

CLEVERMINDS DIRECT ex TIMSS REPORT 2019 / 2020

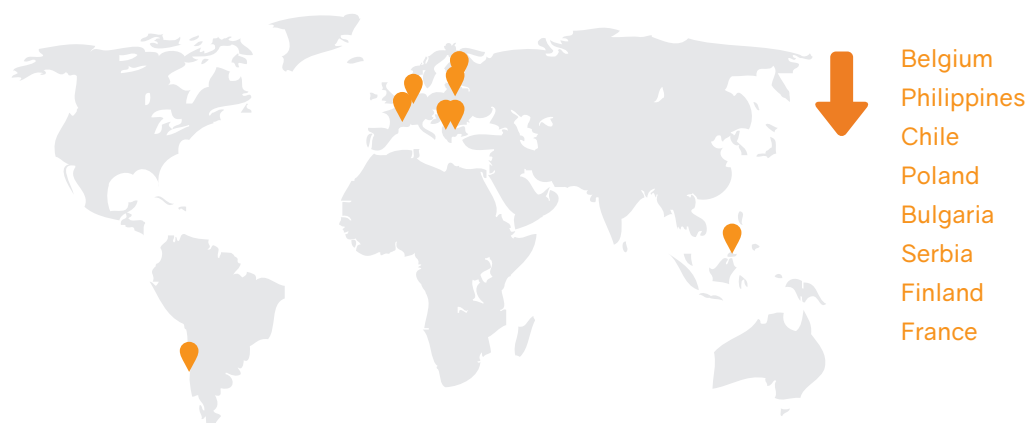
MATHS Grade **4** **58** countries involved

This table shows the countries who have underperformed, only the bottom half of the total list of countries is shown.

- Increased from previous testing period
- Decreased from previous testing period
- No change from previous period

POS	NOTE	COUNTRY
36		Canada
37		Slovak Republic
38	33 rd Percentile: The countries from here down represent the bottom third of the countries who took part	Croatia
39		Malta
40		Serbia
41		Spain
42		Albania
43	25 th Percentile: 75% of the countries tested performed better than this country. Bottom 25% of list	New Zealand
44		France
45		Georgia
46	20 th Percentile: 80% of countries tested performed better than this country. Bottom 20% of list	Montenegro
47		Bosnia and Herzegovina
48		Qatar
49		Kosovo
50		Iran, Islamic Rep. of
51		Chile
52	10 th Percentile: 90% of countries tested performed better than this country. Bottom 10% of list	Oman
53		Saudi Arabia
54		Morocco
55		Kuwait
56		South Africa
57		Pakistan
58		Philippines

COUNTRIES ON A DOWNWARD TREND



The numbers in the table below show the percentage of schools in each country who claim to be “not affected”, “somewhat affected” and “affected a lot” in the various countries.

According to: **Countries in which Instruction is affected by Mathematics Resource Shortages – Principals’ Reports (Exhibit 6.14)**

	NOT AFFECTED	SOMEWHAT AFFECTED	AFFECTED A LOT
Serbia	20	79	1
Germany	19	81	0
Northern Ireland	18	82	0
Austria	18	81	1
Portugal	16	83	1
Croatia	16	84	1
Ireland	16	83	0
Slovak republic	15	79	6
Italy	15	83	2
Oman	14	72	14
France	14	86	0
Bosnia and Herzegovina	12	83	5
Montenegro	10	83	7
Saudi Arabia	9	72	19
Pakistan	8	89	3
Iran	8	84	8
South Africa	8	87	6
Northern Macedonia	8	79	14
Albania	6	78	15
Morocco	6	90	4
Turkey	5	82	23
Azerbaijan	2	89	9
Philippines	1	95	4
Kosovo	0	72	28

These are the countries who claim at least

80%

of their schools are affected in some way by shortage of **GRADE 4** resources.

*I think we should be looking at these countries as a first option. The countries highlighted in red not only claim to be affected by lack of resources but also fall in the bottom half of countries who took part.

CLEVERMINDS DIRECT ex TIMSS REPORT 2019 / 2020

MATHS Grade 8

39 countries involved

- Increased from previous testing period
- Decreased from previous testing period
- No change from previous period

POS	NOTE	COUNTRY
15	No change from previous years	Norway
16		Sweden
17		Cyprus
18		Portugal
TIMSS Scale CenterPoint		
19	50 th Percentile	Italy
20		Turkey
21		Kazakhstan
22		France
23		New Zealand
24		Bahrain
25	33 rd Percentile: Bottom third of group in performance	Romania
26		United Arab Emirates
27		Georgia
28		Malaysia
29	25 th Percentile: 3/4 of countries tested performed better than this country.	Iran, Islamic Rep. of
30		Qatar
31		Chile
32		Lebanon
33		Jordan
34		Egypt
35	10 th Percentile: 90% of countries performed better than this country	Oman
36		Kuwait
37	5 th Percentile: 90% of countries performed better	Saudi Arabia
38		South Africa
39		Morocco

COUNTRIES ON A DOWNWARD TREND



Finland
Lebanon
France
Abu Dhabi
Malaysia

The numbers in the table below show the percentage of schools in each country who claim to be “not affected”, “somewhat affected” and “affected a lot” in the various countries.

According to: **Countries in which Instruction is affected by Mathematics Resource Shortages – Principals’ Reports (Exhibit 6.14)**

	NOT AFFECTED	SOMEWHAT AFFECTED	AFFECTED A LOT
Lebanon	21	66	13
Bahrain	21	52	27
Egypt	20	73	8
Israel	17	80	3
Oman	17	71	12
Kuwait	17	59	23
Lithuania	16	81	3
Portugal	15	82	3
Italy	14	86	0
Saudi Arabia	11	67	22
Turkey	8	71	21
Romania	8	86	7
Jordan	7	82	11
South Africa	6	88	6
Morocco	5	92	3
Iran	4	87	9
Malaysia	2	79	18

These are the countries who claim at least

80%

of their schools are affected in some way by shortage of **GRADE 8** resources.

*I think we should be looking at these countries as a first option. The countries highlighted in red not only claim to be affected by lack of resources but also fall in the bottom half of countries who took part.

COUNTRIES WHICH APPEAR ON BOTH LISTS

GENERAL PERFORMANCE IN THE TEST	Grade 4 & 8
France	
New Zealand	
Georgia	
Iran, Islamic Rep. of	
Chile	
Oman	
Kuwait	
Saudi Arabia	
South Africa	
Morocco	

LACK OF RESOURCES	Grade 4 & 8
Portugal	
Italy	
Oman	
Saudi Arabia	
Iran	
South Africa	
Morocco	
Turkey	

*Countries highlighted in red are in all lists over both grades: ie: Performing very poorly overall, and need resources in both grades.

*Countries in green are first world countries we could look into to live.

ANALYSIS PER LEARNING AREA

POS NOTE COUNTRY AREA OF WEAKNESS Grade 4

			NUMBERS	MEASUREMENT	DATA
36		Canada			
37		Slovak Republic			
38	33 rd Percentile	Croatia			↓
39		Malta		↓	
40		Serbia		↓	↓
41		Spain		↓	↓
42		Albania			
43	25 th Percentile	New Zealand	↓	↓	
44		France	↓		↓
45		Georgia		↓	↓
46	20 th Percentile	Montenegro			↓
47		Bosnia and Herzegovina			↓
48		Qatar		↓	↓
49		Kosovo			
50		Iran, Islamic Rep. of			↓
51		Chile			
52	10 th Percentile	Oman	↓		
53		Saudi Arabia			
54		Morocco			↓
55		Kuwait			
56		South Africa	↓	↓	
57		Pakistan		↓	↓
58		Philippines		↓	↓

*The ticks reveal a decline in performance in that topic

ANALYSIS PER LEARNING AREA

POS NOTE COUNTRY AREA OF WEAKNESS Grade 8

			NUMBERS	ALGEBRA	GEOMETRY	DATA
15		Norway		↓	↓	
16		Sweden	↓	↓	↓	
17		Cyprus	↓		↓	↓
18		Portugal	↓	↓		↓
19	50 th Percentile	Italy	↓	↓		↓
20		Turkey	↓	↓	↓	
21		Kazakhstan	↓		↓	↓
22		France	↓	↓		
23		New Zealand		↓	↓	
24		Bahrain	↓			↓
25	33 rd Percentile	Romania	↓		↓	↓
26		United Arab Emirates			↓	↓
27		Georgia			↓	↓
28		Malaysia	↓	↓		↓
29	25 th Percentile	Iran, Islamic Rep. of			↓	↓
30		Qatar	↓		↓	↓
31		Chile		↓	↓	↓
32		Lebanon			↓	↓
33		Jordan	↓		↓	↓
34		Egypt				↓
35	10 th Percentile	Oman	↓			↓
36		Kuwait				
37	5 th Percentile	Saudi Arabia				
38		South Africa				
39		Morocco	↓	↓		↓

*The ticks reveal a decline in performance in that topic