- Cross-national assessment expansion to fill the gap for the regions that do not have any regional assessments with special focus given to primary education.

✓ Capacity development though a set of strategies to improve data alignment

- Capacity development strategies (and funding) to support countries to build national learning assessments that meet technical standards.

✓ Assumptions

- Each assessment costs .5 million US dollars

- Each country does two points each 4 years

✓ Parameters

- 5.8 Billion of US dollar per year as costs for pre-primary through secondary education

- 10% of inefficiency as conservative number costs US$580 million per year

- 5% of the inefficiency is addressed with learning data

- 30 US million per year per country

- High Benefit Cost ratio (30/.25 US million per year -120 million)

✓ Funding strategy from international community

- 100% first year

- 50% second year

- O% third year

Countries participating in cross-national learning assessments, by income level

Low-income countries: Assessment / No assessment
Lower-middle-income countries: Assessment / No assessment
Upper-middle-income countries: Assessment / No assessment
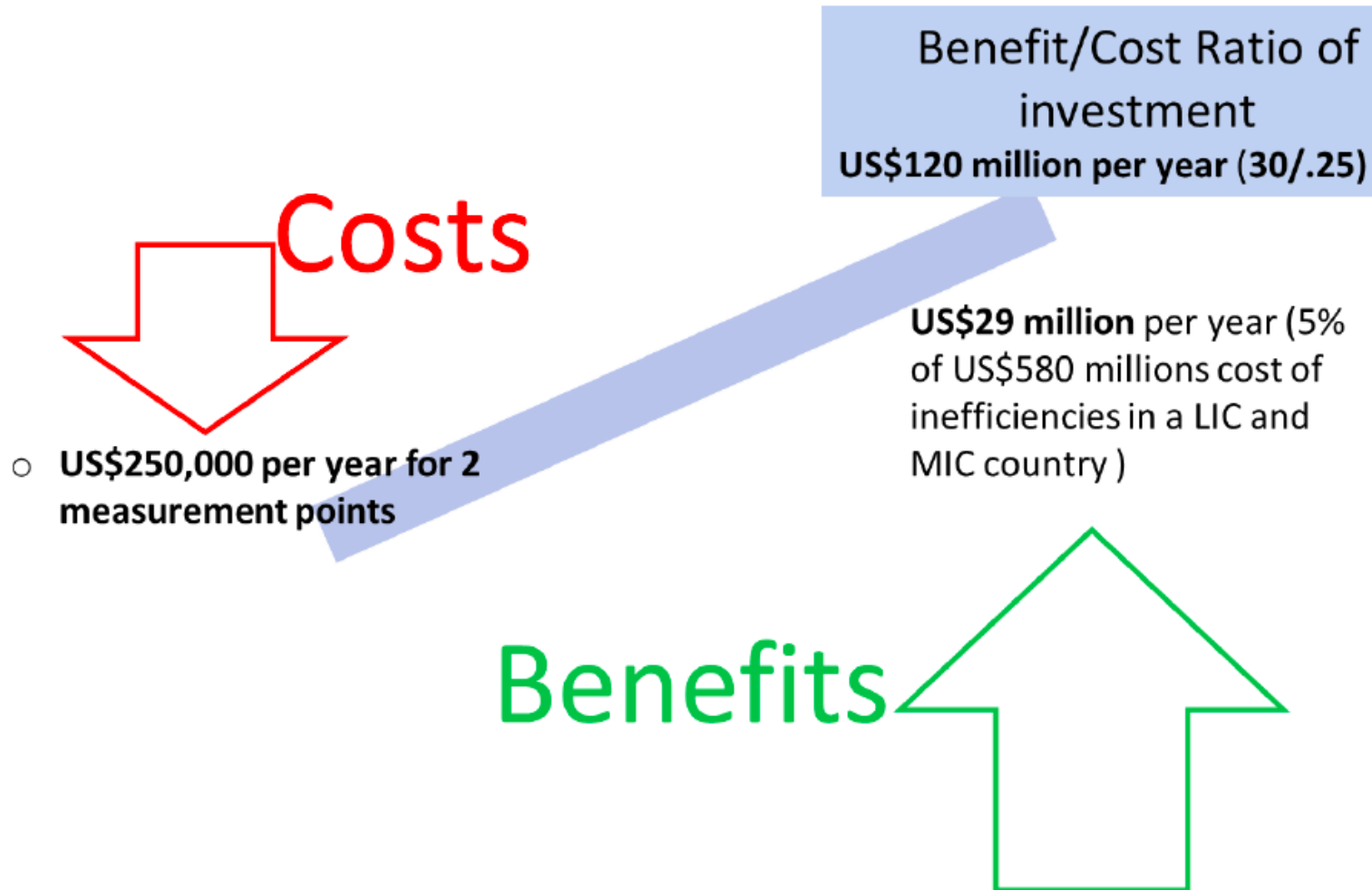High-income countries: Assessment / No assessment
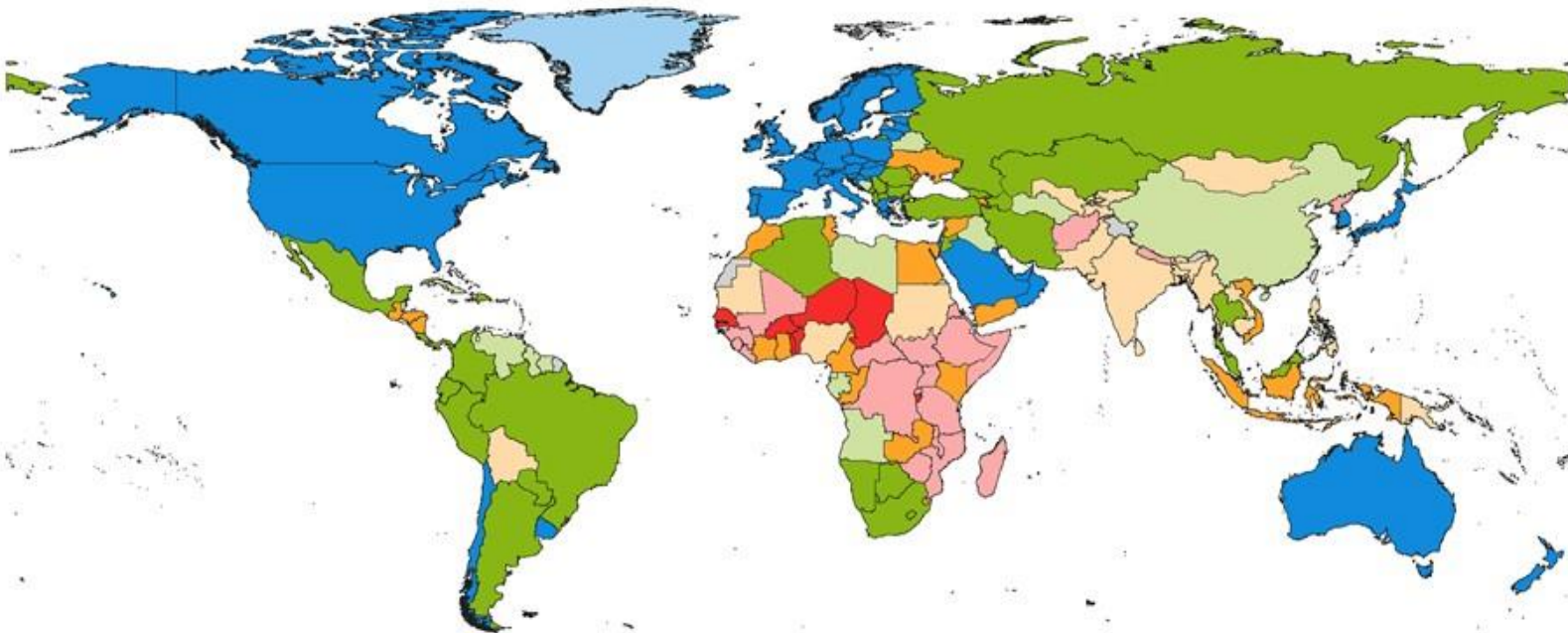
Note: The depiction and use of boundaries and related data shown on this map are not warranted to be error free nor do they necessarily imply official endorsement or acceptance by UNESCO.

Total number of countries participating		Financial support needed, $US millions*			
		2018-2019	2022-2023	2026-2027	Total
Africa	31	31	16		47
LAC	16			16	16
Asia	33		33	17	50
Europe	14			14	14
Oceania	4			4	4
Implementation, all countries	98	31	49	51	130
Coordination		2	2	2	6
Total		33	51	53	136

Costs

Benefit/Cost Ratio of investment
US$120 million per year (30/.25)

○ **US$250,000 per year for 2 measurement points**

US$29 million per year (5% of US$580 millions cost of inefficiencies in a LIC and MIC country)

Benefits