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TECHNICAL COOPERATION GROUP

Regional averages

Completion, out-of-school and minimum proficiency level rates

TCG 9th Meeting

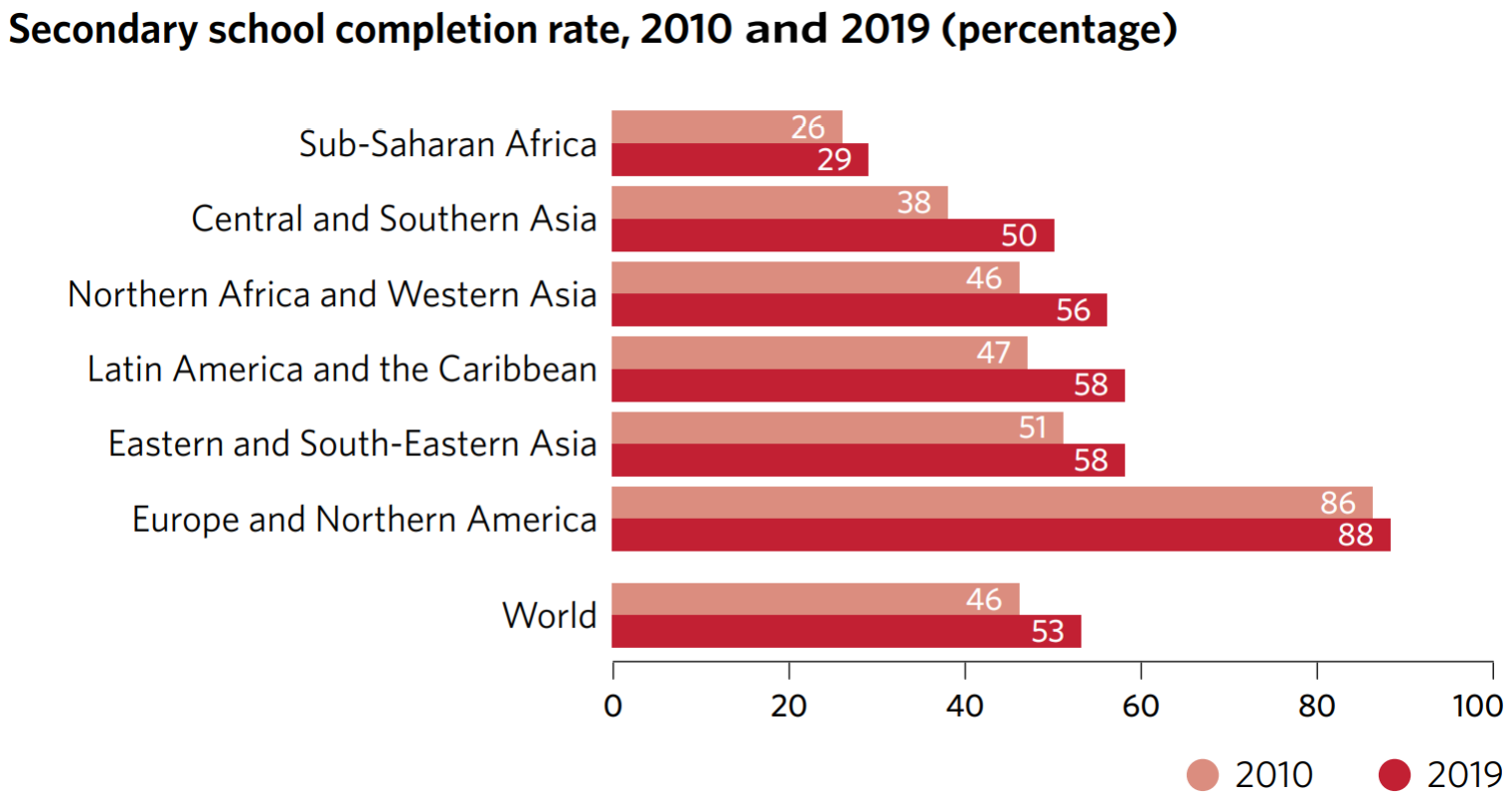
24 November 2022

TCG 8 decision

Issue	Decision
Regional and global aggregates	
4.1.1 – Learning assessment data-based indicators	• **Enrolment** should be used as population weight • When data is missing, **imputing missing values based on other information** should be chosen. The statistical model and the variables used for imputation will be clearly document and reported to the TCG. • **50% of countries** is the minimum representation to report on regional or global aggregates • The **past 5 years** is the reference period to use to report to regional or global aggregate
4.1.2 – Survey-based indicator	• The **cohort size** (10-14 year old for primary, 15-19 year old for lower secondary, 20-24 year old for upper secondary) should be used as population weight • When data is missing the **imputation of missing values based on other information** should be use. The statistical model and the variables used for imputation will be clearly documented. • **50% of countries** is the minimum representation to report the regional or global aggregates • The **past 5 years** is the reference period to report the regional or global aggregate.

Completion rate

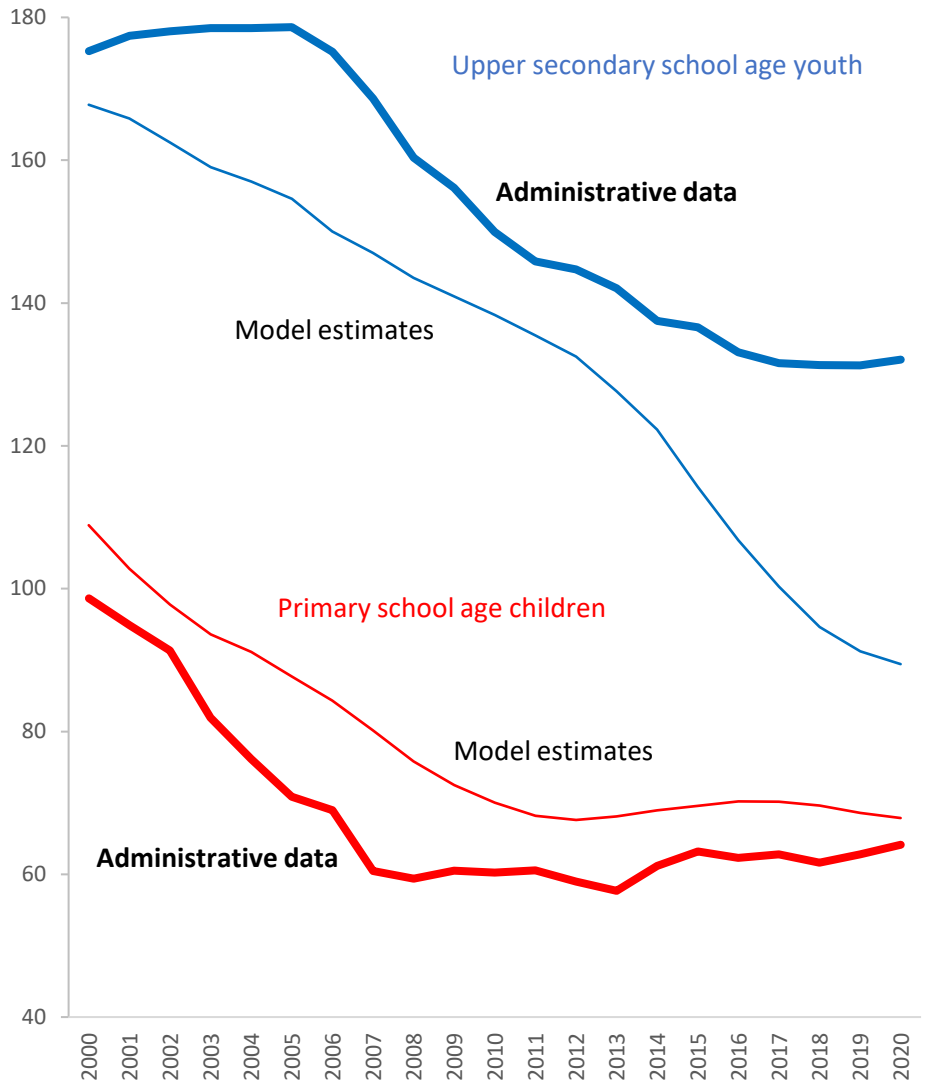
Model-based completion rates already being reported for SDG 4 report



Out-of-school rate

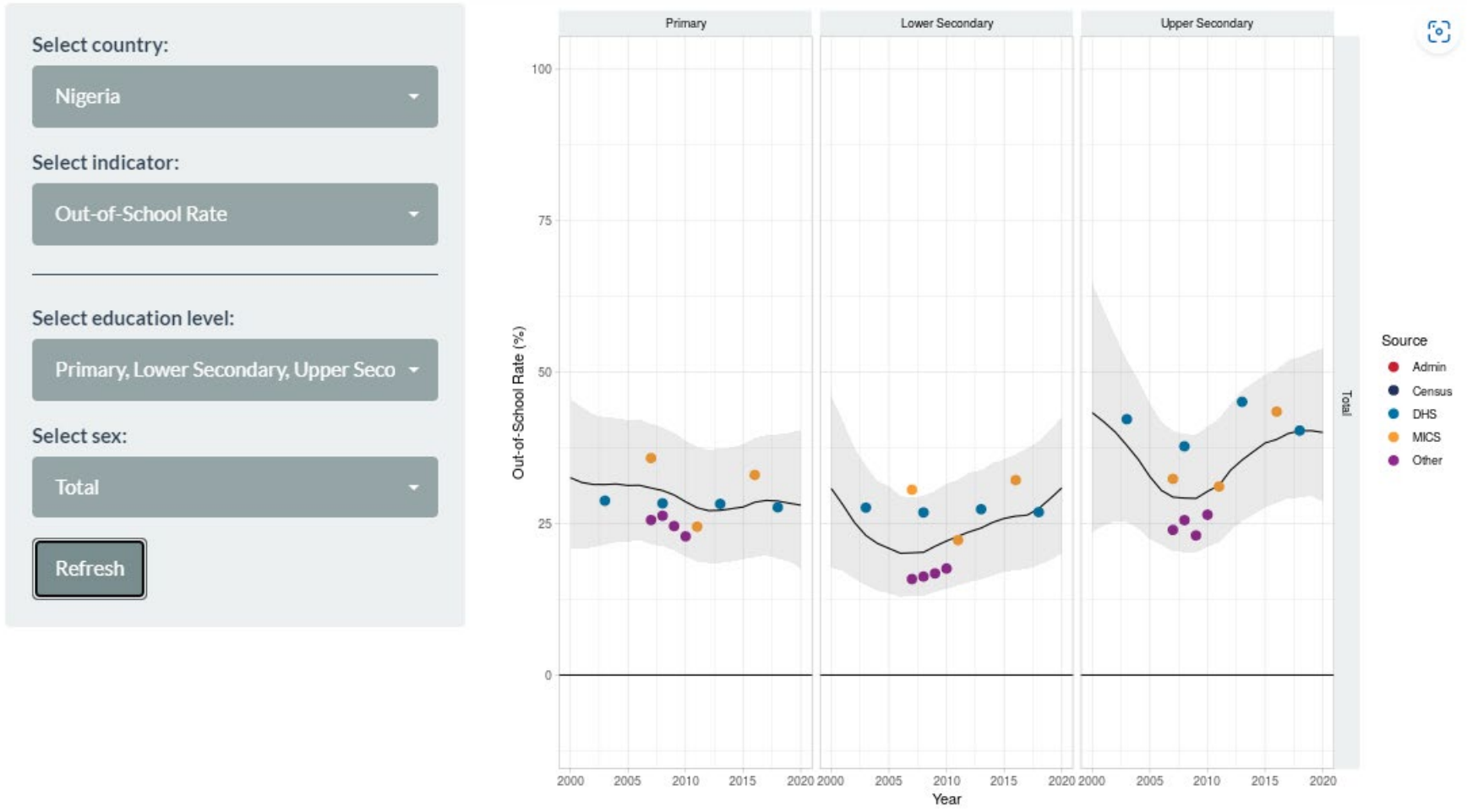
Model estimates yield some differences relative to the historic estimates as a result of:

- Demographic cohort model
  = smoother trends
- Influence of differences in age information
  = parallel shifts
- Availability of supplementary survey data especially for countries with lacking data (often countries with large OOS populations)
  = some differences in trends



Out-of-school rate

e.g. Nigeria



VIEW

education-estimates.org

Minimum level of proficiency

Trends in learning proficiency in the last 20 years

A total of almost 1,100 two-point trends produce 384 trends of 2+ points (2000-2019)

At most, trend data available only for **52%** of children

Small problems arising from:
(a) hard-to-compare data sources and
(b) non-credible steep gains/declines

Table 3: Metadata behind the trends

	Number of two-point trends	% of population-weighted two-point trends
LLECE	116	12.6
PASEC	44	4.5
PIRLS	100	8.3
PISA	598	54.4
SACMEQ	18	1.6
TIMSS	200	15.6
Total for international programmes	1,076	96.9
Bangladesh	4	2.1
Kenya	2	0.5
Kyrgyzstan	2	0.1
Uganda	2	0.5
Total for national programmes	10	3.1
Grand total	1,086	100.0

National assessments currently play a tiny role in trend monitoring

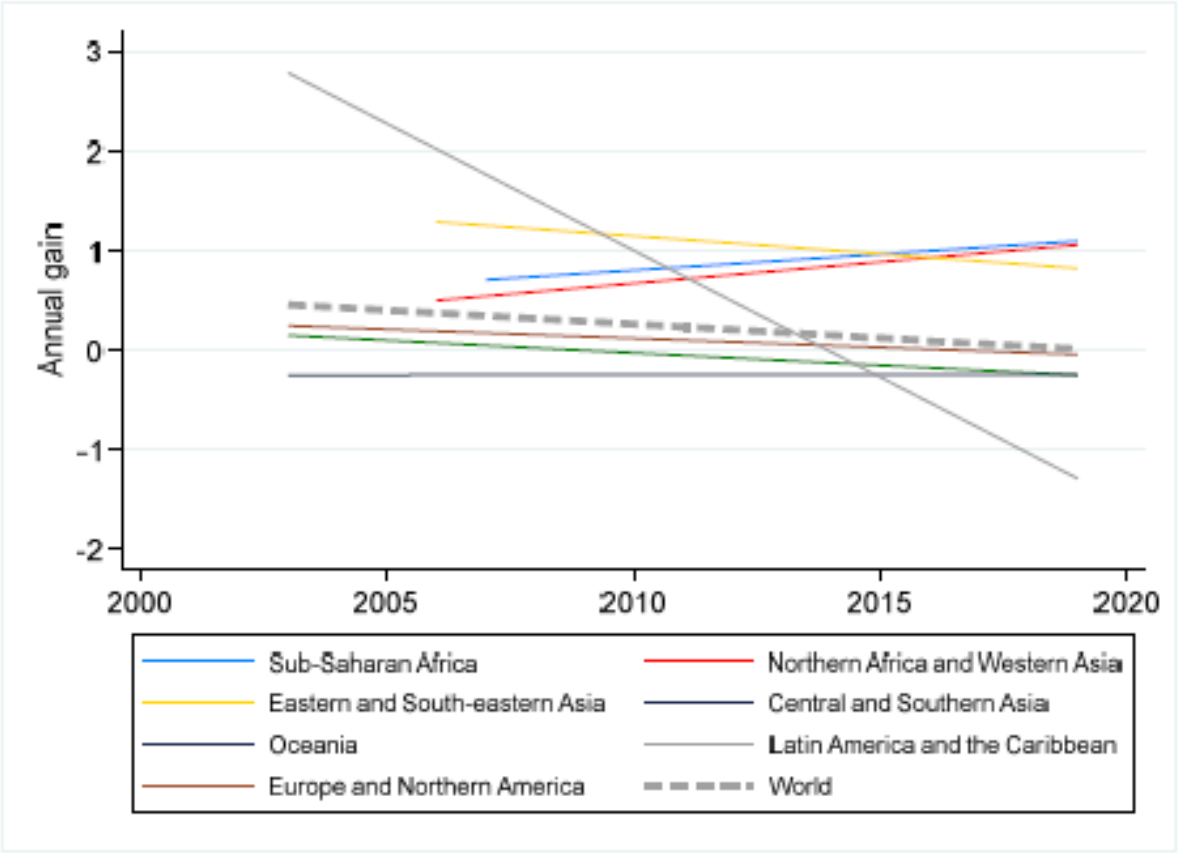
Minimum level of proficiency

End-of-primary reading has richest trend data of all six 4.1.1 indicators:

▶ Annual gain has been around **0.23** percentage points a year

▶ Annual gain becomes **0.33** percentage points when participation considered

Figure 4: Changes in gains over time



Note: Initial years are not covered by the trendlines as they begin at the earliest end point in the available two-point trends.