

Overview of UNESCO Institute for Statistics

Observatory of Learning Outcomes

Harare 12 – 14 May 2015

Monica Githaiga



Outline

- Role of the UIS
- Main areas of work
- Statistical Capacity Building
- Reports and Publications
- Workshop objectives

Four main lines of action

**Development of
education
indicators and
Promotion of data
use and analysis**

**Development of
international
statistics on
learning
outcomes**

**Development of
international Statistics
on Science and
Technology,
Communication and
Information and Culture**

**Reinforcement
of cross
cutting
statistical
activities**



- Main areas of engagement: annual or biennial surveys in 4 key areas.
- ❖ **Culture** – Statistics on Feature Film
- ❖ **Communication and Information** - Questionnaire on Statistics of Information and Communication Technologies (ICT) in Education
- ❖ **Education** – Students and Teachers in Basic and Tertiary Education, Educational Expenditure, National Education Systems, Educational Attainment, Literacy, Catalogue on Learning Outcomes
- ❖ **Science, technology and innovation** - Questionnaire on Research and Experimental Developmental (R&D) Statistics and Questionnaire on Innovation Statistics

Setting standards – consistency in norms and definitions

- Collecting and Disseminating internationally comparable indicators

International Standard Classification on Education (ISCED)

Developed to map national education programmes into the International Standard Classification to produce internally comparable statistics on education

Framework for Cultural Statistics (FCS)

Frascati Manual

Initially developed for use in developed countries – annex published by the UIS in 2012 which provides guidelines on reducing the complexity of surveys to measure research and development in developing countries

Data Quality Assessment Framework (DQAF)

Developed to assess 6 dimensions of data quality allowing countries to score themselves against a standard matrix

Statistical Capacity building

- ❑ Support to national statisticians to **strengthen data quality and coverage** in specific areas of reporting – e.g. improving the quality and coverage of education financing on-going in several countries.
- ❑ Support to national statisticians and technical teams to **implementing methodologies** e.g. out of school children national assessments on-going in several countries.
- ❑ Support to national statisticians to develop or **improve statistical information systems** e.g to improve the timely and automatic production of data.

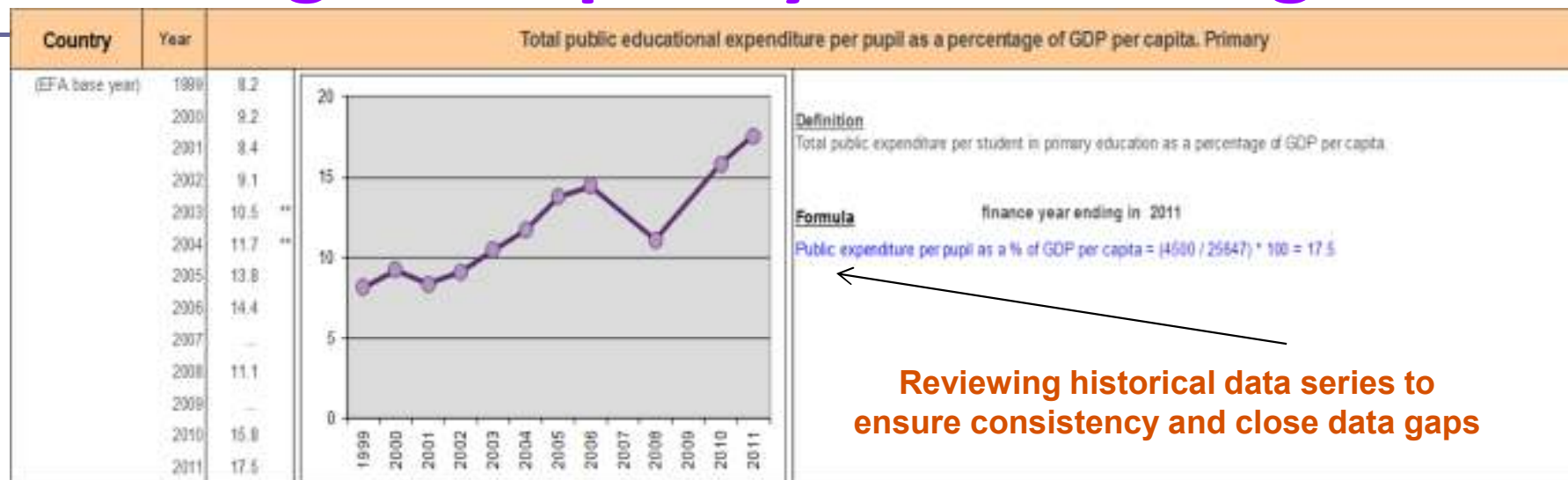
Statistical Capacity building

- ❑ Supporting initiatives in enhancing the quality of education: e.g support to assess the coverage and quality of national system level data in areas such as the **programme for international student assessments**.
- ❑ Support to national **education sector analysis** and **assessment of data quality**.
- ❑ **Training national statisticians** on UIS questionnaires in several domains.

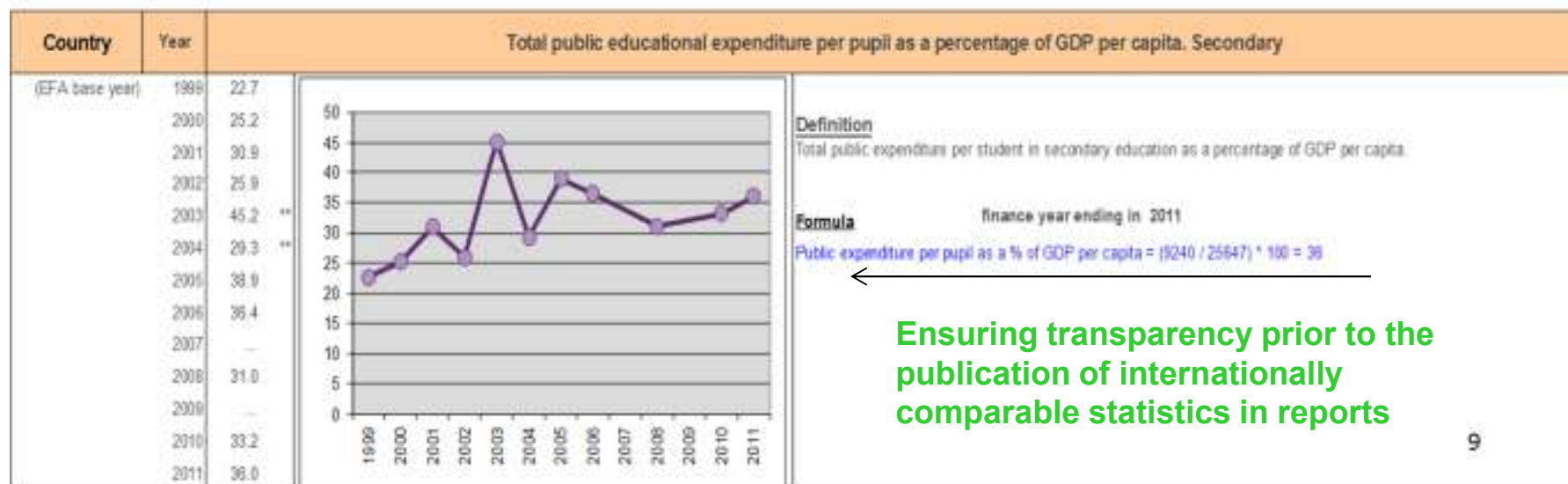
**Education Levels – International Standard Classification –
 Catalogue focus on ISCED 1 and 2 only – Potential to expand
 the ISCED scope in the future**

ISCED 2011	ISCED 1997
ISCED 01: Early Childhood Educational Development	-
ISCED 02: Pre-primary	ISCED 0: Pre-primary
ISCED level 1: Primary	ISCED level 1: Primary
ISCED level 2: Lower secondary	ISCED level 2: Lower secondary
ISCED level 3: Upper secondary	ISCED level 3: Upper secondary
ISCED level 4: Post-secondary non-tertiary	ISCED level 4: Post-secondary non-tertiary
ISCED level 5: Short-cycle tertiary education	ISCED level 5: First stage of tertiary education
ISCED level 6: Bachelor's or equivalent level	
ISCED level 7: Master's or equivalent level	
ISCED level 8: Doctoral or equivalent level	ISCED level 6: Second stage of tertiary education

Ensuring data quality and coverage



Reviewing historical data series to ensure consistency and close data gaps



Ensuring transparency prior to the publication of internationally comparable statistics in reports

Relevance of internationally comparable statistics

- **Benchmarking** – comparing best practices
 - ❖ Share knowledge about good practices
 - ❖ Offer external view on national systems
- Countries can **monitor progress to date** towards common targets e.g. regional, continental or international goals
- Data can be a useful **advocacy tool** mobilize resources to encourage countries to meet regional, continental or international goals
- Developing, informing and amending appropriate policies, ensuring decisions are **evidence-based**



Outputs and data dissemination

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University of INSTITUTE OF STATISTICS

Français

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Actions

OTHER:

Year		2007	2008	2009	2010	2011
Country	Data	↑↓	↑↓	↑↓	↑↓	↑↓
Sub-Saharan Africa	Gross enrolment ratio, Primary, Total	100	101	101	101	...
	School life expectancy (years), Primary to tertiary, Total	(**) 8.6	(**) 8.9	(**) 9.0	(**) 9.1	...
	Out-of-school children of primary school age, Total	29,632,213	29,024,243	29,692,348	(**) 30,640,959	...
Botswana	Gross enrolment ratio, Primary, Total	108	108	110	...	...
	School life expectancy (years), Primary to tertiary, Total	...	...	...	...	...
	Out-of-school children of primary school age, Total	43,188	42,294	(**) 38,192	...	...
Eritrea	Gross enrolment ratio, Primary, Total	37	32	49	45	...
	School life expectancy (years), Primary to tertiary, Total	...	...	4.8	4.6	...
	Out-of-school children of primary school age, Total	329,565	358,173	389,035	417,646	...
Ethiopia	Gross enrolment ratio, Primary, Total	95	102	102	102	...
	School life expectancy (years), Primary to tertiary, Total	(**) 8.0	(**) 8.5	(**) 8.5	(**) 8.7	...
	Out-of-school children of primary school age, Total	3,159,859	3,261,003	2,208,604	2,389,945	...
Gambia	Gross enrolment ratio, Primary, Total	86	84	87	83	...
	School life expectancy (years), Primary to tertiary, Total	...	(**) 8.7	...	...	...
	Out-of-school children of primary school age, Total	(**) 66,809	(**) 78,527	70,985	(**) 85,097	...
Ghana	Gross enrolment ratio, Primary, Total	101	107	106	...	107
	School life expectancy (years), Primary to tertiary, Total	(**) 9.9	(**) 10.5	(**) 10.7	...	(**) 11.4
	Out-of-school children of primary school age, Total	908,297	730,811	791,049	...	567,417
Kenya	Gross enrolment ratio, Primary, Total	112	112	113	...	...
	School life expectancy (years), Primary to tertiary, Total	(**) 10.4	...	(**) 11.1	...	...
	Out-of-school children of primary school age, Total	(**) 771,262	1,051,358	(**) 1,009,592	...	...
Lesotho	Gross enrolment ratio, Primary, Total	105	104	103	103	...
	School life expectancy (years), Primary to tertiary, Total	(**) 9.6	...	...	...	...
	Out-of-school children of primary school age, Total	110,108	106,013	105,246	98,874	...
Liberia	Gross enrolment ratio, Primary, Total	101	96	...	...	...
	School life expectancy (years), Primary to tertiary, Total	...	...	...	...	...
	Out-of-school children of primary school age, Total	...	...	...	...	...

Outputs and data dissemination – UIS publications

- UIS printed publications
 - ✓ Global Education Digest
 - ✓ Technical Notes



UIS INFORMATION BULLETIN NO. 9

SCHOOL AND TEACHING RESOURCES IN SUB-SAHARAN AFRICA
ANALYSIS OF THE 2011 UIS REGIONAL DATA COLLECTION ON EDUCATION

This information bulletin presents new data on factors which affect the quality of education in public schools in sub-Saharan Africa. Data such as class size, availability of textbooks, number of newly-recruited teachers, and availability of basic school services (electricity, water supply and internet) were collected among 10 countries in sub-Saharan Africa as part of an initiative designed to better meet regional needs for education statistics and analysis, especially for the monitoring of progress towards the goals of the African Union's Second Decade of Education. Given that this is a pioneering initiative, the survey results can shed light on all programme design and policy development in order to improve the quality of education in schools of the region.

1. INTRODUCTION

The quality of education is one of the African factors affecting the development and living standards of young people today. While the notion of education quality is often difficult to define, there are some basic factors which are considered key for educational outcomes. These include the quality of the teaching workforce, the availability of adequate educational materials, a supportive learning environment, and sufficient access to basic services in educational settings (e.g. sanitation, basic water and electricity). All of these are important for the promotion of learning and educational performance.

This bulletin presents new data on factors which affect the quality of education in public schools in sub-Saharan Africa. Data were collected among 10 countries in sub-Saharan Africa as part of an initiative designed to better meet regional needs for education statistics and analysis (see also 7).

BOX 1. AFRICA'S REGIONAL INCLUSIVE GROWTH

The first African Nations of Economic Development (ANED) and the Association for the Development of Sub-Saharan Africa (AESDA) worked closely with the UNESCO Institute for Statistics (UIS) to produce this publication to assess the status and the Second Decade of Education for Africa (2010-2020). This action plan involves priority areas such as: (i) and education, some of which are not covered by 100 conventional data collection. Therefore, in 2010 the countries responsible for monitoring understood that this will contribute to a more sustainable capability for sub-Saharan Africa.

To design this new regional development, a technical advisory group was established, including representatives of ANED, AESDA, selected national statistical authorities from the region, and representatives of organizations such as the African Union, the African Union Regional Office for Africa and the African Bank. The advisory group recommended data items which could be used for monitoring progress and were feasible to collect in the existing framework as part of this partnership. The UIS facilitated a questionnaire collected in 2011. Thirty-five out of 48 countries completed the data collection successfully.

April 2012

UIS INFORMATION BULLETIN NO. 10

REACHING OUT-OF-SCHOOL CHILDREN IS CRUCIAL FOR DEVELOPMENT

UIS FACTS

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THE GLOBAL DEMAND FOR PRIMARY TEACHERS – 2012 UPDATE
PROJECTIONS TO REACH UNIVERSAL PRIMARY EDUCATION BY 2018

Quantifying the future need for high-quality teachers is a key step towards meeting primary and secondary education. The UNESCO Institute for Statistics (UIS) produces annual progress reports of the global demand for primary teachers needed to achieve universal primary education (UPE) by the target year of 2015. Data for 2012 shows that a total of 1.7 million additional primary teaching positions will need to be created by 2015. This information bulletin also displays teacher flows in sub-Saharan Africa.

INTRODUCTION

Teacher shortages remain a major obstacle for countries to achieve the goal of universal primary education (UPE). To quantify the extent of educational needs, the UNESCO Institute for Statistics (UIS) produces annual progress reports of the global demand for primary teachers needed to achieve the target by 2015.

These projections do not indicate what will happen but rather what governments should expect happen in order to reach the target. Thus, the projections serve as a guide toward setting goals by outlining the steps to accommodate the increasing of access to primary education between now and 2015. Second, governments need to assess the need to recruit teachers who leave the primary teaching workforce (e.g. due to retirement, illness, attrition, etc.) in order to replace the loss of the primary teaching staff vacancies.

These projections focus on two areas that influence the capacity of teaching workforce at the outset of immediately opened classrooms. First, governments need to evaluate the need for new jobs in order to proceed to the goal of achieving UPE by 2015. These additional jobs need to be created in order to accommodate the increasing of access to primary education between now and 2015. Second, governments need to assess the need to recruit teachers who leave the primary teaching workforce (e.g. due to retirement, illness, attrition, etc.) in order to replace the loss of the primary teaching staff vacancies.

WHERE ARE PRIMARY TEACHERS NEEDED?

In the global total, 1.7 million additional teaching positions will need to be created to reach UPE by 2015.

Between 2010 and 2015, the countries will need to create a total of at least 1.7 million new teacher posts to ensure quality primary education for all children. Figure 1 shows that almost one-half of every an additional teachers are needed in sub-Saharan Africa (SSA). Other regions in need of additional teaching posts include the Arab World (441,000 or 26% of the global demand), Pacific Islands and Western Europe (234,000 or 14%) and South and West Asia (154,000 or 9%). Central and Eastern Europe (2%), Central Asia (2%), East Asia and the Pacific (EAP), and Latin America and the Caribbean (LAC) account for less than 1% of the global additional number of primary teaching posts needed to reach UPE by 2015.

September 2012

Outputs and data dissemination

- **UIS data are featured in other institutions products**
 - ✓ International reports
 - ✓ Regional reports and publications



Final Message

- Inclusion of data obtained from the **Catalogue of Learning Assessments** in forthcoming statistical reports.
- Understand how **nationally administered national assessments and examinations are used for policy making.**
- Share **best practices** in the area of assessments and public examinations