### Definitions

Percentage of children in 2nd or 3rd grade of primary education (1), at the end of primary education (2) and at the end of lower secondary education (3) who achieve at least a minimum level of proficiency in (a) reading and (b) mathematics. The minimum proficiency level will be measured relative to the new common reading and mathematics scales currently in development.

#### Numerator

1. Number of children in 2nd or 3rd grade of primary education who achieve at least a minimum level of proficiency in reading and mathematics,
2. Number of children at the end of primary education who achieve at least a minimum level of proficiency in reading and mathematics,
3. Number of adolescents at the end of secondary education who achieve at least a minimum level of proficiency in reading and mathematics.

#### Denominator

1. Number of children enrolled in 2nd or 3rd grade of primary education;
2. Number of children enrolled at the end of primary education;
3. Number of adolescents enrolled at the end of secondary education.

#### Measuring unit

X percent (%).

#### Considerations for indicator quality

Each country sets its own standards, so performance levels may not be comparable. One option is to link regional assessments that share a common framework. The calculation of this indicator requires specific information on the ages of the boys and girls participating in the assessments to create globally comparable data. The ages of the boys and girls reported by the head of the household may not be consistent and reliable, making the calculation of the indicator even more difficult.

### Interpretation implications

The indicator is a direct measure of the learning outcomes achieved in the two subject areas at the end of the relevant stages of education. The three measurement points will have their own established minimum standard. There is only one threshold that divides students above and below the minimum:

a) Below the minimum is the percentage of students who do not reach a minimum standard established by the countries in accordance with the minimum competencies defined worldwide.

b) Above the minimum is the percentage of students who have reached the minimum standards. Due to the heterogeneity of performance levels established by national and national assessments, these performance levels will have to be mapped to globally defined minimum performance levels.

### Context indicator

Assessments are typically administered within school systems, current indicators cover only school-based indicators, and the proportion of target populations in school may vary from country to country due to the diverse out-of-school child population. Assessing the competencies of out-of-school children would require home-based surveys. Screening of children at home is being considered, but it can be awfully expensive and difficult to administer and is unlikely to be available on the scale needed in the next 3-5 years. Due to the complication in the assessment of out-of-school children and the focus on improving the education system, the UNESCO Institute for Statistics is taking a tiered approach. It will focus on assessing children in school in the medium term, where a lot of data is available, and then develop a more consistent implementation plan to assess children who are out of school in the long term.
### ODS framework

<table>
<thead>
<tr>
<th>EWEC-LAC framework</th>
<th>Dimension</th>
<th>Monitoring framework</th>
<th>Suggested stratifier for inequality analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survive</td>
<td>Woman</td>
<td>√ Imput</td>
<td>Sex</td>
</tr>
<tr>
<td>Prosper</td>
<td>Childhood</td>
<td>√ Output</td>
<td>Ethnicity</td>
</tr>
<tr>
<td>Transform</td>
<td>Adolescence</td>
<td>√ Results</td>
<td>Mother’s education</td>
</tr>
<tr>
<td></td>
<td>Impact</td>
<td>√ Socioeconomic level (quintiles of national wealth)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Product</td>
<td>Place of residence (urban / rural, or geographic location)</td>
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</tbody>
</table>

### Preferred data source

Entities responsible for conducting learning assessments (including Ministries of Education, National Statistical Offices, and other data providers). UNESCO Institute for Statistics

For multinational assessments, data providers are the International Association for the Assessment of Educational Achievement (IEA), Latin American Laboratory for Assessment of the Quality of Education (LLECE), the Organization for Economic Cooperation and Development (OECD), Programa d'Analyse des Systèmes Educatifs of CONFEMEN (PASEC) and Consortium for the Monitoring of Educational Quality (SACMEQ).

(a) Short-term strategy: Use national assessment data representative of large-scale national assessments, even though performance levels are not directly comparable. (b) Medium-term strategy: Use a global reporting scale based on a new test or statistical linking of national, regional and national assessments.

### Alternative data sources

Multinational learning assessments, including: CONFEMEN's systèmes éducatifs analysis program (PASEC), Progress in the International Reading Literacy Study (PIRLS), International Student Assessment Program (PISA), Consortium for Quality Monitoring Educational (SACMEQ), Third Regional Comparative and Explanatory Study (TERCE) and Trends in the International Study of Mathematics and Science.

### Inter-agency group estimates

N/A

### Global monitoring frameworks

- UNESCO Institute for Statistics.
- [Global Strategy for Women's, Children's and Adolescents' Health](http://www.uis.unesco.org/Pages/default.aspx).
- Countdown 2030. Demographic Indicators. Population. Tier 1. Indicator A4. (percentage of girls graduating from high school)

### For more information

- Programa d'analyse des systèmes éducatifs de la CONFEMEN (PASEC).
- Progress in the International Reading Literacy Study (PIRLS).
- Program for International Student Assessment (PISA).
- The Consortium for the Monitoring of Educational Quality (SACMEQ).
- Third Regional Comparative and Explanatory Study (TERCE).
- Third Regional Comparative and Explanatory Study (TIMSS).

### References

- SDG metadata repository. UNSTATS. [https://unstats.un.org/sdgs/metadata/](https://unstats.un.org/sdgs/metadata/)