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Institute for Statistics

UIS Products

Education

February 2022

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Institute for Statistics

- Statistical agency of UNESCO, a Category I institute. It is located in Montreal, Canada.
- Produces a wide range of indicators by working with national statistical offices, ministries and other statistical organizations.
- Education 2030 FFA, para 100 established that "*In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate*".
- Maintains, analyses and disseminates international databases on education, science, technology and innovation, culture and communication.
- UIS Director serves as UNESCO's Chief Statistician.

Outline

- UIS mandate and functions
- Pillar 1: Standards and Methodologies
- Pillar 2: Data Production
- Pillar 3: Brokering and Outreach
- Resources

Major contributions to the global public good

Provide **global data through the UIS platform** and around 30 global partners' platforms

Determine and disseminate **metadata, standards and guidelines**, building **institutional capacities** in education statistics

Engage in **global and regional partnerships**

Offer **guidance to national authorities** and **monitor development indicators globally** based on reports from national authorities

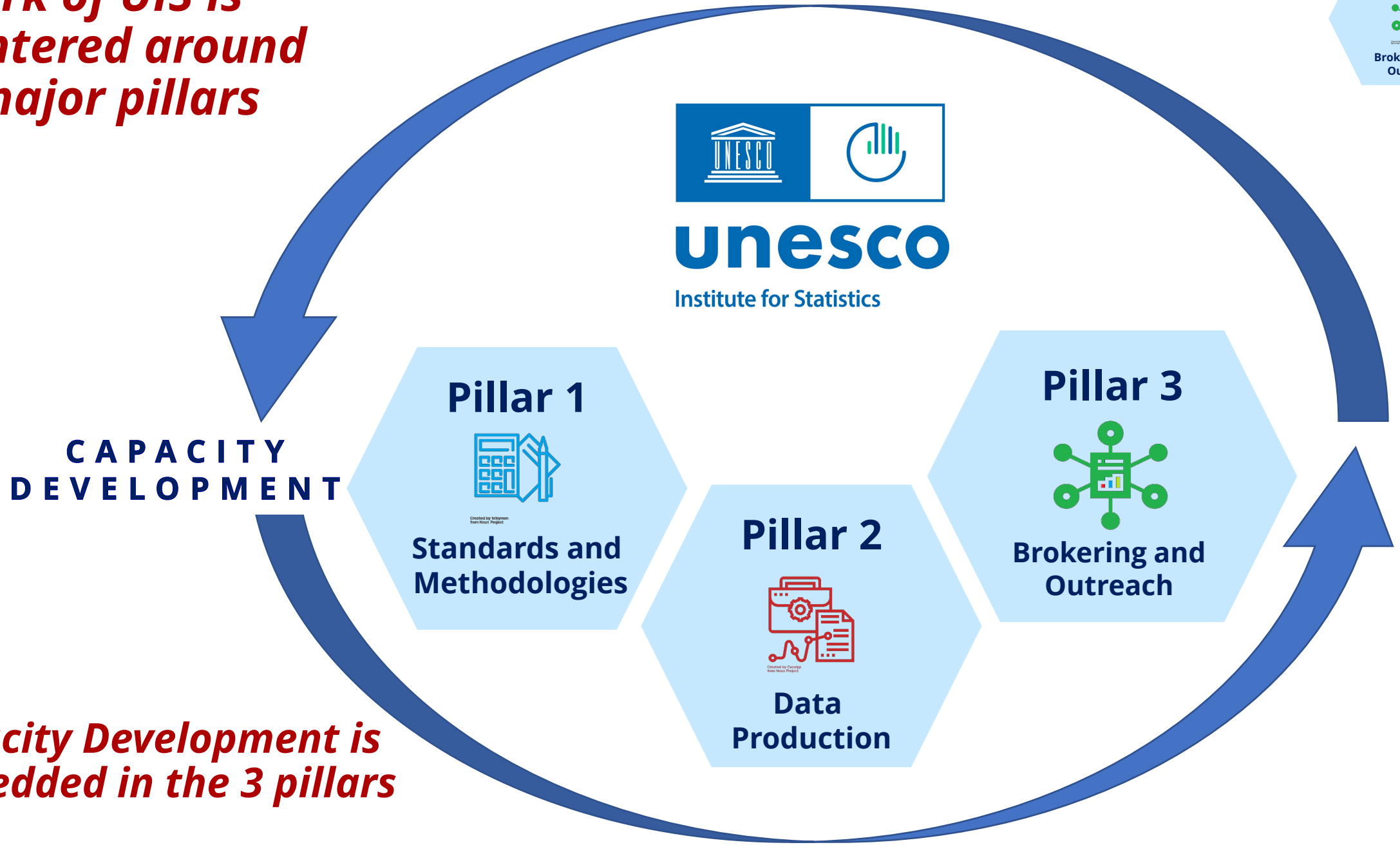
Inform the debate on **global issues**, while **advocating constructively for developing countries** and **encouraging action** at the regional level

Establish agreements based on expert consultation on **novel standards and data collection methods**, especially with respect to the **SDG 4 monitoring framework**

Collaborate with national authorities to **pilot new approaches** for better guidance on data

Develop methodologies for SDG 4 global and thematic indicators aimed at **good quality** and **increased coverage** using methodologies to combine, compare and aggregate different sources, including non-official data

Work of UIS is centered around 3 major pillars

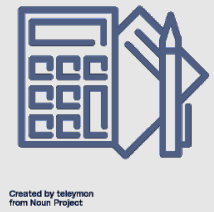


Pillar 3
Brokering and Outreach

Capacity Development is embedded in the 3 pillars

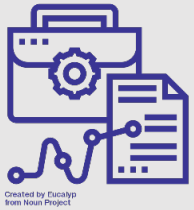
Resources for setting standards and methodologies, production of data and brokering and outreach

Standards and Méthodologies → Data Production → Brokering and Outreach



International classifications and **mappings to national systems** such as guidebooks, operational manuals, and visual diagrams

Guides to data production and **technical papers** for methodologies for education, R&D, ICT, culture data



UIS surveys such as the Formal Survey of Education, Literacy and Educational Attainment survey, R&D and in culture.

Secondary sources of data

Metadata for global and thematic indicators, from definitions of key concepts to data sources

- Operational Guide & EMIS Buyers Guide
- Innovation in learning
- Surveys on the effects of the COVID-19 pandemic

...and more

COVID-19 RESPONSE

EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS

Record and coordinate donor support with a **Virtual Register Microsite** dedicated to specific actions and themes such as COVID-19 and EMIS

Technical Cooperation Group (TCG)

Global Alliance to Monitor (GAML)

Working group on COVID-19

Virtual Register Microsites

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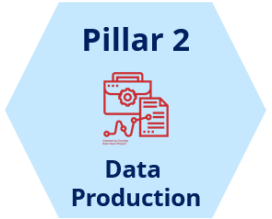
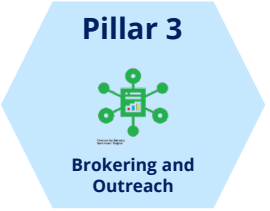
Pillar 1
Standards and methodologies

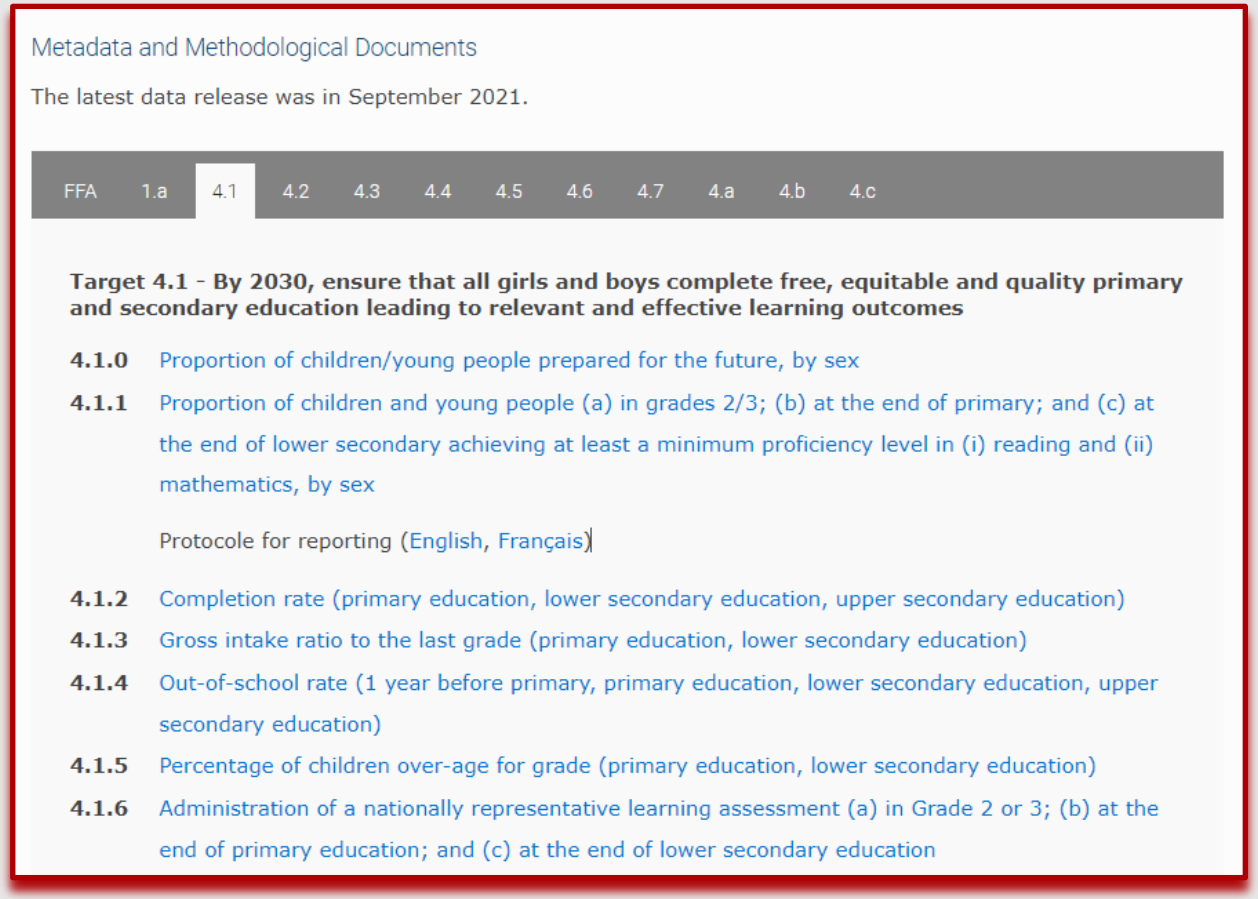




The metadata with the description of context and methods helps to understand the data disseminated

Pillar 3

Brokering and Outreach



Metadata and Methodological Documents

The latest data release was in September 2021.

FFA | 1.a | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.a | 4.b | 4.c

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

4.1.0 Proportion of children/young people prepared for the future, by sex

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

Protocole for reporting (English, Français)

4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)

4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)

4.1.4 Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

4.1.5 Percentage of children over-age for grade (primary education, lower secondary education)

4.1.6 Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education

- **Metadata for all SDG 4 indicators**
  - **One file per indicator**
- **Each file includes:**
  - Definition
  - Purpose
  - Calculation method
  - Interpretation
  - Type of data source
  - Disaggregation
  - Data required
  - Data sources
  - Quality assurance
  - Limitations and comments

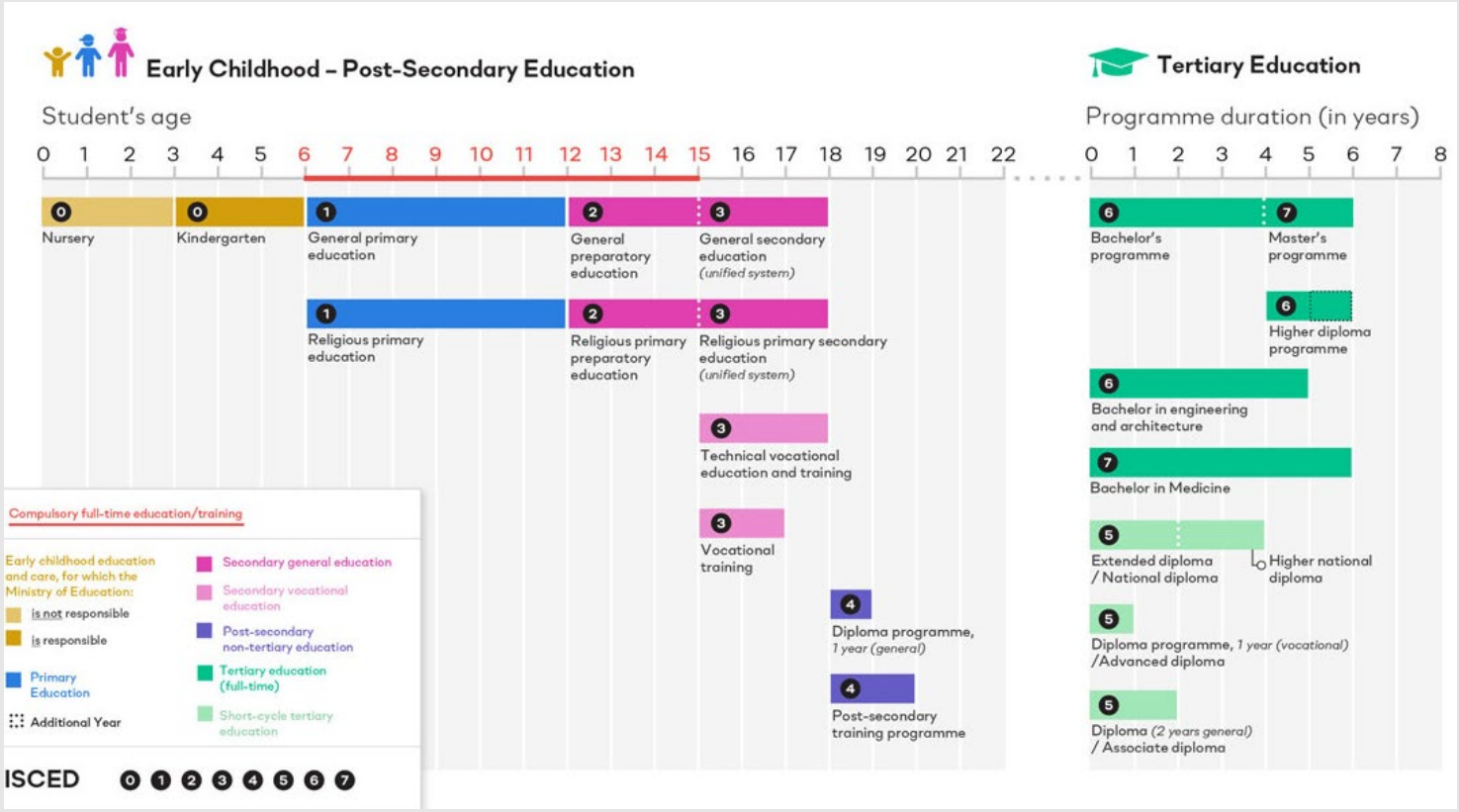
http://tcg.uis.unesco.org/methodological-toolkit/metadata/

ISCED Classification Diagrams and ISCED-T

Pillar 3

Brokering and Outreach

Visual image of the structure of national education systems classified according to ISCED 2011. Based on **mappings** provided by Member States. ISCED mappings are published for 192 countries.



http://isced.uis.unesco.org/visualizations/

New Classification International Standard Classification of Teacher Training Programmes (ISCED-T)

Adopted at the 41st Session of the UNESCO General Conference. ISCED-T is a framework for assembling, compiling, and analysing cross-nationally comparable statistics on teacher training programmes and related teacher qualifications.

All UIS publications related to ISCED may be accessed here.

Methodological development in Learning Outcomes (4.1.1)

Pillar 3

Brokering and Outreach

2016 → 2017 → 2018 → 2019 → 2020 → 2021

	2016	2017	2018	2019	2020	2021
End primary/lower secondary	No methodology & no data (Tier III)		No methodology & data (Tier II)		Methodology & data (Tier I)	
Early grades	No methodology & no data (Tier III)			No methodology & data (Tier II)	Methodology & data (Tier I)	

Development of Standards

- Global Content Framework
- Global Proficiency Framework
- Minimum Proficiency Levels
- Procedural Alignment Tool

Linking Assessments through innovative psychometric methods

- **Rosetta Stone**
  Subject-based linking
  Global (TIMSS/PIRLS) & Regional (PASEC & ERCE) assessments
- **MILO**
  Subject/item-based linking
  (6 African countries)
- **New tools by partners (eg SEA-PLM)**

Harmonization existing results

- **Policy Linking Toolkit**
  (15 countries & ICAN)

Data Learning Compact (UNESCO/UIS UNICEF/WBG)

Pillar 3

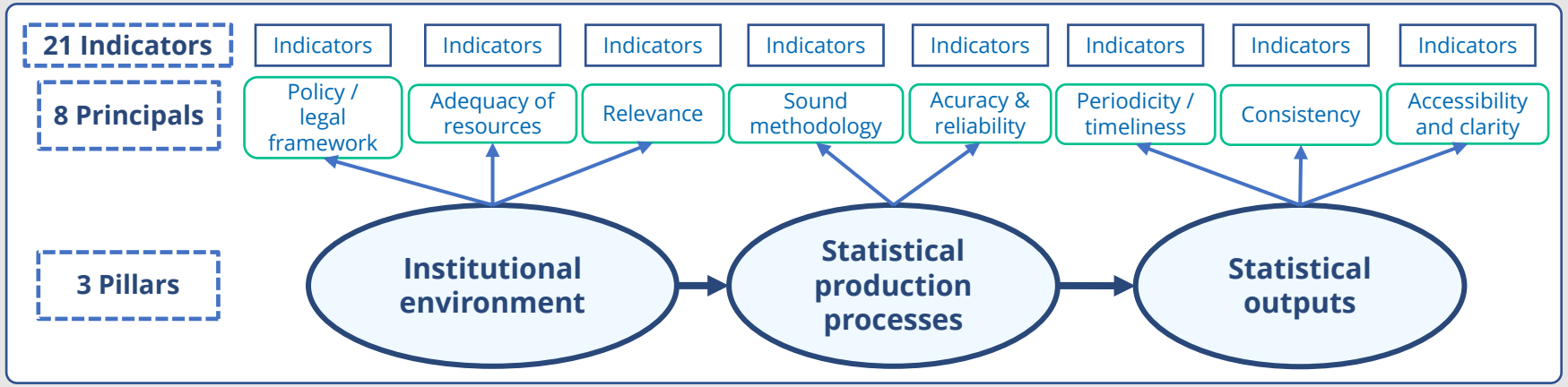
Brokering and Outreach

System strengthening for quality data production for all levels

Data Quality Assessment (DQA) Framework

A tool to provide a simple and flexible structure for the qualitative assessment of education statistics

- **Full version** of DQA
- **Light version** of DQA (Light-DQA) specially designed to assess the data production chain of the country in short yet with plausible quality



National Strategies for Development of Education Statistics (NSDES)

A step-by-step guide to develop a holistic strategies for developing *a medium-term vision* for a strengthened education data system and data management platform in the country, which helps to integrate or bring various data from different sources in a single platform.

Policy Linking Learning Outcomes

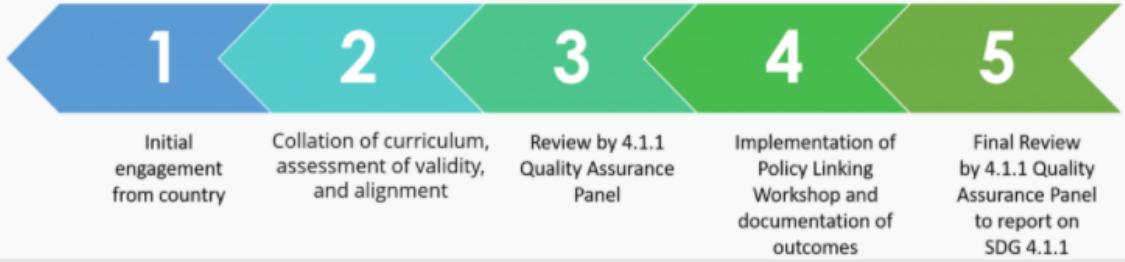
Pillar 1
Standards and Methodologies

The **Policy Linking methodology** is used to link learning outcomes from existing assessments to the **Global Proficiency Framework (GPF)** and to set benchmarks (or cut scores) on learning assessments to align them across countries and contexts over time.

This method allows countries to **use their existing assessments to report against SDG 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*

Overview | Global Content Framework | Global Proficiency Framework | Quality Review Panel | Toolkit | Pilots | Resources

Reporting on SDG 4.1.1 using the policy linking methodology is a rigorous process during which teachers and curriculum experts are involved in the alignment of assessments to global standards of the Global Proficiency Framework and outcomes are submitted to the 4.1.1 Quality Assurance Panel.



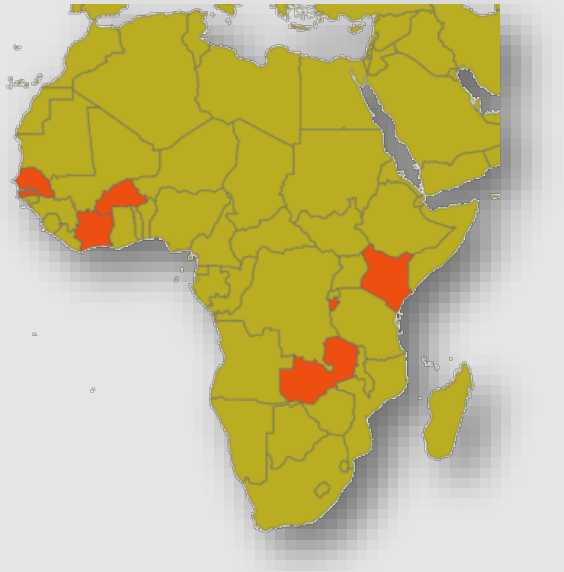
http://gaml.uis.unesco.org/policy-linking/

MILO: COVID-19 Monitoring Impacts on Learning Outcomes

Pillar 3

Brokering and Outreach

Senegal
Burkina Faso
Côte d'Ivoire



Kenya
Burundi
Zambia

https://milo.uis.unesco.org/

4 goals:

- Evaluate the impact of COVID-19 on learning outcomes & measure the learning loss by reporting against SDG 4.1.1b in reading and mathematics. Students from grades 5-7 were assessed in English or French using historical assessment PASEC, NAMSLA and NAS from 2016 and 2019.
- Identify the impact of different distance learning mechanisms put in place to remediate the learning disruption generated by COVID-19
- Expand the UIS bank of items for primary education
  - **Global Item Bank**, a resource shared internationally to strengthen national assessments
- Generate a toolkit so that assessment results can be scaled to international benchmarks, reporting against SDG 4.1.1b in reading and mathematics

Assessments for Minimum Proficiency Levels (AMPL): allow reporting against SDG indicator 4.1.1b for reading and mathematics . The source of the assessment material was the Global Item Bank

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GPE Transforming Education

ACER

confemen

MILO:
Tools for the future

Pillar 3

Brokering and Outreach

Global Item Bank

ITEM STORAGE AND ITEM INFORMATION

- Assessment items from a range of sources and languages
- Variety of item types and stimuli
- Items to be mapped to the Global Proficiency Framework
- Capacity to store information on statistical performance

FUNCTIONALITY AND USE

- Item authoring, item editing, item review
- Quality assurance guidelines to be applied
- Items available in paper-based or technology-based delivery formats
- Retrieval of items by content strands, alignment to different levels of the GPF
- Added to national assessments
  - Strengthen alignment of national assessment to GPF
  - Targeting to report against SDG 4.1.1

AMPL toolkit

ASSESSMENTS OF MINIMUN PROFICIENCY LEVELS USED IN MILO

- AMPL-b Reading
- AMPL-b Mathematics

STANDARDS, FRAMEWORKS, AND PROCEDURES DEVELOPED FOR MILO

- Assessment Blueprint
- Technical standards
- Contextual framework
- Student, school and system questionnaires
- Field operations guidelines
- Psychometric approach

MILO:
Future possibilities

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Pillar 3
Brokering and Outreach

Assessments for Minimum Proficiency Levels (AMPL)

Expand the AMPL-b

Measure the attainment of MPL at end of primary in other contexts:

- Other countries

- Other languages

AMPL-b as a resource

- AMPL-b as a standalone assessment

- AMPL-b integrated into national assessment:
  * as a whole booklet form

  * rotated through national forms

Expand the AMPL

Measure the attainment of other Minimum Proficiency Levels in reading and mathematics referred to SDG 4.1.1:

- AMPL-c: at the end of lower secondary
- AMPL-a: at the end of lower primary

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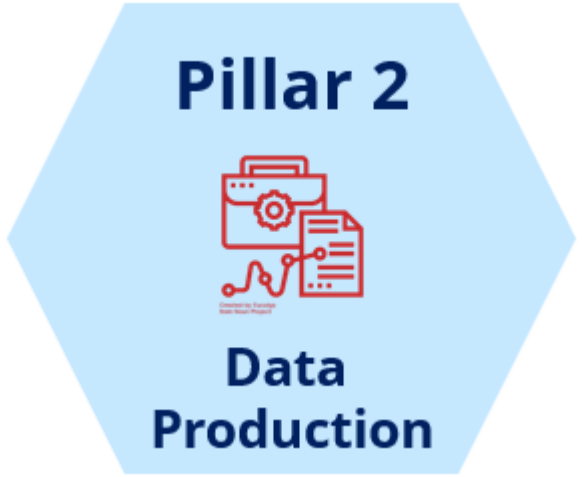
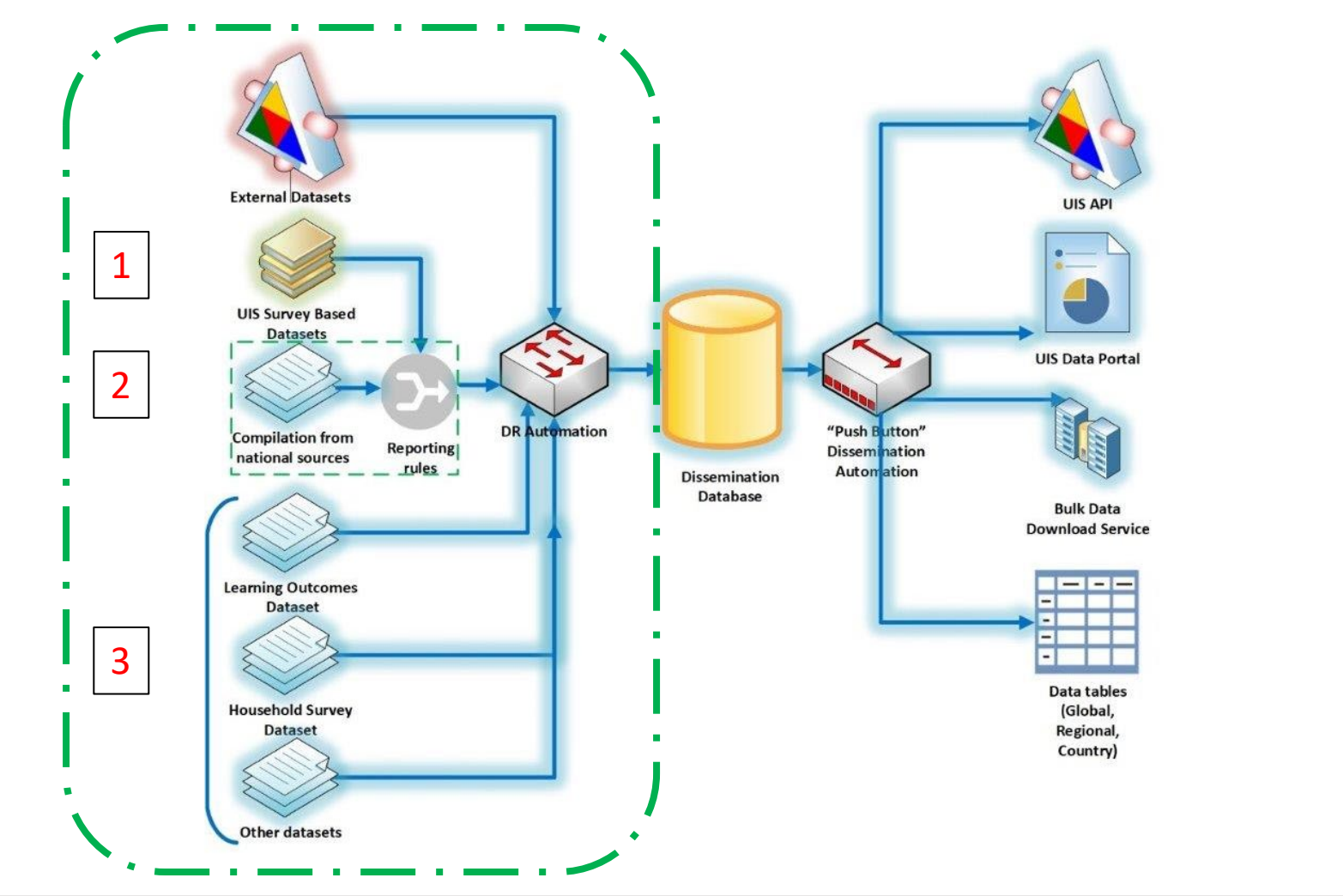
Pillar 2
Data Production



Education data produced and disseminated by the UIS

Pillar 2

Data Production



http://data.uis.unesco.org/ http://tcg.uis.unesco.org/data-resources/

1. UIS collects education data from countries through surveys

Pillar 2
Data Production

Survey of Formal Education
Frequency: Annual
4 Questionnaires (in 5 languages):
Students and teachers (ISCED 0-4);
Educational expenditure (ISCED 0-8);
Students and teachers (ISCED 5-8);
National education systems
Supporting documents:
Manual of instructions; ISCED manual

UNESCO-OECD-Eurostat (UOE) Survey

Survey of Literacy and Educational Attainment
Frequency: Biennial
2 Questionnaires (in 3 languages):
Educational attainment; Literacy

Contribute to two data releases (March and September):
- SDG 4 indicators
- Other policy-relevant indicators

http://uis.unesco.org/en/uis-questionnaires

2. Data from national sources are compiled to produce SDG indicators in automated dynamic templates

Pillar 2

Data Production

The templates compile administrative data and expenditure data. They contain the **metadata of the indicators, data automatically prefilled** (UNPD population data, ISCED mapping of national education structure, Gross Domestic Product) and **formulas for the calculation of selected SDG indicators.**

Raw data

Indicators

Administrative data

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2. Number of students and repeaters in primary education by age grade and sex

2021	Primary education (ISCED 1)							
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Unspecified or residual grade
< 5	0	0	0	0	0	0	a	0
5	0	0	0	0	0	0	a	0
6	4848	0	0	0	0	0	a	0
7	16244	4179	0	0	0	0	a	0
8	9333	13575	3954	0	0	0	a	0
9	4149	10074	10831	3352	0	0	a	0
10	1861	4883	8514	8938	2620	0	a	0

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4.1.4 Out-of-school rate (primary education, lower secondary education, upper secondary education)

1. Primary education (ISCED 1)

Official age group	7 - 12

Calculation method:

OSR (ISCED 1) = (Population (aged 7 to 12) - (ENRL (ISCED 0, aged 7 to 12) + ENRL (ISCED 1, aged 7 to 12) + ENRL (ISCED 2, aged 7 to 12) + ENRL (ISCED 3, aged 7 to 12)) / Population (aged 7 to 12) * 100

Year	National data			UIS methodology						UIS published indicator		
	Total net enrolment			UNPD population			Out-of-school rate			Out-of-school rate		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
2021	337389	159585	177804	390643	197141	193502	13.63	19.05	8.11	m	m	m
2020	330907	156721	174186	379669	191561	188108	12.84	18.19	7.40	m	m	m
2019	314432	150016	164416	368560	185918	182642	14.69	19.31	9.98	14.74	19.37	10.03
2018	292400	140592	151808	357420	180271	177149	18.19	22.01	14.30	18.19	22.01	14.30
2017	277593	133410	144183	346323	174664	171659	19.85	23.62	16.01	19.85	23.62	16.01

Expenditure data

Educational Expenditure (Rapid Data Collection)

Name	
Completion date	16/10/2021
Have you saved the reports/data used to complete this questionnaire?	Yes
Country	
National currency	FCFA
Unit	Thousands (1000)
Financial year (month start/month end)	January (1) – December (12)

Please complete the tables below in units (preferable) of national currency.
If actual expenditure is not available, complete the Revised estimates/Budget with "revised estimates"; if "revised estimates" are not available, complete them with budget (also called allocat

Expenditure Items	2012		2013		20
	Revised estimates/Budget	Actual expenditure	Revised estimates/Budget	Actual expenditure	Revised estimates/Budget
1. Total Government expenditure from all sectors (including education)	2,800,000,000		3,733,650,000		3,452,371,861
Rows in yellow below are optional (data disaggregated by Ministres or ISCED levels).					
2. Total: Government expenditure on education (central, regional and local)	427,498,000		496,862,000		493,643,559
2.1 of which: Ministry of Education					
2.2 of which: other Ministries					
2.3 of which: by education level	-	-	-	-	*493,643,559*
ECE development					
Pre-primary					11,495,132
Primary					161,036,165
Total secondary	-	-	-	-	*260,906,133*
Lower secondary					
Upper Secondary					
Post-secondary non-tertiary					
Tertiary					58,157,426
Not allocated by level					2,048,703
Validation: 2. = 2.3	FALSE	TRUE	FALSE	TRUE	TRUE

	2012	2013	2014	2015	2016
3. Total Gross Domestic Product (GDP), in current price (local currency)	14,858,604,000	15,981,280,000	17,276,318,000	18,285,382,000	19,344,838,000

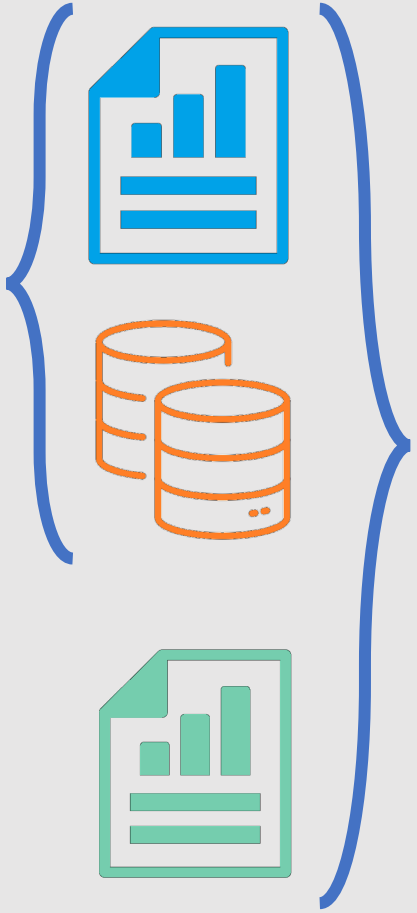
Comparison national sources vs UIS	2012	2013	2014	2015
Indicators calculated from national sources				
Revised estimates / Budget				
1.a.2 Proportion of total government spending on essential services (education)	15.27	13.31	14.30	13.46
1.a.GDP Government expenditure on education as a percentage of GDP	2.88	3.11	2.86	2.82
Actual expenditure				
1.a.2 Proportion of total government spending on essential services (education)				
1.a.GDP Government expenditure on education as a percentage of GDP				
Indicators from the UIS (actual expenditure)				
1.a.2 Proportion of total government spending on essential services (education)	15.18	13.82	12.88	13.24
1.a.GDP Government expenditure on education as a percentage of GDP	2.70	2.77	2.69	2.77

3. Data from household surveys and learning assessments

Pillar 2
Data Production

Household survey (HHS) report and microdata

Learning assessment (LA) surveys



Data compilation and harmonization

SDG 4 Database

4 QUALITY EDUCATION

Mapping sources from HHS and LA

Pillar 2

Data Production

Household Survey (HHS) inventory

General information	Data source and procurement							
Last update (date)	Country	Survey year	Survey name	Survey type	Survey type (other)	Survey Status	NSO	Questionnaire
MM-DD-AAAA	Text	Text	Text	Drop-down	Text	Drop-down	Text	Text
03-18-2021	Algeria	2012	Ministere de la santé et de la population			Complet		
03-18-2021	Angola	2018	National Household Survey			Complet	Presidensy of the Republi	
03-18-2021	Angola	2008-2009	IIPWB					
03-18-2021	Anguilla	2008	Household Budget Survey			Complet	http://statistics.gov.ai/	
03-23-2021	Anguilla	2018	School Admin Data			Complet	http://statistics.gov.ai/	
03-18-2021	Anguilla	2021	Anguilla Labour Force Survey	National LFS		Complet	http://statistics.gov.ai/	
04-29-2021	Anguilla		Business and Agricultural Surveys				http://statistics.gov.ai/	
05-03-2021	Antigua a	2018	Labour Force Survey	National LFS		Complet	https://statis	https://statist
03-12-2021	Argentina	2004	EPH					
03-12-2021	Argentina	2004	EPH	National multi-purpose		Complet		
03-12-2021	Argentina	2012	EPH					
03-12-2021	Argentina	2012	EPH	National multi-purpose		Complet		
03-22-2021	Argentina	2018	National Survey of Household Expenditures (ENGHo)	National budget/expenc		Complet	https://www.	https://www.i

Microdata availability	Citation requested when using data		Are the following documents saved in the dedicated repository?			4.1 related questions						
	Text	Link	Questionnaire(s)	Microdata	Main report(s)	Age group	Attendance	Level attending	Grade attending	Type attending (public/private)	Level attained	Grade attained
Drop-down	Drop-down	Drop-down	Yes/0=N	Yes/0=N	Yes/0=N	Yes/0=i	Yes/0=	Yes/0=i	Yes/0=i	1=Yes/0=No	Yes/0=i	Yes/0=i
			0	0	0	1	1	0	0	0	1	1
			0	0	0	1	1	0	0	0	1	1
							1	1		0		
			0	0	0	1	0	0	0	0	0	0
			0	0	0	0	0	0	0	0	0	0
			0	0	0	1	1	0	0	0	1	0
			1	0	1	1	1	1	1	0	1	1

- Captures the main information of household surveys (i.e., name, links to questionnaire, microdata, etc.)
- Maps the household surveys to the variables needed to produce SDG 4 indicators
- Indicates if SDG 4 indicator results are published by the country
- Tracks microdata availability and processing

Mapping sources from HHS and LA

Pillar 2

Data Production

Learning assessments (LA) inventory

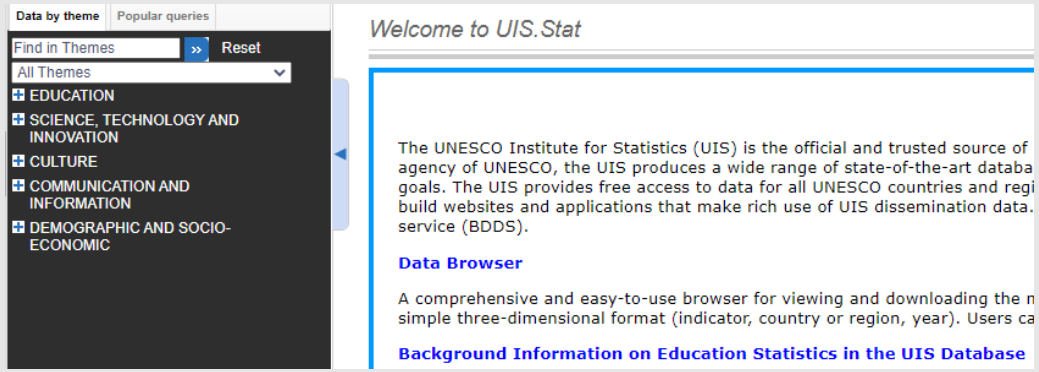
- Maps national, regional, and international LA to domain and grade
- Captures the main information of the NLA (i.e., name, link microdata, use of IRT, etc.)

Domain	Year	Education level	Country name	FIG1 (1=assessment)	Assessment name	Target grade	Measurement point	Data source (sample/census)	Is IRT used for data analysis? (0=No; 1=Yes)	Are PLD defined? (0=No; 1=Yes)	Are results as % of students by PLD available? (0=No; 1=Yes
Reading	2015	End of primary	Benin	1	Certificat d'études primaires (CEP)	6	End of primary	Census	0	0	0
Math	2015	End of lower seconda	Benin	1	Brevet d'études du premier cycle (BEPC)	10	End of lower secondary	Census	0	0	0
Reading	2015	End of lower seconda	Benin	1	Brevet d'études du premier cycle (BEPC)	10	End of lower secondary	Census	0	0	0
Math	2014	Grade 2/3	Benin								
Reading	2014	Grade 2/3	Benin								
Math	2014	End of primary	Benin	1	Certificat d'études primaires (CEP)	6	End of primary	Census	0	0	0
Reading	2014	End of primary	Benin	1	Certificat d'études primaires (CEP)	6	End of primary	Census	0	0	0
Math	2014	End of lower seconda	Benin	1	Brevet d'études du premier cycle (BEPC)	10	End of lower secondary	Census	0	0	0
Reading	2014	End of lower seconda	Benin	1	Brevet d'études du premier cycle (BEPC)	10	End of lower secondary	Census	0	0	0

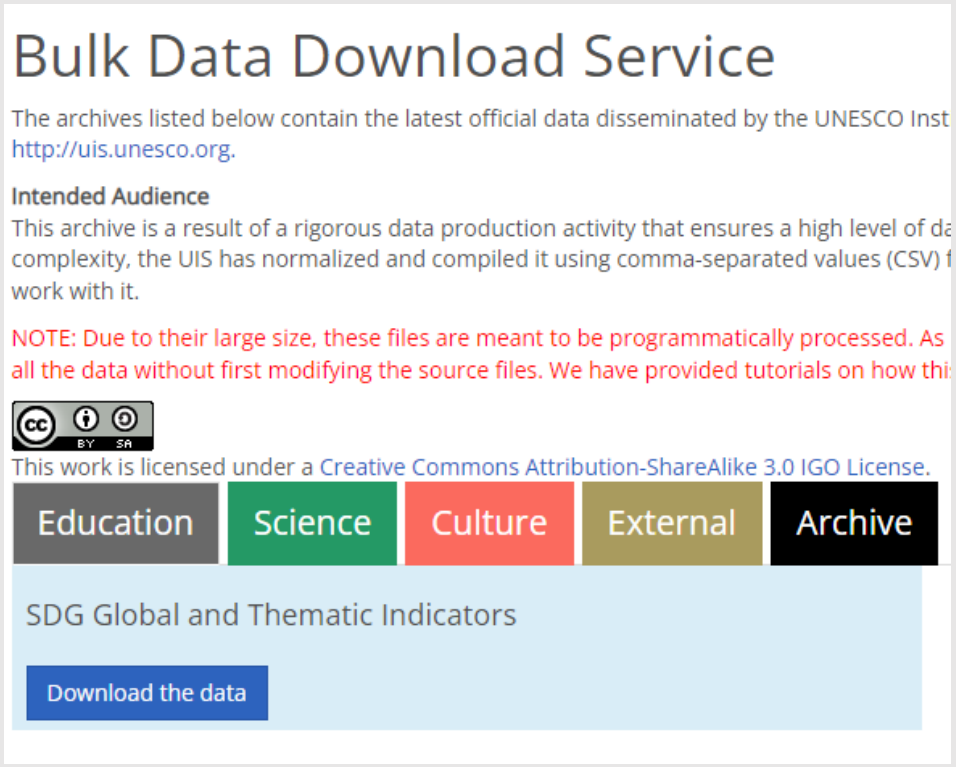
Data Production
Downloading data

Pillar 2

Data Production



http://data.uis.unesco.org/



http://tcg.uis.unesco.org/data-resources/

UIS produces a variety of resources →
Data - Repositories - Dashboards

Pillar 2
Data Production

UIS dashboards present SDG 4 indicators and benchmarks by region and country and target
→ Historical data series from 2010 to 2020

SDG 4 Data

Official List of SDG 4 Indicators (PDF)

- SDG 4 Global Data Book by target (Excel)
- SDG 4 Country Data Table (Excel)
- SDG 4 Data Tree Specifications - Mapping (Excel)
- SDG 4 Dataset (csv)

SDG 4 Benchmarks Indicators Data Book (Excel)

Find out more about the SDG 4 Benchmarks and the work of the TCG:

- TCG 6 Benchmarks Decisions
- TCG 7 Benchmarks Background

Repositories

Education Indicators Reports

Country	Year	Early childhood education (ISCED 0)	Primary educatio (ISCED 1)
Argentina	2013	●	●
	2014	●	●
	2015	●	●

Education Expenditure Reports

Country	Year	Actual
Gambia	2017	●
	2018	●
	2019	●

SDG 4 Global Dashboard

Region: (Tout) | Target: 4.2 | Indicator Number: 4.2.2 | Indicator: Participation rate in organized learning (one year before the official primary entry age), both sexes (%)

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Africa (Northern) and Asia (Western)	Algeria				70,5							
	Armenia		8,0					51,4				
Africa (Sub-Saharan)												

SDG 4 Country Dashboard

Country: Afghanistan | Target: (Tout) | Indicator Name: (Tout)

Indicator Number	Indicator Name	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1.a.2	Proportion on essentia											
1.a.gdp	Government a percentag											
4.1.0	Proportion the age of p											
4.1.1	Proportion primary edu											
	Proportion primary edu											

SDG 4 Benchmark Indicators Dashboard

Target: 1.a | Indicator Name: 1.a.2 Proportion of total government spending on essential services (education)
Region: SDG: Africa (Northern) | Country: (Tout)

Indicator Number	Country	2010	2012	2015	2016	2017	2018	2019	2020
1.a.2	Tunisia	24,8	21,0	22,7					
	Morocco			4,6		5,1	5,4	6,0	
	Algeria				16,1	17,6	13,8	14,5	16,5

http://tcg.uis.unesco.org/data-resources/

http://tcg.uis.unesco.org/sdg-4-dashboard/

http://covid19.uis.unesco.org/

Data Production
Tables

Pillar 2
Data Production

SDG 4 Global Data Book

	A	B	C	D	E	F	G	H
1	Global and thematic indicators for the SDG 4 by Country (2010-2021)							
2								
3	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							
4	Sub-theme: 4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)							
5	Table: 4.1.2 Completion rate, primary education by sex and location							
6	**Indicator: CR.1 - Completion rate, primary education, both sexes (%)**							
7								
8	<< Back to TOC							
9								
10	Region	Country	2010	2011	2012	2013	2014	2015
11	SDG: Africa (Northern)	Algeria	92.6	93.3	93.9	94.2	94.9	95.4
12	SDG: Africa (Northern)	Egypt	89.6	90.2	90.8	91.4	90.9	92.6
13	SDG: Africa (Northern)	Morocco	69.1	70.5	71.9	73.3	74.6	76.0
14	SDG: Africa (Northern)	Sudan	71.4	71.3	72.0	72.6	65.4	73.6
15	SDG: Africa (Northern)	Tunisia	92.2	92.7	94.0	93.5	93.8	94.1
16	SDG: Africa (Sub-Saharan)	Angola	47.5	48.9	50.1	51.0	52.0	59.9

Excel file that allows the navigation of SDG 4 time series **by indicator** with the annotated metadata points

Excel file that allows the navigation of SDG 4 time series **by country** with the annotated metadata points

SDG 4 Country Data Table

SDG Target	SDG Table	Related SDG Indicator	SDG Indicator	2010	2011	2012	2013	2014	2015
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of lower secondary education in	..	..	..	..	0.0	1.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of lower secondary education in reading	..	..	..	..	0.0	1.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of primary in mathematics (number)	..	..	..	..	0.0	0.0
4.1	4.1.6	..	Administration of a nationally-representative learning assessment at the end of primary in reading (number)	..	..	..	..	0.0	0.0
4.1	4.1.6	..	Administration of a nationally representative learning assessment in Grade 2 or 3 in mathematics (number)	..	..	..	..	0.0	0.0
4.1	4.1.6	..	Administration of a nationally representative learning assessment in Grade 2 or 3 in reading (number)	..	..	..	..	0.0	0.0
4.1	4.1.3	..	Gross intake ratio to the last grade of primary education, both sexes (%)	95.6	97.6	101.6	106.0	108.4	105.5
4.1	4.1.3	..	Gross intake ratio to the last grade of primary education, female (%)	95.4	97.3	101.3	105.9	108.9	105.5
4.5	4.5.1	4.1.3	Gross intake ratio to the last grade of primary education, adjusted gender parity index (GPIA)	1.0	1.0	1.0	1.0	1.0	1.0
4.1	4.1.3	..	Gross intake ratio to the last grade of primary education, male (%)	95.9	97.9	101.8	106.2	107.9	105.6
4.1	4.1.3	..	Gross intake ratio to the last grade of lower secondary general education, both sexes (%)	58.3	70.4	114.6	85.3	79.3	76.2
4.1	4.1.3	..	Gross intake ratio to the last grade of lower secondary general education, female (%)	66.3	80.0	132.8	93.7	87.2	84.8
4.5	4.5.1	4.1.3	Gross intake ratio to the last grade of lower secondary general education, adjusted gender parity index (GPIA)	1.2	1.2	1.3	1.2	1.2	1.2
4.1	4.1.3	..	Gross intake ratio to the last grade of lower secondary general education, male (%)	50.6	61.3	97.2	77.1	71.7	67.9

Data Production
Repositories of National Publications

Pillar 2
Data Production

Repositories

http://tcg.uis.unesco.org/data-resources/

Repository of Education Indicators Reports

Country	Year	Type: Early childhood education (ISCED 0)	Primary education (ISCED 1)	Secondary education (ISCED 2+3)	Technical and vocational education	Tertiary education (ISCED 5-8)
Argentina	2013	●	●	●		●
	2014	●	●	●		●
	2015	●	●	●		
	2016	●	●	●		●
	2017	●	●	●		●
	2018	●	●	●		
	2019	●	●	●		

http://tcg.uis.unesco.org/data-resources/repository-education-indicators/

Repository of Education Expenditure Reports

Country	Year	Type: Actual	Budget
Gambia	2017	●	
	2018	●	●
	2019	●	●
	2020	●	●
	2021		●

http://tcg.uis.unesco.org/data-resources/repository-education-budgets/

Out-of-School Rate Modelling

unesco Institute for Statistics

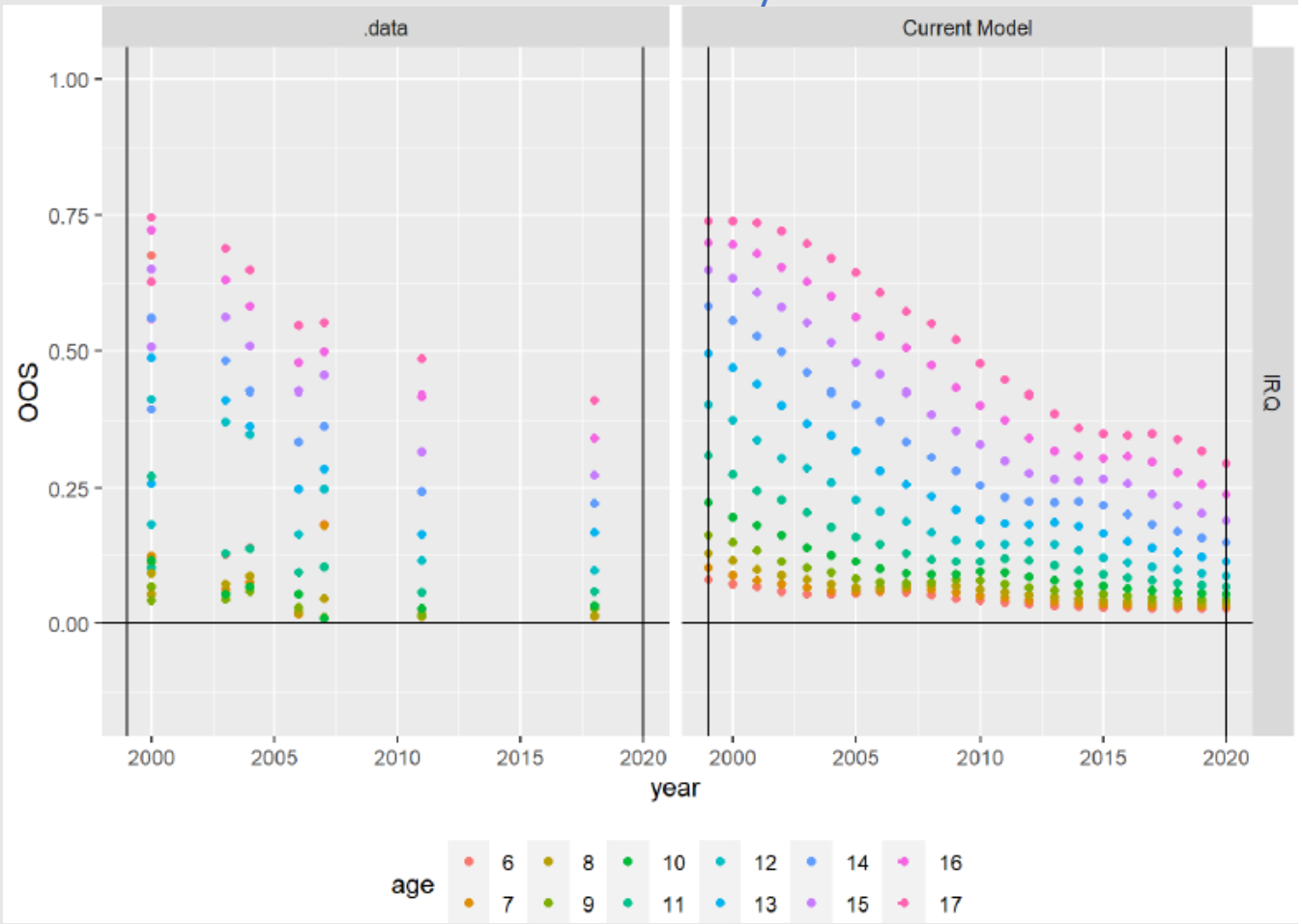
unesco Global Education Monitoring Report

Pillar 2
Data Production

Objective

- Produce complete and coherent OOS rate estimates and uncertainty intervals for all countries in the years 1999-2020 for all school ages
- Address data challenges of misaligned sources, incomplete administrative data, and negative administrative observations
- Forecast forward at least one full school enrollment cycle from 2020, ending in 2030-2035

Case Study



Data Coverage Dashboard

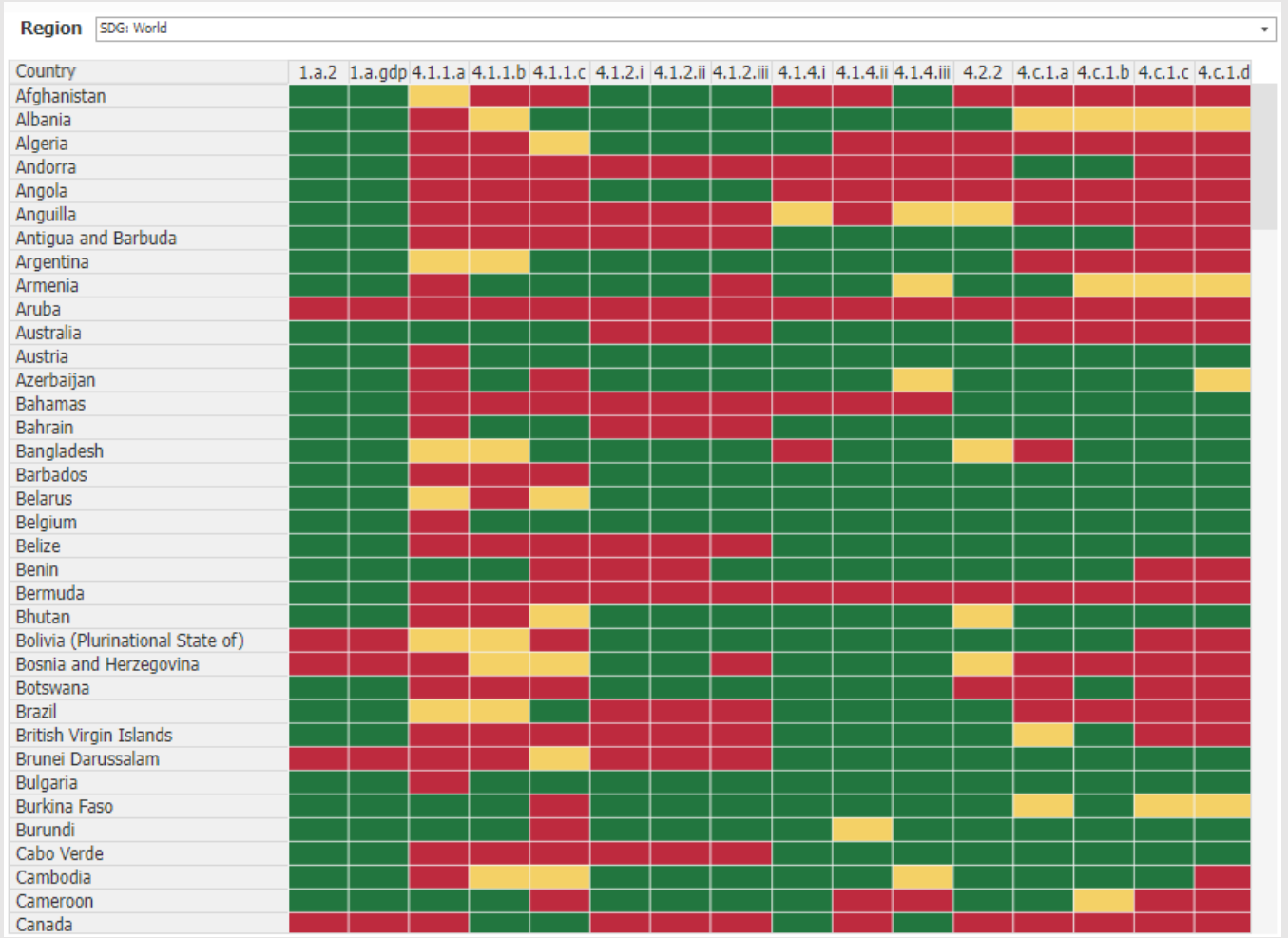
Pillar 2

Data Production

Critical data gaps are plaguing the international monitoring dashboard.

Traffic light approach

- **red**: if the country does not have any data in the last 8 to 10 years, depending on the indicator
- **yellow**: if a country has at least one data point in the latest period of 4 to 5 years
- **green**: if the country has at least one data point in the last period of 4 or 5 years and at least one data point in the precedent period of 4 or 5 years allowing for data trend analysis

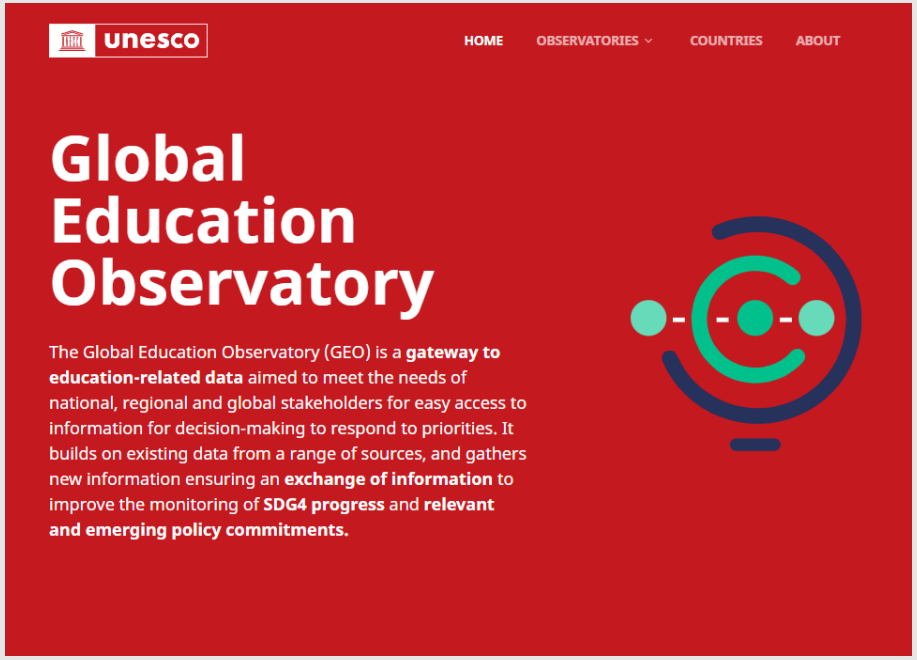


http://tcg.uis.unesco.org/benchmarks-dashboard/data-coverage/

Global Education Observatory:
General overview

Pillar 3

Brokering and Outreach

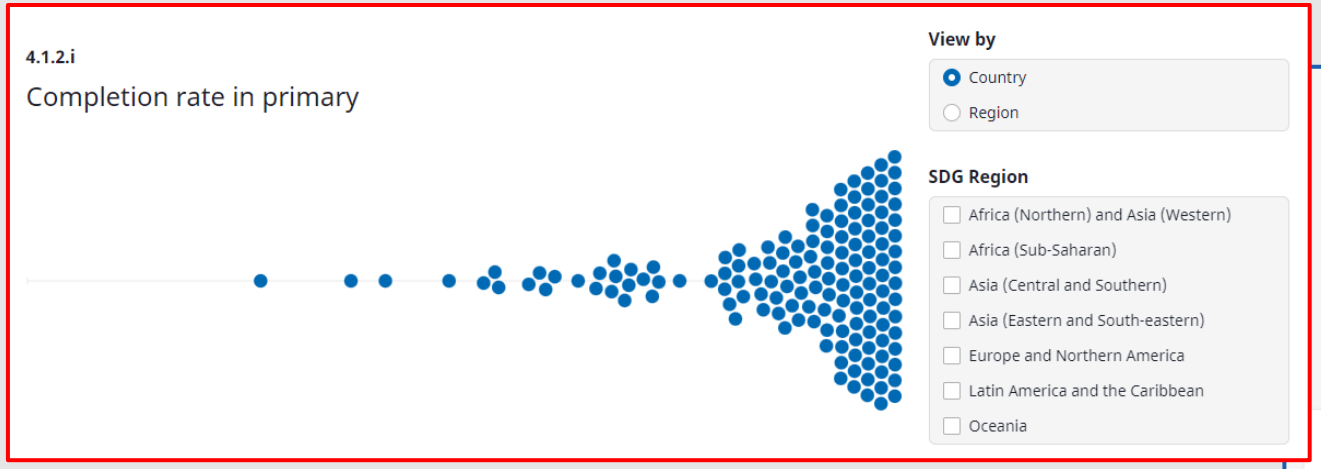


GEO brings together administrative data, household surveys, learning assessments and education finance from various data producers, notably the UIS, to explore the progress made towards SDG 4, the global education goal.
https://geo.uis.unesco.org/

Dashboards on SDG benchmarks

Pillar 3

Brokering and Outreach



https://geo.uis.unesco.org/sdg-benchmarks

Learning Poverty
A joint indicator UIS/WBG

Pillar 3

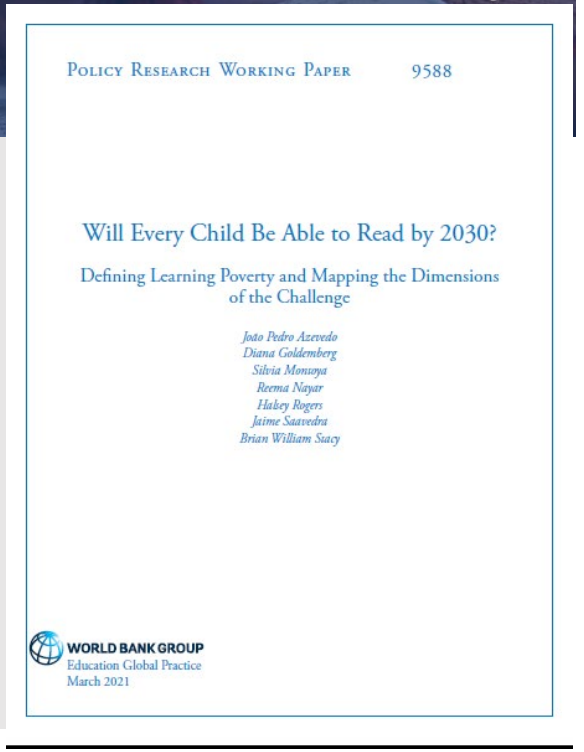
Brokering and Outreach

The **Learning Poverty** Indicator comprises two components: learning and participation.

1. **Learning component:** learning outcomes in **reading** (**SDG 4 Indicator 4.1.1)** mapped to **early grades (grade 2/3), end of primary.**

2. **Participation component:** corresponds to the out-of-school rate for children of primary school age (**SDG 4 Indicator 4.1.4)**

Update annually is generating since 2022 a yearly follow-up report monitoring progress towards target


Policy Research Working Paper 9588

Will Every Child Be Able to Read by 2030?

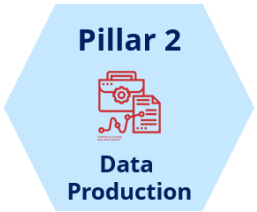
Defining Learning Poverty and Mapping the Dimensions of the Challenge

João Pedro Azevedo
Diana Goldemberg
Silvia Montoya
Reema Nayar
Halsey Rogers
Jaime Saavedra
Brian William Stacy

WORLD BANK GROUP
Education Global Practice
March 2021

unesco
Institute for Statistics

Pillar 3
Brokering and Outreach



Brokering and Outreach:
Global Coordination (1)

Pillar 3

Brokering and Outreach

The UIS is active internationally through its involvement on steering committees and task forces.

Technical microsites

TECHNICAL COOPERATION GROUP

Co-chaired with GEMR

Developing indicators for monitoring SDG 4

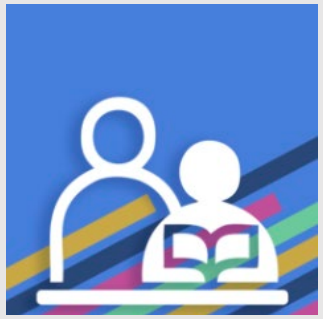
tcg.uis.unesco.org/

GLOBAL ALLIANCE TO MONITOR LEARNING

Task forces

Technical issues and guidance on monitoring learning

http://gaml.uis.unesco.org/



International Standard Classification of Education

http://isced.uis.unesco.org/

Develop, maintain, update and review ISCED. Provide guidance on the effective and consistent use of ISCED for data collection and analysis

EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS

Repository of national EMIS-related information and guidelines for implementation and operationalization of EMIS

emis.uis.unesco.org/

Brokering and Outreach:
Global Coordination (2)

Pillar 3

Brokering and Outreach

Global UIS website

unesco Institute for Statistics

uis.unesco.org/

Global Education Observatory

Gateway to education-related data aimed at improving the monitoring of SDG 4 progress and relevant policy commitments.

geo.uis.unesco.org/

Rapid response to emergency policy issues

COVID-19 RESPONSE

Inter-Secretary Working Group of the UN system

UNESCO / UNICEF / WB / OECD

covid19.uis.unesco.org/

World Inequality Database on Education

WIDE

unesco Institute for Statistics

unesco Global Education Monitoring Report

Data from Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), other national household surveys and learning assessments from over 160 countries.

www.education-inequalities.org

Learning Data Compact, a global partnership

At least 1 quality measure of learning by 2025

2 points of measurement twice in two domains by 2030

UNESCO / UNICEF / WB

http://tcg.uis.unesco.org/learning-data-compact/

Setting national benchmarks: Meeting the commitment of the FFA

Pillar 3
Brokering and Outreach

Setting national benchmarks

In August 2021, UNESCO invited countries to submit their national benchmark values for 2025 and 2030 for each of the seven global and thematic benchmark indicators as their national contribution to the SDG4 progress. The UIS partnered with a number of regional organizations to help countries fulfill this commitment.

http://tcg.uis.unesco.org/benchmarks/

https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2022/01/SDG-4-Data-Digest-2022-ENG.pdf

Seven Benchmarked Indicators

- **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
- **Indicator 4.1.2** Completion rate (primary education, lower secondary education, upper secondary education)
- **Indicator 4.1.4** Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)
- **Indicator 4.2.2** Participation rate in organized learning (one year before the official primary entry age), by sex
- **Indicator 4.c.1** Proportion of teachers with the minimum required qualifications, by education level
- **Equity indicator** on completion rate in upper secondary (national values to be submitted in 2022)
- **Education expenditure** as a share of GDP/total public expenditure (Education 2030 Framework for Action, §105)

Setting benchmarks:
The process at the regional level

Pillar 3

Brokering and Outreach

Africa

UIS collaborated with the African Union Commission via its Pan African Institute of Education for Development (IPED) conducting several consultations with Member States.

Summary Report of Africa Regional Technical Consultations on Regional Benchmarks for SDG 4 and CESA 16-25

http://tcg.uis.unesco.org/benchmarks-dashboard/benchmark-africa/

Arab States

UIS collaborated with UNESCO Beirut who worked closely with regional organizations such as Arab Bureau of Education for the Gulf States (ABEGS) and the Regional Center for Educational Planning (RCEP) and ensured effective communication and consultation with sister agencies and partner international organisations.

http://tcg.uis.unesco.org/benchmarks-dashboard/benchmarks-arab-states/

Asia and the Pacific

UIS has partnered with UNESCO Bangkok and Learning and Education 2030+ Networking Group and the following sub-regional organizations: South East Asia Ministers of Education Organization (SEAMEO), South Asia Association for Regional Cooperation (SAARC), and the Pacific Islands Forum (PIF).

Summary Report of Asia and Pacific Regional Technical Consultations on Regional Benchmarks for SDG 4

http://tcg.uis.unesco.org/benchmarks-dashboard/benchmarks-asia-pacific/

Latin America and Caribbean

UIS partnered with regional organizations CARICOM and CECC-SICA

http://tcg.uis.unesco.org/benchmarks-dashboard/bridging-lac-education-strategy-to-sdg-4/

Benchmarks Dashboards:
Visualizing progress at global, regional and country levels

Pillar 3

Brokering and Outreach

- Dashboards to visualize progress at all levels
- Allow comparison and identification of 'bright spots'
- Intuitive, and usable for stakeholders at all levels
- Countries are trained to ensure effective use
- All stakeholders will have access, ensuring transparency and accountability

Region definition: Africa
Region: African Union - Central Africa
Indicator: 4.1.2.i Completion rate primary

Indicator	Region	Minimum Regional Value at Baseline	Regional Average at Baseline	2025 Minimum regional benchmark	2025 Average of National Feasible Values	2030 Minimum regional benchmark	2030 Average of National Feasible Values
4.1.2.i Completion rate primary	African Union - Central Africa	48.16	74.69				

Global Dashboard

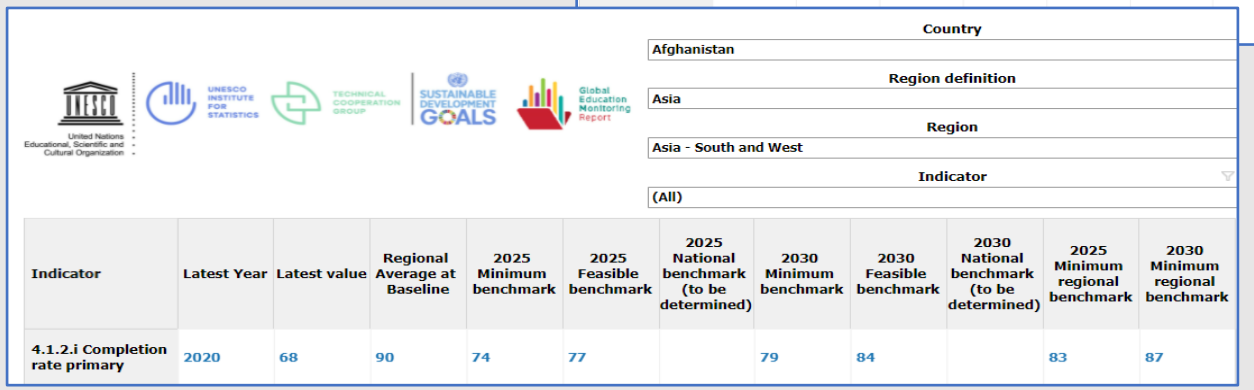
http://tcg.uis.unesco.org/benchmarks-dashboard/global-dashboard/

Regional Dashboard

http://tcg.uis.unesco.org/benchmarks-dashboard/benchmarks-regional-dashboard/

Region definition: Africa
Region: African Union - Central Africa
Indicator: 1.a.2 Proportion of total government spending...

Country	Latest Year	Latest value	Regional Average at Baseline	2025 Minimum benchmark	2025 Feasible benchmark	2025 National benchmark (to be determined)	2030 Minimum benchmark	2030 Feasible benchmark	2030 National benchmark (to be determined)	2025 Minimum regional benchmark	2030 Minimum regional benchmark
Chad	2017	16	12	15			15			15	15
										15	15



Country: Afghanistan
Region definition: Asia
Region: Asia - South and West
Indicator: (All)

Indicator	Latest Year	Latest value	Regional Average at Baseline	2025 Minimum benchmark	2025 Feasible benchmark	2025 National benchmark (to be determined)	2030 Minimum benchmark	2030 Feasible benchmark	2030 National benchmark (to be determined)	2025 Minimum regional benchmark	2030 Minimum regional benchmark
4.1.2.i Completion rate primary	2020	68	90	74	77		79	84		83	87

Country Dashboard

http://tcg.uis.unesco.org/benchmarks-dashboard/benchmarks-country-dashboard/

Reports: Bridging global and regional frameworks

Pillar 3

Brokering and Outreach

Regional reports bridging global SDG 4 and regional education monitoring frameworks

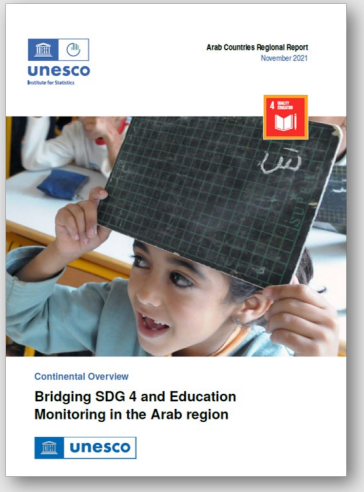
The UIS produced a series of regional reports bridging the global SDG 4 framework with regional education monitoring frameworks in collaboration with regional organizations.

Understanding the alignment and coherence between the global, regional and national education agendas is key to **strengthen national planning** and to prompt exchanges on **challenges and good practices**, promote **mutual learning** and, ultimately, lead to **common actions**.

Africa

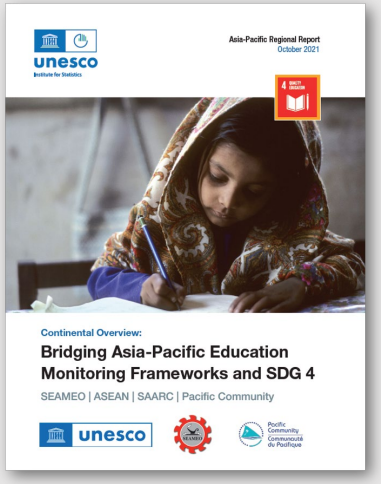
English - French

Arab region



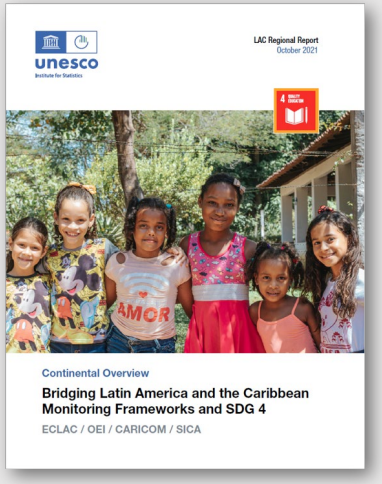
English

Asia & Pacific



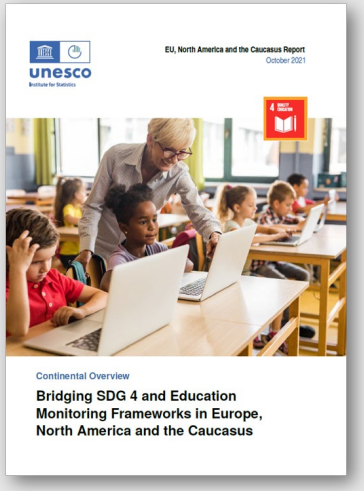
English

Latin America & Caribbean



English - Spanish

Europe, North America and Caucasus



English

http://tcg.uis.unesco.org/regional-frameworks-for-sdg4/

Pillar 3

Brokering and Outreach

Other Reports: Regional Baseline in Africa

Suite of products to ease the regular monitoring of the African countries' achievements on both Agenda 2030 and Agenda 2063

A suite of products sets the baseline for education in the African continent and provide an overview of the implementation of the regional CESA 16-25 and global SDG 4 education frameworks since their adoption in 2015. The series of products include 2 publications (below), country tables and country profiles.

Expanding the Coverage of CESA Indicators

Assessing Learning Proficiency Levels and Trends for Sustainable Development Goal 4.1: A focus on Africa

Pillar 3

Brokering and Outreach

Priority Africa: Country Profiles
Monitoring simultaneously CESA and SDG4 frameworks

Production of country profiles for African countries

Each country profile includes:

- **General country information** including the diagram of the national education system
- **All data points available for indicators common to the global and regional education monitoring frameworks**, SDG 4 and CESA 16-25, in addition to a comparison of country trends with regional trends from 2010 to 2020

CESA SO 1 – Teachers

└ 1.1 Percentage of teachers qualified to teach according to national standards

SDG Target 4.c

└ 4.c.1 Proportion of teachers with the minimum required qualifications, by education level

Level	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Pre-primary	Both sexes	..	21.6	..	..	..	..	..	34.5	41.9	42.6	48.2	..
Pre-primary	Female	..	9.2	..	..	..	..	..	30.2	38.5	39.2	45.6	..
Pre-primary	Male	..	76.5	..	..	..	..	..	53.1	59.7	63.0	65.9	..
Primary	Both sexes	..	..	94.8	85.6	84.4	85.4	73.2	85.8	87.6	88.6	89.5	..
Primary	Female	..	..	98.2	89.7	..	89.5	75.7	90.5	92.4	93.6	94.3	..
Primary	Male	..	..	92.8	82.9	..	82.1	71.1	81.7	83.3	84.0	85.0	..

Trends

CESA SO 6 – Literacy

└ 6.1 Youth literacy rate

SDG Target 4.6

└ 4.6.2 Youth/adult literacy rate

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Youth	Both sexes	..	..	..	..	50.1	..	..	..	58.9	..	..	..
Youth	Female	..	..	..	..	44.0	..	..	..	54.5	..	..	..
Youth	Male	..	..	..	..	57.0	..	..	..	63.9	..	..	..

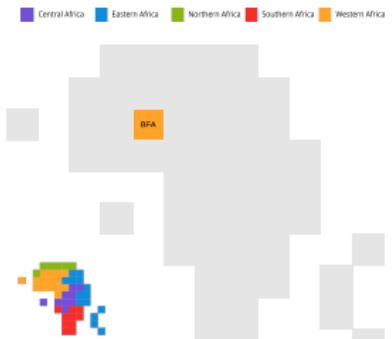
Burkina Faso

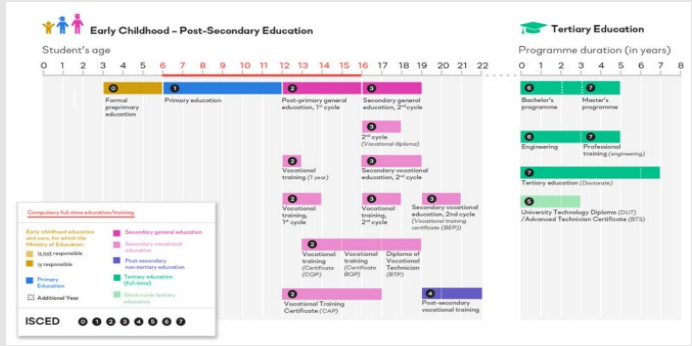
African Union: Western Africa

Burkina Faso belongs also to the following regional aggregations:

GPE: Overall FY20, all 68 countries, June 2020	
SDG: Africa (Sub-Saharan)	
WB: Low income (July 2020)	
GNI per capita, PPP (2019)	$ 2180
Population, total (2020)	20.9 millions

This country profile presents the data available to monitor CESA Strategic Objectives (SO). Data points for Burkina Faso are available for SO1, SO2, SO3, SO4, SO5, SO6, SO8, SO9, and Finance. The arrow indicate the trend when at least two data points are available.





https://tcg.uis.unesco.org/sdg4-education-baseline-africa/

Emerging Challenges: Policy Responses

Survey on National Education Responses to COVID-19 School Closures

Pillar 3

Brokering and Outreach

This survey by the **United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the World Bank, and the Organisation for Economic Co-operation and Development (OECD)** collects information on national education responses to school closures related to the COVID-19 pandemic.

	Joint Survey Phase 1	Joint Survey Phase 2	Joint Survey Phase 3
Data collection	May to June 2020	July to October 2020	February to April 2021
Coverage	120 countries in all 4 income groups: Low income: 18 / 31 = 58% Lower middle income: 36 / 47 = 77% Upper middle income: 40 / 60 = 67% High income: 26 / 80 = 33%	145 countries in all 4 income groups: Low income: 20 / 31 = 65% Lower middle income: 34 / 47 = 72% Upper middle income: 46 / 60 = 77% High income: 45 / 80 = 56%	143 countries in all 4 income groups: Low income: 16 / 31 = 52% Lower middle income: 29 / 47 = 62% Upper middle income: 40 / 60 = 67% High income: 58 / 80 = 73%

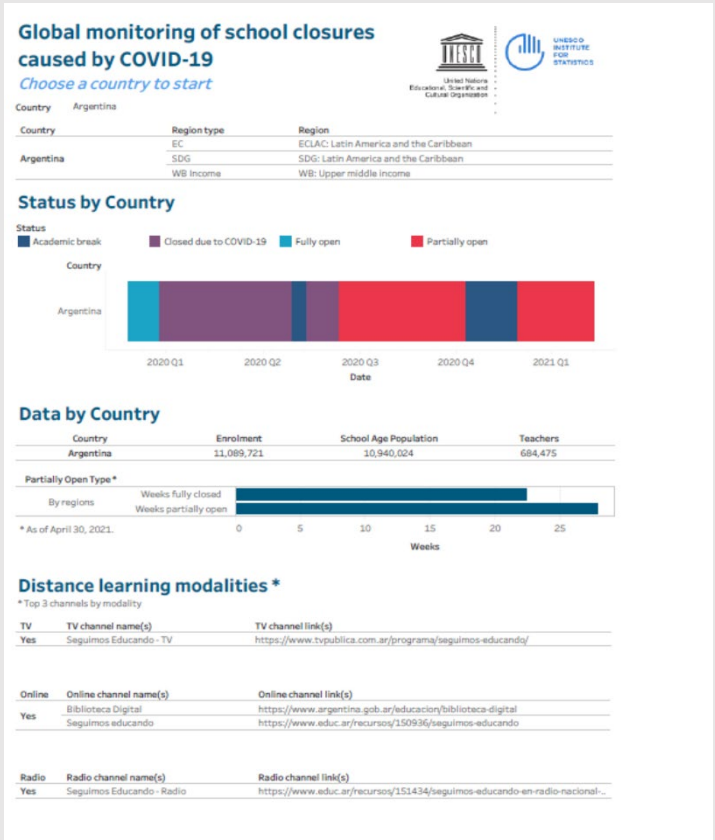
http://covid19.uis.unesco.org/school-closures-survey/

Emerging Challenges: Dashboards
Strengthening capacities in responding to COVID 19

Pillar 3

Brokering and Outreach

The Global and Country Dashboards on school closures caused by COVID-19 display the number of days by school statuses (Academic break, closed due to COVID-19, fully open, and partially open) and the relevant distance learning modalities implemented by countries.

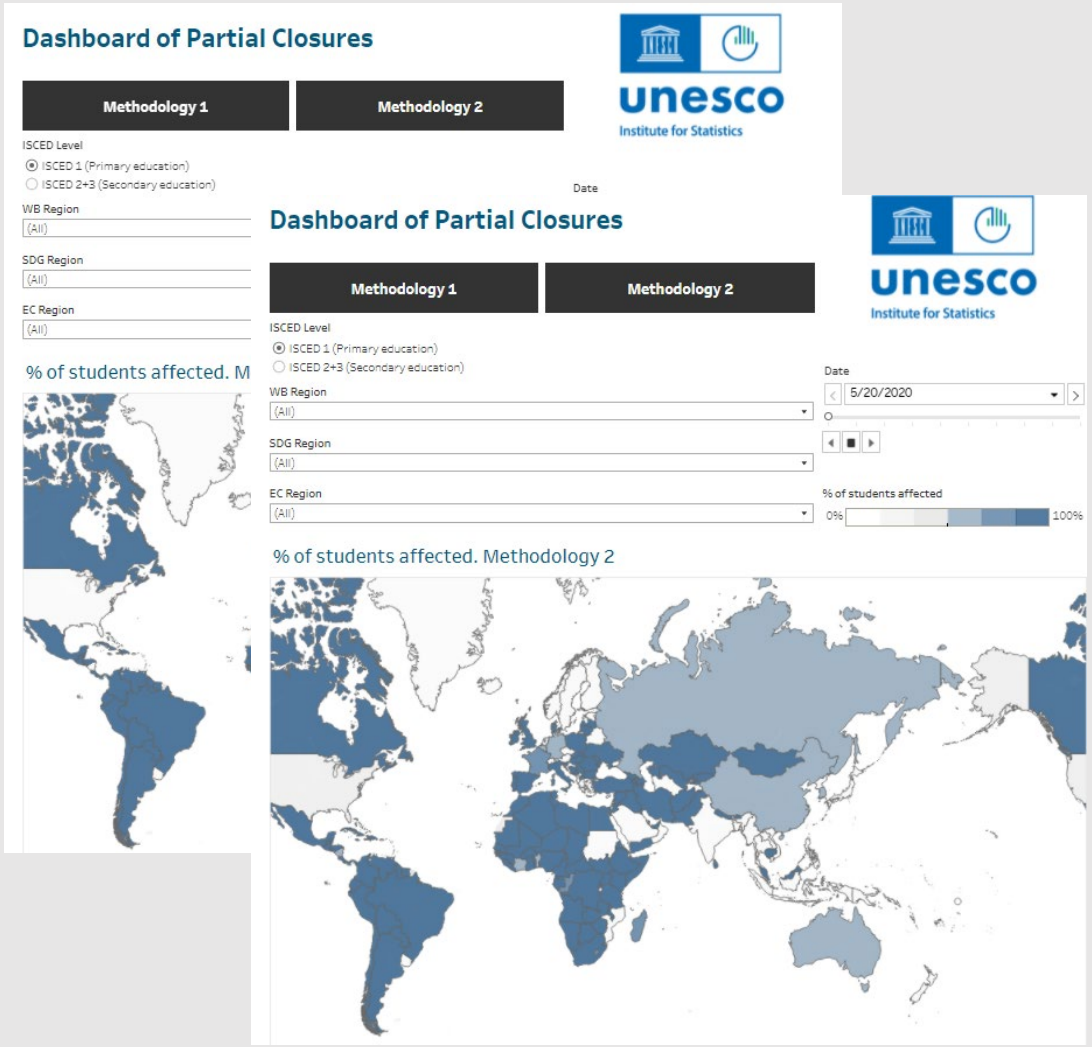


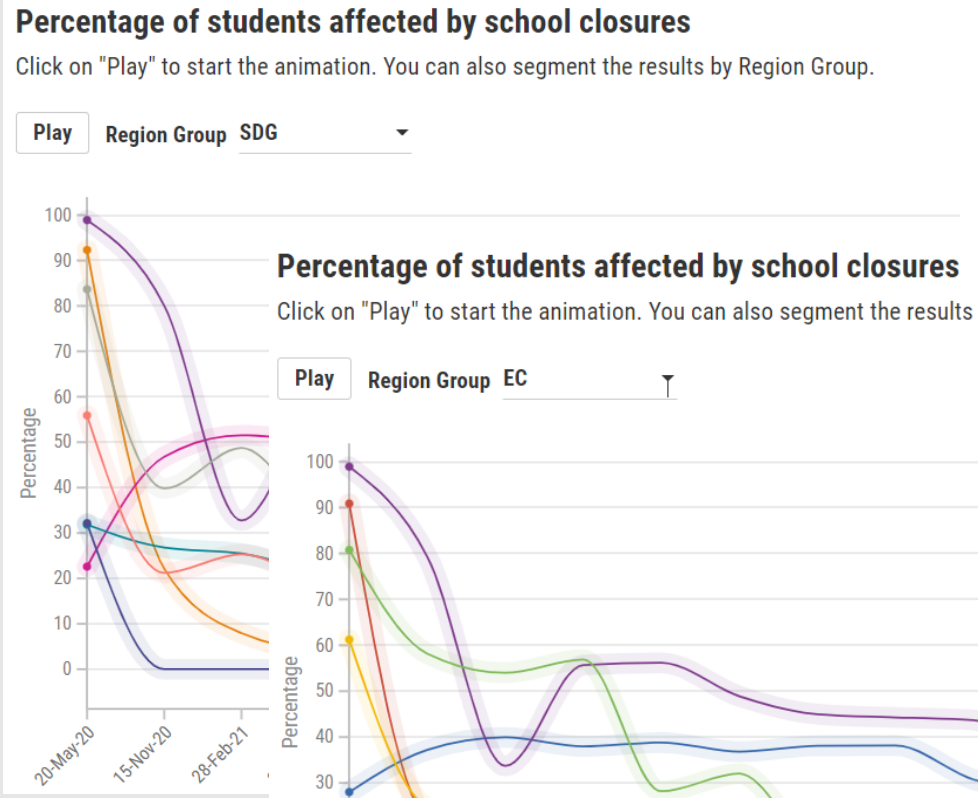
http://covid19.uis.unesco.org/

Emerging Challenges: Visualizations
COVID-19 Impact on education

Pillar 3

Brokering and Outreach





Resources for Capacity Development

SDG 4 Digests

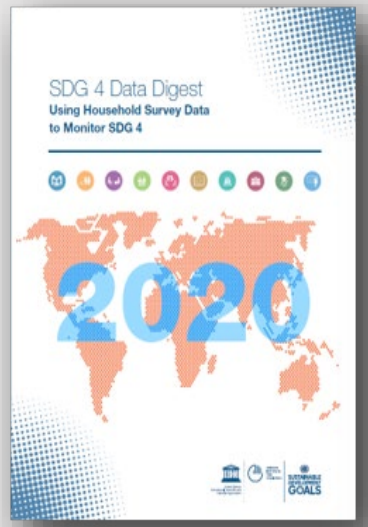
Pillar 3

Brokering and Outreach

Support Member States and **build capacity** with **tools** such as technical guidelines for **data production** and for the **evaluation of data quality**

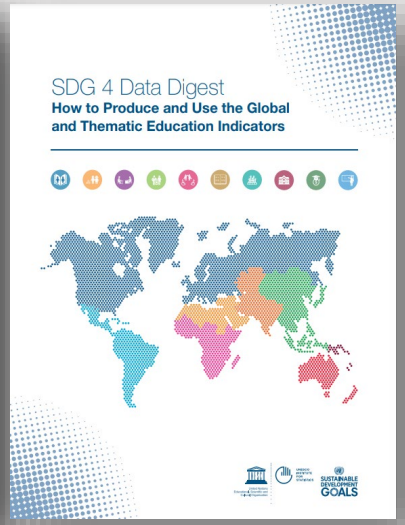
2021

[SDG 4 Data Digest 2021 -National SDG 4 benchmarks: fulfilling our neglected commitment]



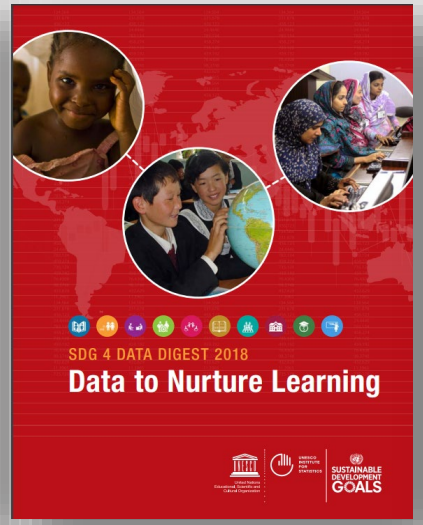
2020

[SDG 4 Data Digest, Using Household Survey Data to Monitor SDG 4]



2019

[SDG 4 Data Digest 2019: How to Produce and Use the Global and Thematic Education Indicators]

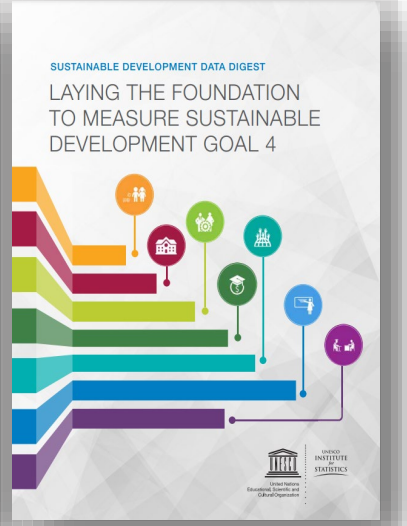


2018

[SDG 4 Data Digest 2018: Data to Nurture Learning]

2017

[SDG 4 Data Digest 2017: The Quality Factor: Strengthening National Data to Monitor SDG 4]



2016

[SDG 4 Data Digest 2016: Laying the Foundation to Measure Sustainable Development Goal 4]

https://tcg.uis.unesco.org/publications/

Resources for Capacity Development

Publications on Out-of-school children and Teachers

Pillar 3

Brokering and Outreach

1. Out-of-school children (OOSC) reports

- Reflect findings from a series of national studies organised by the UIS in Bangladesh, Cameroon, Kenya, Lao PDR, and Madagascar, with the financial support of the Education Above All Foundation - Educate A Child Programme (EAA-EAC) (Qatar)
- Cameroon, Kenya, Madagascar: reports awaiting for countries final clearance before their publication
- Bangladesh, Lao PDR: advanced version of the reports (publication expected in Q1 2022)
- Cross countries summary report (publication expected in Q1 2022)

2. Indicators guidelines produced

- Updated metadata on Education-related SDG indicators

3. Fact sheet

- Teachers at the heart of education recovery

Resources for Capacity Development

Guides on education

Pillar 3

Brokering and Outreach

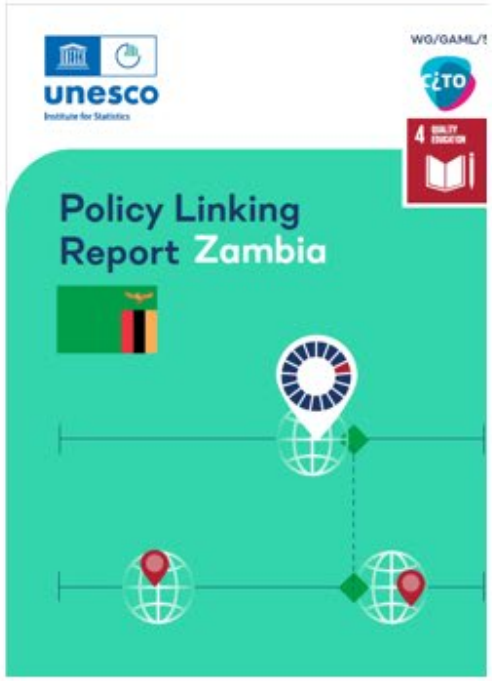
Quick Guide to Education Indicators for SDG 4

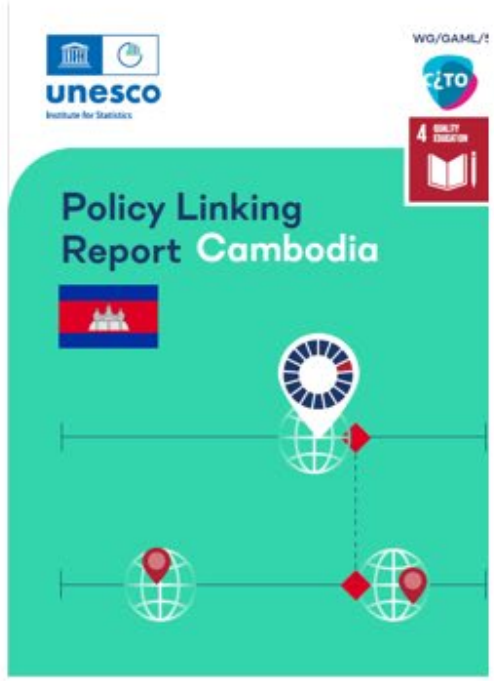
Guides on EMIS

ISCED Mapping Guides

Handbook on Equity in Education

Methodological Guide on National Education Account

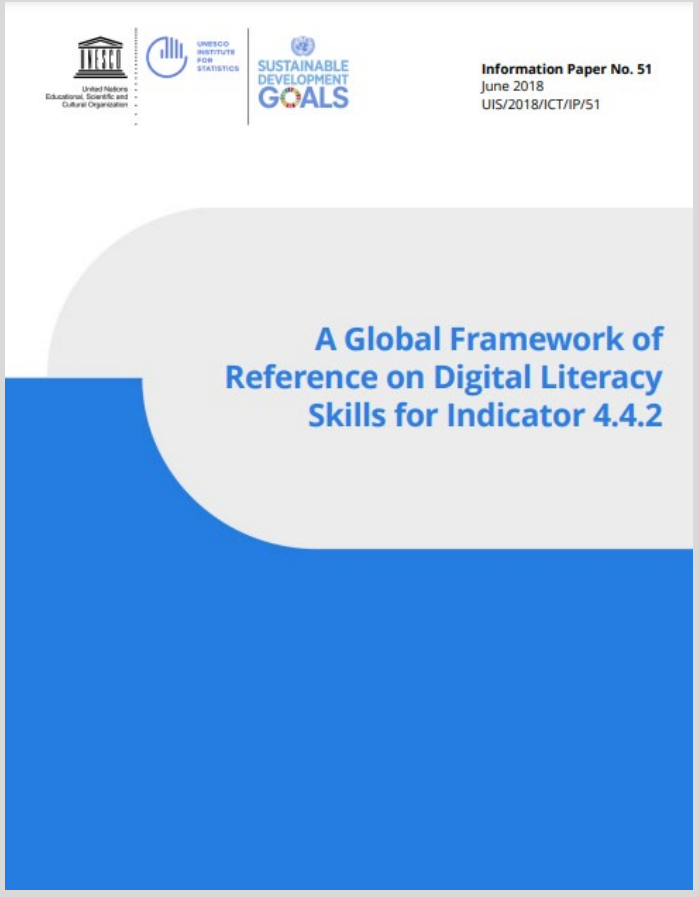




Resources for Capacity Development: Publications on policy linking

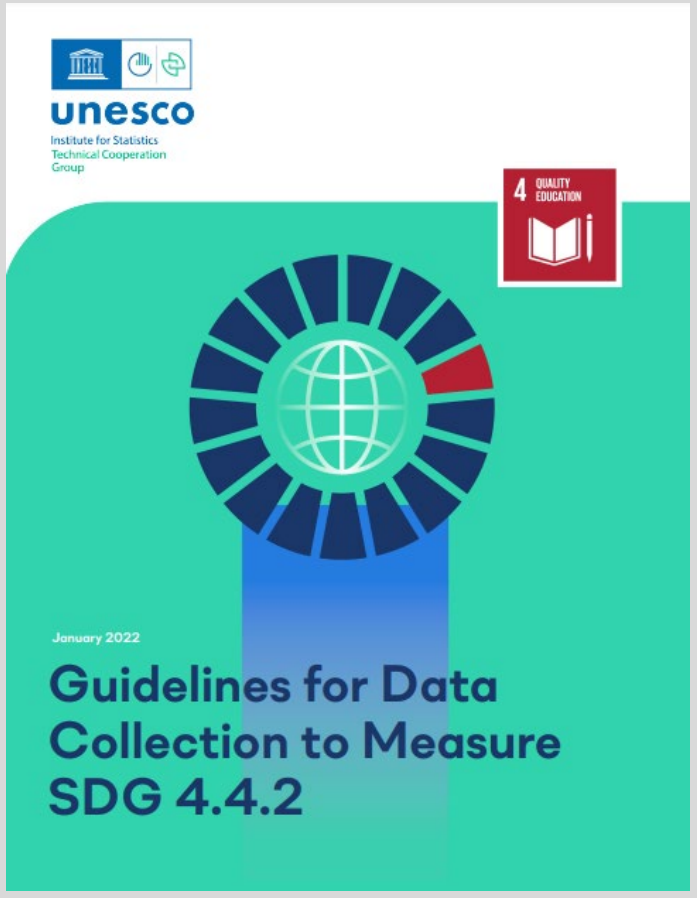
Resources for Capacity Development: Publications on SDG 4.4.2

Pillar 3



[A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2]

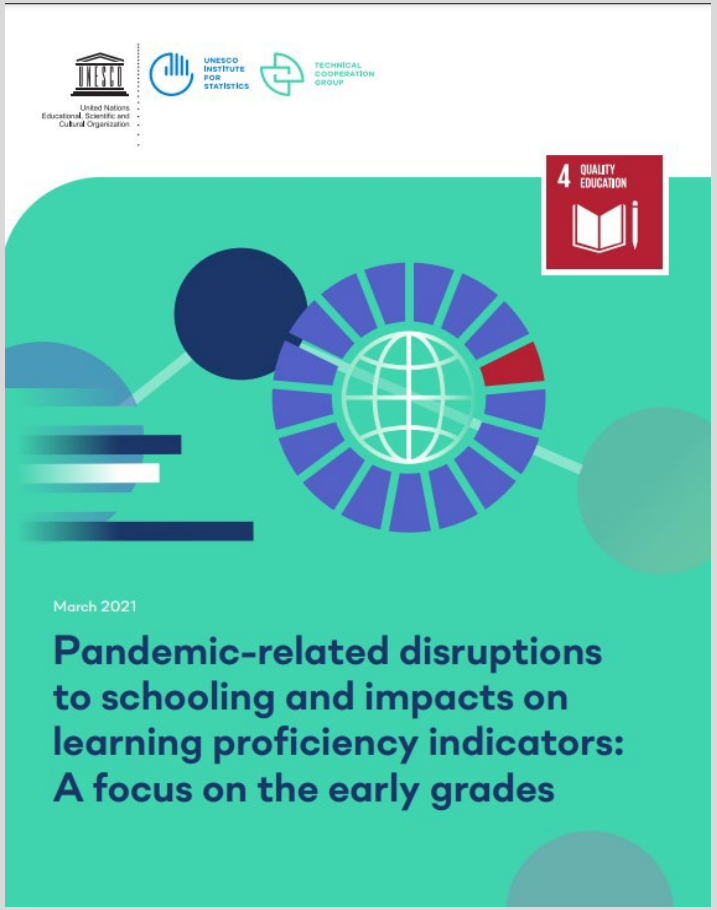
[Measurement strategy for SDG Global Indicator 4.4.2 using International Large Scale Asssessments]



[Guidelines for Data Collection to Measure 4.4.2]

Other Resources for Capacity Development

Global Proficiency Framework for reading and mathematics



Pandemic-related disruptions to schooling and impacts on learning proficiency indicators: A focus on the early grades

Guidelines for data collection to measure SDG 4.7.4 and 4.7.5

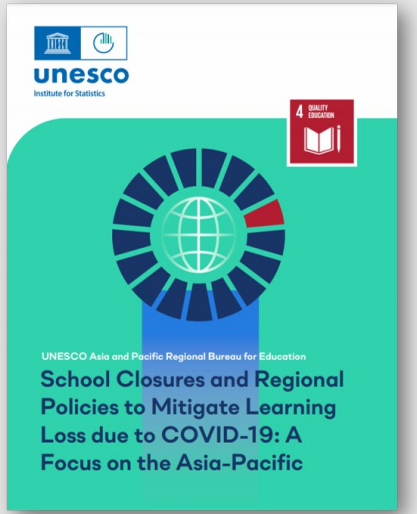
Emerging Challenges:
COVID-19 impact on education

Pillar 3

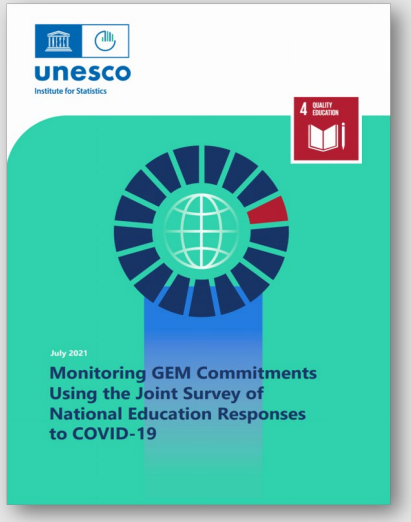
Brokering and Outreach

[What Have We Learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19]

[WHAT'S NEXT? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic]



[School Closures and Regional Policies to Mitigate Learning Loss due to COVID-19: A Focus on the Asia-Pacific]



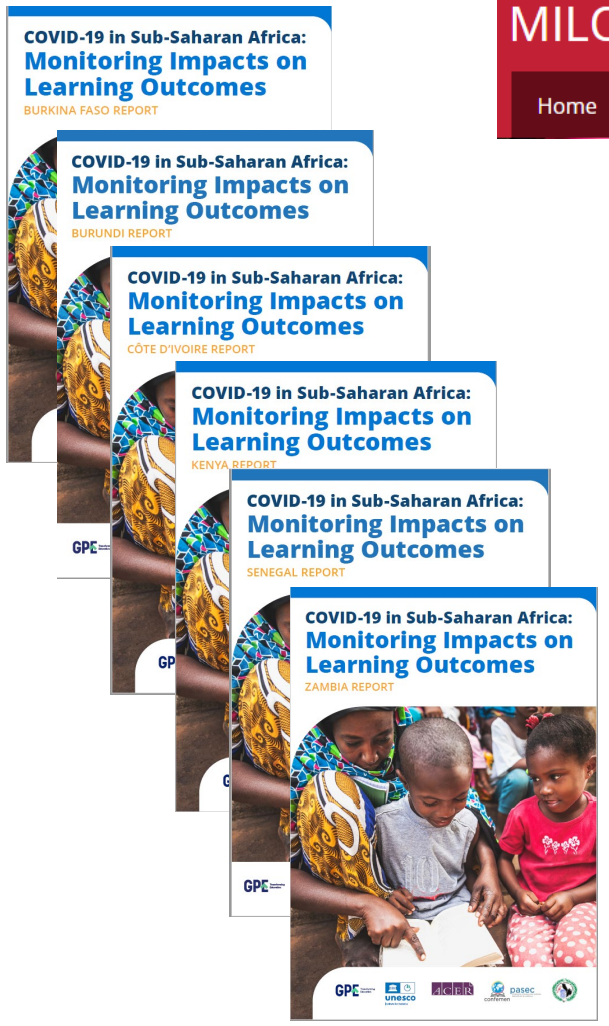
[Monitoring GEM Commitments Using the Joint Survey of National Education Responses to COVID-19]

https://covid19.uis.unesco.org/

Capacity Development: MILO

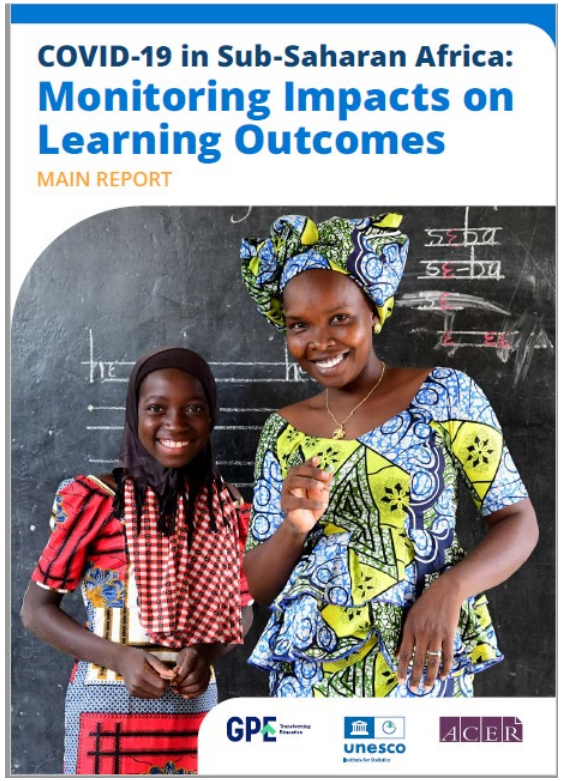
Pillar 3

Brokering and Outreach



https://milo.uis.unesco.org/report/

https://milo.uis.unesco.org/



https://milo.uis.unesco.org/wp-content/uploads/sites/17/2022/01/MILO-Summary-Full-Report.pdf

MILO Public Databases

- Student database (Excel, SAV, zip)
- School database (Excel, SAV)

https://milo.uis.unesco.org/resources/

Survey Development Tools

- Contextual Framework
- Testlets construction

https://milo.uis.unesco.org/survey-development-tools/#

Survey Administration Tools

- National Project Manager Manual
- Sampling
  - *Sampling Framework*
  - *School Sampling Preparation Guide*
- Technical Standards

https://milo.uis.unesco.org/survey-administration-tools/

Global Item Bank

https://milo.uis.unesco.org/global-item-bank/

Capacity Development
UIS resources to build capacity through the 3 pillars

Pillar 3

Brokering and Outreach

Standards and Methodologies

http://tcg.uis.unesco.org/methodological-toolkit/metadata/

http://isced.uis.unesco.org/visualizations/

http://gaml.uis.unesco.org/policy-linking/

https://milo.uis.unesco.org/

Data Production

http://uis.unesco.org/en/uis-questionnaires

http://tcg.uis.unesco.org/data-resources/

http://tcg.uis.unesco.org/data-resources/repository-education-indicators/

http://tcg.uis.unesco.org/data-resources/repository-education-budgets/

http://data.uis.unesco.org/

http://tcg.uis.unesco.org/sdg-4-dashboard/

http://tcg.uis.unesco.org/sdg-4-dashboard/sdg-4-global-dashboard/

http://tcg.uis.unesco.org/sdg-4-dashboard/sdg-4-country-dashboard/

http://tcg.uis.unesco.org/sdg-4-dashboard/sdg-4-benchmark-indicators-dashboard/

http://tcg.uis.unesco.org/benchmarks-dashboard/data-coverage/

Brokering and Outreach

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http://gaml.uis.unesco.org/
http://isced.uis.unesco.org/
emis.uis.unesco.org/
uis.unesco.org/
covid19.uis.unesco.org/
https://geo.uis.unesco.org/
http://tcg.uis.unesco.org/learning-data-compact/
http://tcg.uis.unesco.org/benchmarks/
http://tcg.uis.unesco.org/benchmarks-dashboard/benchmark-africa/
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http://tcg.uis.unesco.org/benchmarks-dashboard/benchmarks-regional-dashboard
http://tcg.uis.unesco.org/benchmarks-dashboard/benchmarks-country-dashboard/
http://tcg.uis.unesco.org/regional-frameworks-for-sdg4/
https://geo.uis.unesco.org/
https://tcg.uis.unesco.org/wpcontent/uploads/sites/4/2022/02/Guidelines_SDG_442_Jan-2022.pdf
https://tcg.uis.unesco.org/wpcontent/uploads/sites/4/2022/02/Measurement_Strategy_SDG_4.4.2_Jan-2022.pdf
https://geo.uis.unesco.org/sdg-benchmarks
http://covid19.uis.unesco.org/

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