

SDG Goal 4 Quality education

SDG Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

SDG Indicator 4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Time series Children and youths with a minimum proficiency in reading or mathematics

1. General information on the time series

- Date of national metadata: 01 September 2021
- National data: <http://sdg-indikatoren.de/en/4-1-1/>
- Definition: The time series evaluates the proportion of children who have at least a minimum proficiency level in certain subjects at a particular education level. It is disaggregated by subject into reading and mathematics skills, and by education level into at the end of primary education and at the end of lower secondary school.
- Disaggregation: education level; subject

2. Comparison with global metadata

- Date of global metadata: April 2021
- Global metadata: <https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-01.pdf>
- The time series is compliant with the global metadata.

3. Data description

- To evaluate the skills at the end of primary education the results of the Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS) by the International Association for the Evaluation of Educational Achievement (IEA) are incorporated. A minimum level is set at competence level "Low" of the test.

PIRLS is a quinquennial cross-national survey of reading comprehension abilities of children at the fourth grade. It has been introduced in 2001 and has covered 50 countries in its last round in 2016. TIMSS is a quadrennial cross-national survey of mathematical and scientific knowledge of children at the fourth grade. It has been introduced in 1995 and has covered 64 countries in its last round in 2019.

For the evaluation of skills at the end of lower secondary, the results of the Programme for International Student Assessment (PISA) by the OECD are incorporated. Above minimum is the percentage of students who have achieved the minimum standards which is Level 2 in case of PISA. PISA is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in 72 countries around the globe in a two-hour test in science, mathematics, reading, collaborative problem solving and financial literacy. The data used for the time series is taken from the reading part and the mathematics part of the test.

4. Accessibility of source data

- PIRLS: Progress in International Reading Literacy Study:
<https://timssandpirls.bc.edu/pirls-landing.html>
- TIMSS: Trends in International Mathematics and Science Study:
<https://timssandpirls.bc.edu/timss-landing.html>
- PISA Results:
https://www.oecd-ilibrary.org/education/pisa_19963777

5. Metadata on source data

- PIRLS Assessment framework:
<https://timssandpirls.bc.edu/pirls2016/framework.html>
- TIMSS Assessment framework:
<https://timssandpirls.bc.edu/timss2015/frameworks.html>
- Technical Report:
<https://www.oecd.org/pisa/publications/>

6. Timeliness and frequency

- Timeliness: t + 12 months
- Frequency: PISA: Every 3 years; TIMSS: Every 4 years; PIRLS: Every 5 years

7. Calculation method

- Unit of measurement: %
- Calculation method:

$$\text{Share of children and youths with a minimum proficiency} = \frac{\text{Children at the end of education level } i \text{ achieving at least the minimum level in skill } j [\text{number}]}{\text{Total children at the end of education level } i [\text{number}]} \cdot 100 [\%]$$

$i \in \{\text{primary; lower secondary}\}$

$j \in \{\text{PIRLS literacy, TIMSS mathematic, PISA reading, PISA maths}\}$