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

TCG 9th Meeting
24 November 2022
### Regional and global aggregates

<table>
<thead>
<tr>
<th>Issue</th>
<th>Decision</th>
</tr>
</thead>
</table>
| 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 documented 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

Secondary school completion rate, 2010 and 2019 (percentage)

- Sub-Saharan Africa: 26% (2010), 29% (2019)
- Central and Southern Asia: 38% (2010), 50% (2019)
- Northern Africa and Western Asia: 46% (2010), 56% (2019)
- Latin America and the Caribbean: 47% (2010), 58% (2019)
- Eastern and South-Eastern Asia: 51% (2010), 58% (2019)
- Europe and Northern America: 86% (2010), 88% (2019)
- World: 46% (2010), 53% (2019)
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

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

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

National assessments currently play a tiny role in trend monitoring.
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