

UIS asked you every year for three cakes!



The global cake: Black Forest Cake



But UIS is asked for more cakes



The Textbook Cake

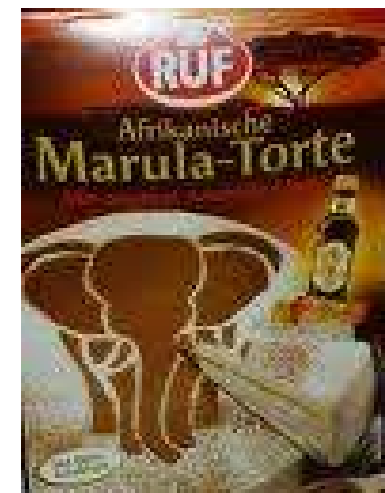


The Africa Cake



The Marula Cake

The ICTs in Education Cake



But UIS in its partner can not get enough cake

- Some need **The Marula Cake, some the Rice Cake:** Education indicators needed for benchmarking and policy-making at the regional level
 - Goals and Conferences: AU 2nd decade; EU: Bologna process, LAC: Organization of American States
 - Outputs: (LAC: PRIE, PRELAC; OECD: Education at a Glance; Africa: Dakar+7)
- **Marula Cake, Rice Cake and Black Forest Cake** need the same quality: Monitoring of international goals and the need for cross-national comparisons requires a global system
 - based on harmonized standards, methods and data collections.

But how many cakes can you bake for UIS?



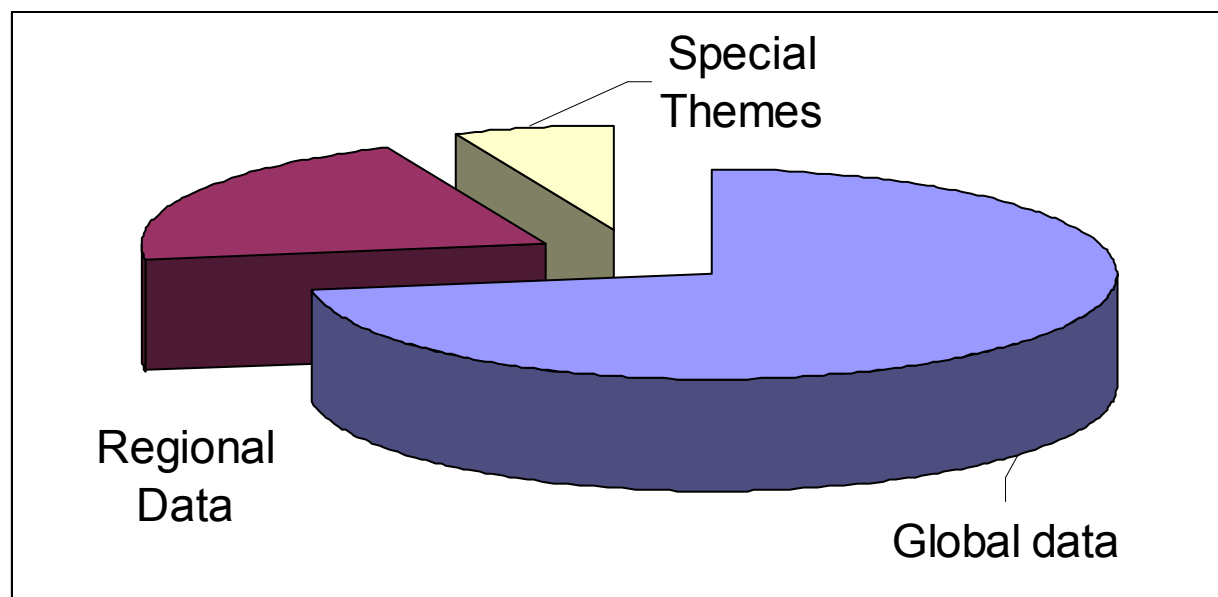
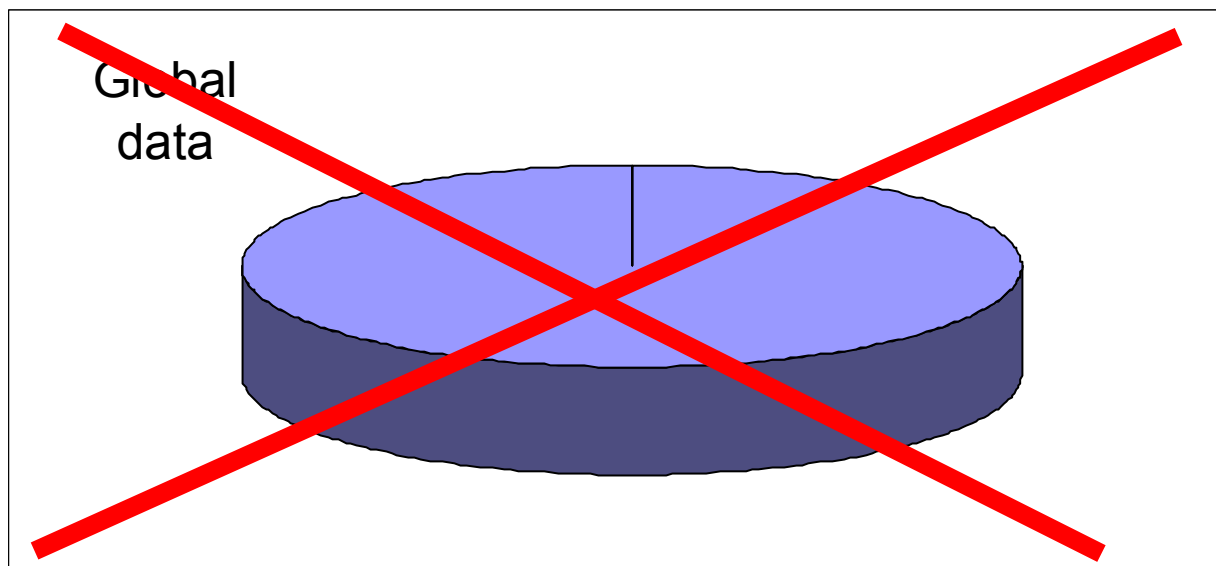
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- UIS has the international mandate to collect education statistics but does not collect regional statistics.
 - Risks if regional bodies administer questionnaires:
 - UIS contacts must fill two (overlapping) questionnaires
 - Contradicting definitions, methodologies and results

The cake dilemma

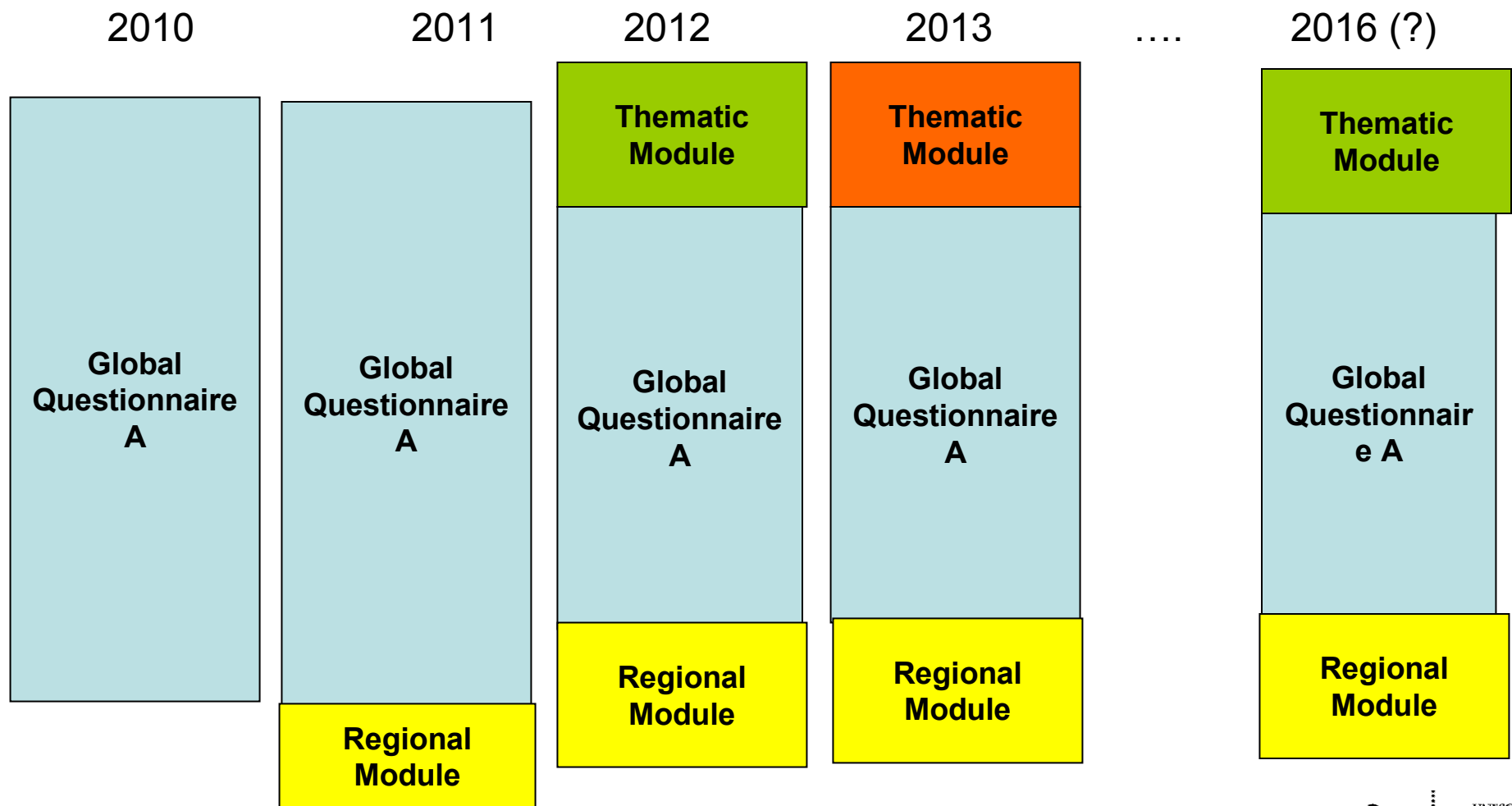
More cake? Or cut it smarter?

- Dilemma: UIS can not request much more data from contacts, but data demand is increasing
 - Regional data
 - New global themes: teacher data, curriculum data, ICTs
- Not all information is needed annually
 - Curriculum, teacher work time, teacher salaries
- -> Rotate content from year to year

UIS can only ask for one cake, we have to cut it differently



UIS Questionnaire strategy



Dissemination

- Development of new data can not be done without dissemination vision and a platform absorbing data
- Regional data need a regional presentation, UIS needs partner

Partnership in Africa

- AU 2nd decade of education
 - Monitoring of 7 priority areas
 - Gender and Culture, EMIS, Teacher Development, Higher Education, Quality Management
 - AU establishes Observatory (IPED, Kinshasa) and starts to distribute regional publications
 - Regional data collection failed but still on the agenda
 - Unclear responsibilities and weak technical capacity: AU, ADEA, IPED
- Next event: COMEDAF V

Outcomes of the AU 2nd Restricted Technical Meeting

The decisions around the Performance Indicators for reporting on COMEDAF V are as follows:

1. Finalise the selected list of internationally sourced indicators ensuring each has a gender dimension where possible.
2. Pilot new quantitative indicators in the current list which need refinement (this includes Teacher Development , Curriculum and ECD indicators). These will be sourced from EMIS units in Ministries of Education. UIS is willing to pilot some of these indicators in a regional module.

4. The African Union Observatory will revise country reporting templates taking into consideration the following actions:

- Review strategies to harmonise national and international data and identify reasons for differences
- Advocate to countries that NOT responding to the UIS questionnaire means not being fully represented in the AU COMEDAF reports

9. UIS will seek to develop an African specific Regional Database to serve the needs of the AU Observatory.

- The African Observatory will finalise its data requests to the UIS for production of continental report and REC reports. These dates will be finalised by June 2011.

2011

- UIS needs to establish its technical platform and strategy first
- Proof of concept must be done with simple indicators to ensure critical mass of country responses, new concepts should be developed only after we proo

How to start

- Map AU and regional indicator demands against UIS data. We find indicators that
 - exist as UIS indicator;
 - UIS does not calculate but that are possible with data currently collected;
 - can not be calculated by UIS but for which UIS data allows production of very similar indicators.
 - are not available; they can not be calculated by UIS and no similar calculation is possible using UIS data.
 - Feasible, interesting for UIS
 - Not feasible

AU indicators missing in UIS

- 1.5 Birth Registration Index (BRI)
- 1.12 African Language Index (ALI)
- 2.1 National EMIS Index (NEI)
- 2.2 School Census Return Rate (SCRR)
- 2.3 Education Statistics Publication Index (ESPI)
- 2.4 Education Statistics Distribution/Dissemination Rate (ESDR)
- 2.5 EMIS Expenditure Ratio (EER)
- 2.6 EMIS Staff Quality Ratio (ESQR)
- 2.7 EMIS Capacity Building Index (ECBI)
- 3.3 Teacher Attrition Rate (TAR)
- 3.4 Teachers' Dissatisfaction Index (TDI)
- 3.7 Index of Capacity Building Training (ICBT)
- 3.8 Teachers' Motivation Index (TMI)
- 3.9 Teacher In-service Index (TII)
- 4.1 Secondary to Higher Education Transition Rate (SHETR)
- 4.2 Higher Education Student Completion Rate (HESCR)
- 4.8 Academic Staff Quality Index (ASQI)
- 4.9 Higher Education Institutions Research Publication Index (HEIRPI)
- 4.12 HEI Research Consultancies Index (HRCI)
- 4.14 Graduate Employment Rate (GEmR)
- 4.15 HE Academic Attrition Rate (HEAAR)
- 4.18 HE Policies Index (HEPI)
- 4.19 HE Patent/Copyright Index (HEPCI)

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- 4.20 HE Research Funding Index (HERFI)
 - 4.21 HEI Collaboration Index (HEICI)
 - 4.22 HEIs Joint Programme Index (HEIJPI)
 - 4.23 African Academic Journals Index (AAJI)
 - 4.24 HE Harmonization Index (HEHI)
 - 4.25 HE Quality Assurance Index (HEQAI)
 - 4.26 HE ICT Index (HEICTI)
 - 4.27 HEIs Governance Index (HEIGI)
 - 4.28 HE Contribution to Development Index (HECDI)
 - 5.2 TVET New Schools Index (TNSI)
 - 5.3 TVET Students' Financial Support Index (TSFSI)
 - 5.4 Training Time Index (TTI)
 - 5.5 TVET Success Rate (TSR)
 - 5.7 TVET Drop-out Rate (TDR)
 - 5.8 TVET Theoretical Training Index (TTTI)
 - 5.9 TVET Practical Work/Workshops Index (TPWI)
 - 5.10 TVET Funding Index (TFI)
 - 5.11 Network Strategy Index (NSI)
 - 6.1 First Language for Instruction Index (FLII)
 - 6.4 Instructional Time Index (ITI)
 - 6.5 Computer Technology Index (CTI)
 - 6.7 Internet Accessibility Index (IAI)
 - 6.6 Access to Information Technology Index (AITI)

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- 6.8 African Language Teachers Ratio (ALTR)
 - 6.9 Pedagogical Material Index (PMI)
 - 6.10 Life Skills and Employment Index (LSEI)
 - 6.11 African Knowledge Systems Index (AKSI)
 - 7.1 Pupil-Book Ratio (PBR)
 - 7.2 Teacher Assignment Index (TAI)
 - 7.3 Teacher Development Monitor (TDM)
 - 7.4 Pedagogical Group Index (PGI)
 - 7.5 Norms and Standards for Management Index (NSMI)
 - 7.10 Quality Assurance Specialists Index (QASI)

First Ideas

- Pupils books ratio (math, language)
 - (careful if policy is to have no book for grade 1)
- New teachers
 - attrition rates
- Indicators on toilets (girls), water supply and electricity and school feeding
- Pedagogical group index (class-size by grade, be careful with multi-grade)

Schedule

- October 2011: Questionnaire module for review to experts and internal staff
- November 2011 (Pretoria): vetting Technical committee
- January 2011: Mail out of UIS survey 2011 with regional module
- January to September: Data return
- Summer 2012: Regional cooperation to prepare questionnaire 2012
- November COMEDAF V