

# UIS Products Education

January 2022



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Institute for Statistics



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Institute for Statistics



- Official and trusted source of internationally-comparable data on education, science, culture and communication
- Official statistical agency of UNESCO, a Category I institute
- Produces a wide range of indicators by working with national statistical offices, ministries and other statistical organizations
- UIS Director serves as the Organization's Chief Statistician
- Maintains, analyses and disseminates international databases on education, science, technology and innovation, culture and communication information

## Overview

- UIS Overview of mandate and functions
- Standards and Methodologies
- Data Production
- Brokering and Outreach
- Resources for Capacity Development
- Publications
- Donors and Partners

# 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**

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

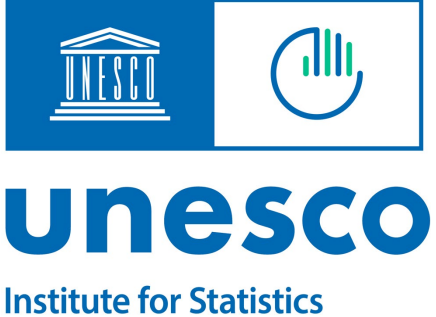
**Establish agreements** based on expert consultation on **novel standards and data collection methods**, especially with respect to the **SDG 4 monitoring framework**

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

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

# Capacity development encompasses all UIS pillars



**CAPACITY DEVELOPMENT**


**Pillar 1**



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**Standards and Methodologies**


**Pillar 2**



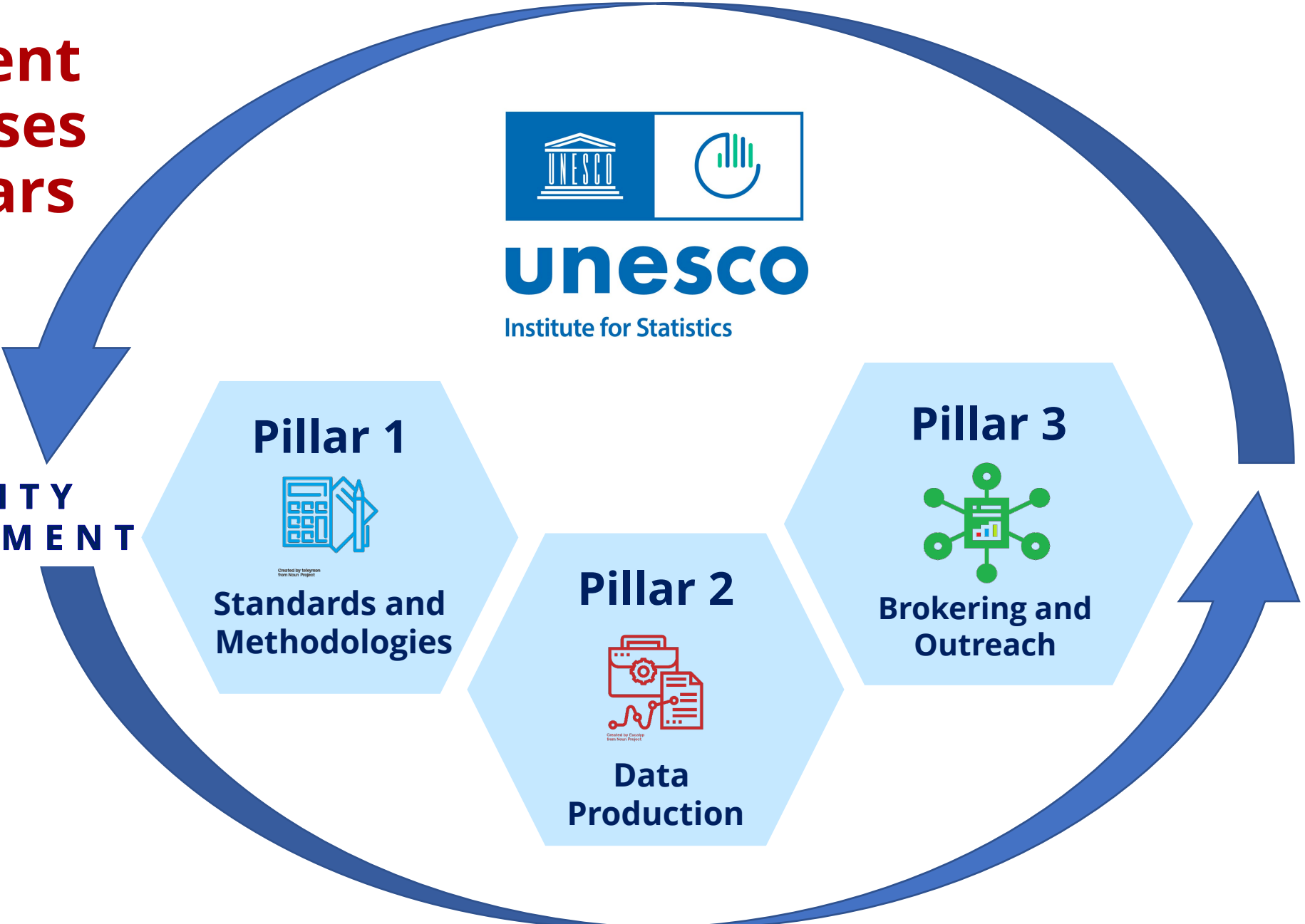
Created by Infogram from Noun Project

**Data Production**

**Pillar 3**



**Brokering and Outreach**



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

Standards and Methodologies



Created by teleyman from Noun Project

**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

Data Production



Created by Dicalyp from Noun Project

**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

Brokering and Outreach



**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

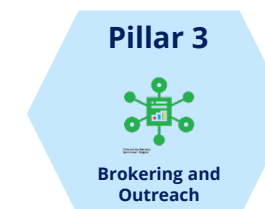
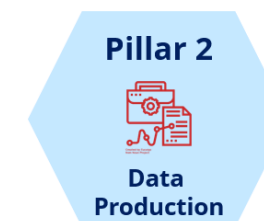
Technical Cooperation Group (TCG)  
Global Alliance to Monitor (GAML)  
Working group on COVID-19  
Virtual Register Microsites



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# Pillar 1 Standards and methodologies



# Metadata for all SDG indicators

## 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

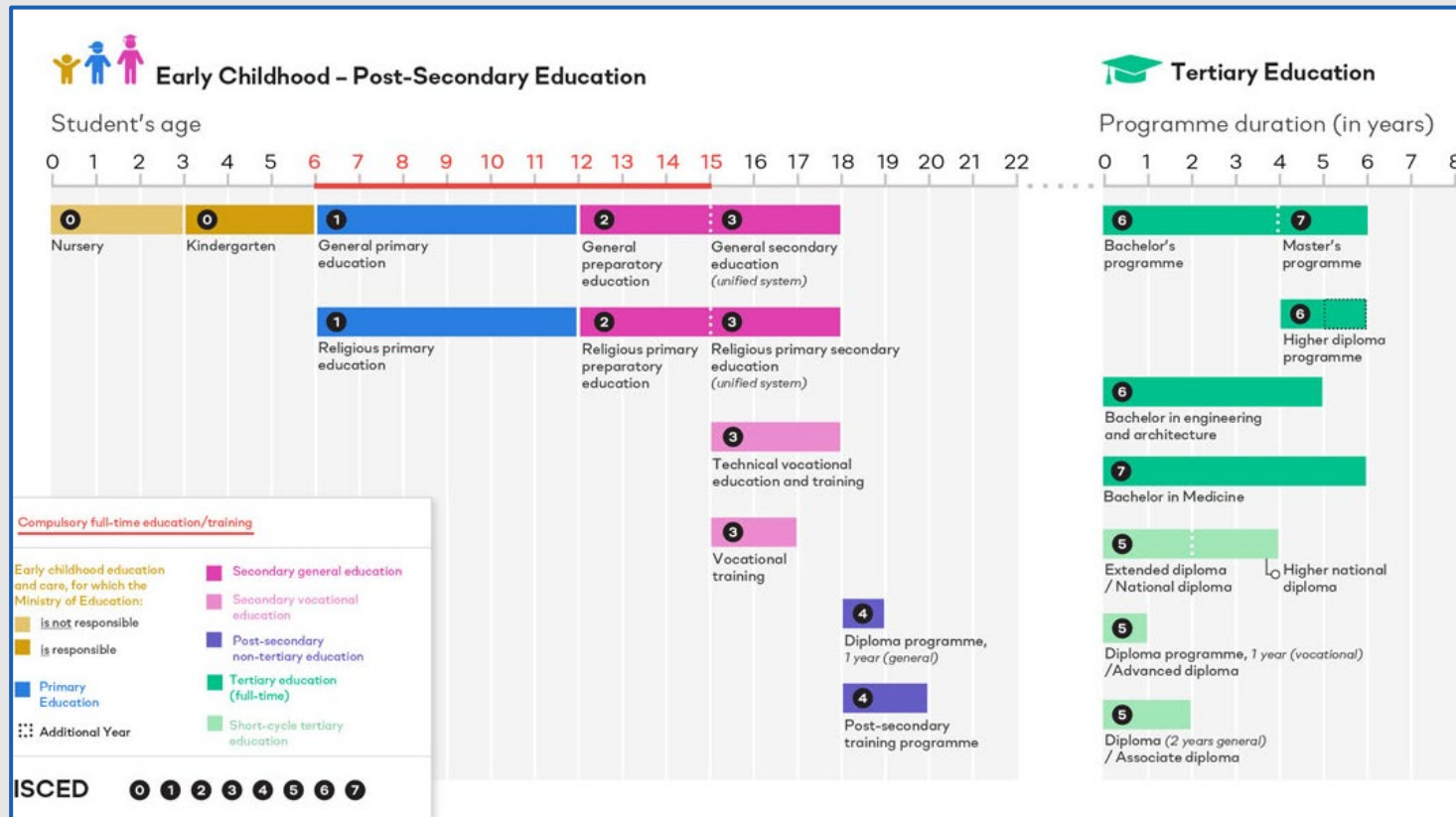
- **Metadata for all SDG 4 indicators**
  - **One file per indicator**
- **Each file includes:**
  - Definition
  - Purpose
  - Calculation method
  - Interpretation
  - Type of data source
  - Disaggregation
  - Data required
  - Data sources
  - Quality assurance
  - Limitations and comments

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



# ISCED Classification Diagrams and ISCED-T

**Visual image** of the structure of national education systems classified according to ISCED 2011  
Based on **mappings** provided by Member States



To improve the availability and quality of teacher statistics used for SDG Target 4.c monitoring, the UIS developed the **International Standard Classification of Teacher Training Programmes (ISCED-T)**, which was adopted at the 41<sup>st</sup> 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 the related teacher qualifications.

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

All UIS publications related to ISCED may be accessed [here](#).



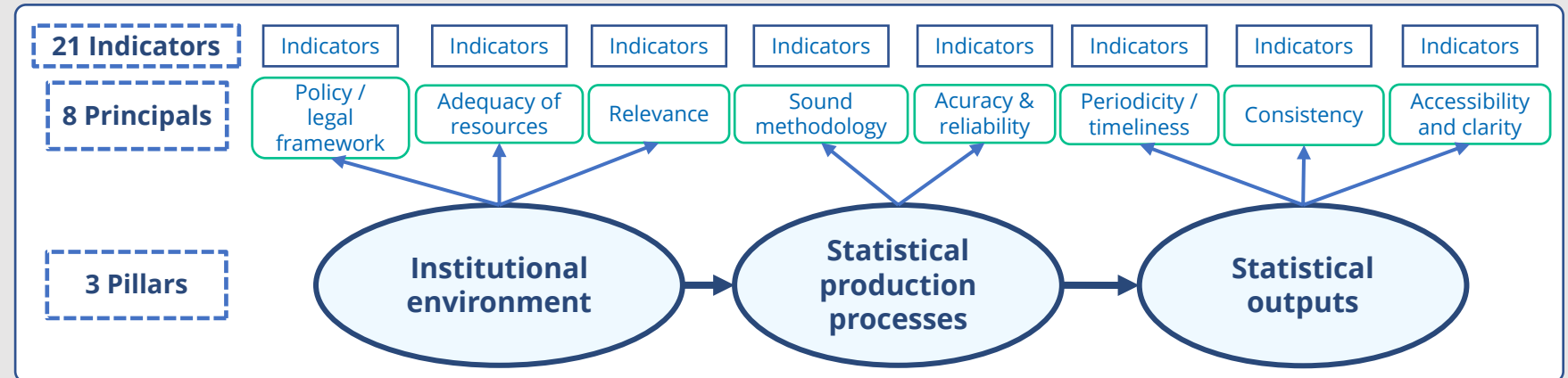


# System strengthening for quality data production for all levels

## 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.



# Other UIS products

## 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](#)



# Policy Linking Learning Outcomes



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.

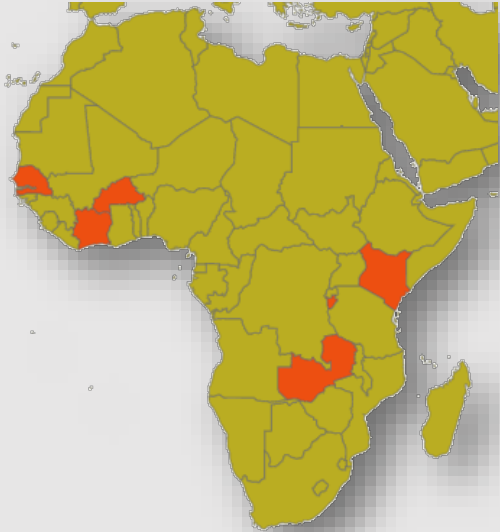


<http://gaml.uis.unesco.org/policy-linking/>

# MILO: COVID-19 Monitoring Impacts on Learning Outcomes



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

# MILO:

## Tools for the future



### 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 MINIMUM 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

### 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

**Pillar 1**



Standards and  
Methodologies

**Pillar 2**



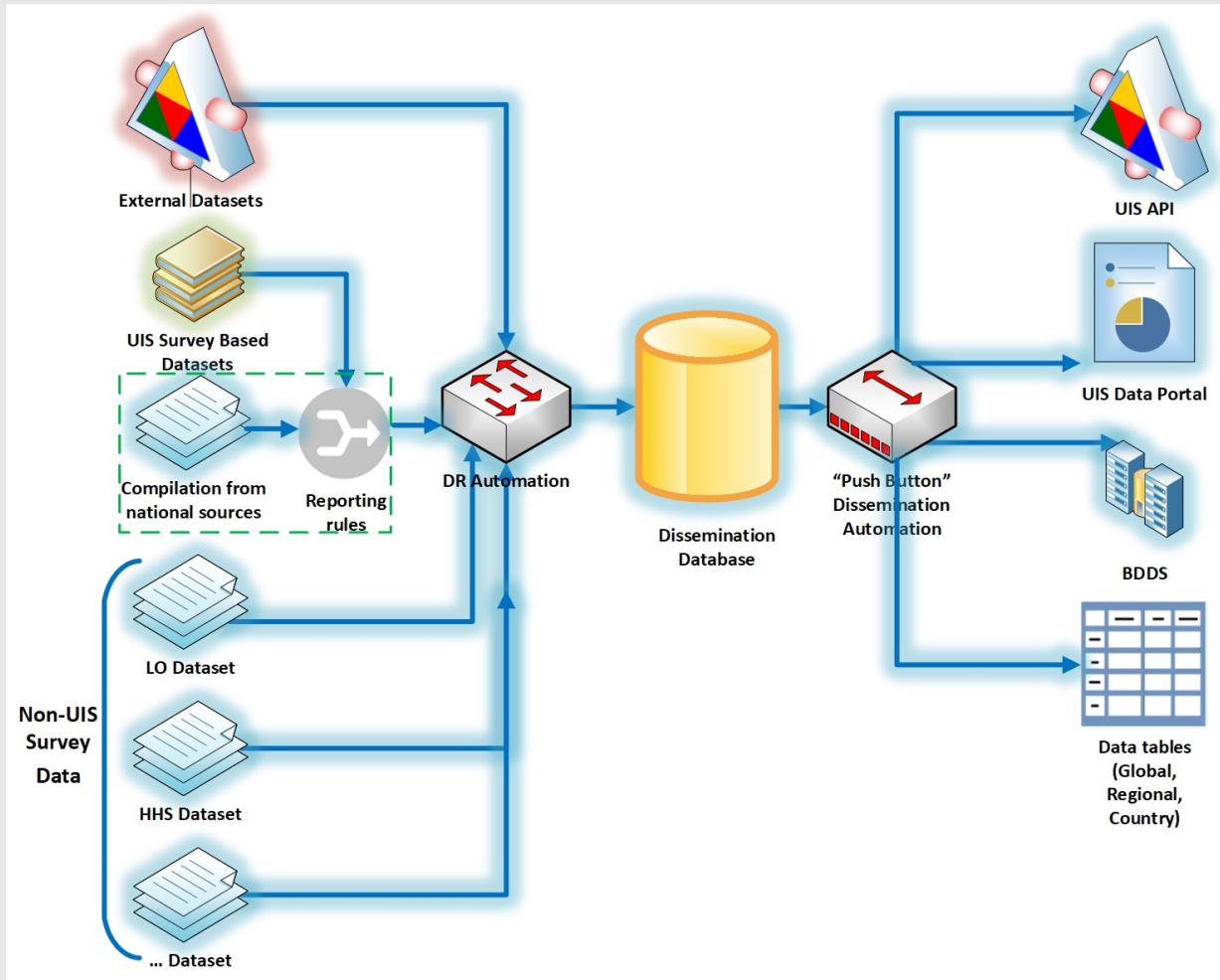
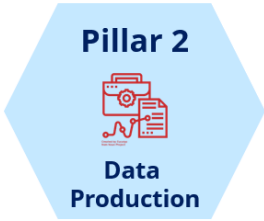
**Data  
Production**

**Pillar 3**



Brokering and  
Outreach

# Education data produced and disseminated by the UIS



Sustainable Development Goals : 4.2.2 Participation rate in organized learning (one year)

Customise Export Draw chart

Selection... Layout Table options

| Indicator           | Adjusted net enrolment rate, one year before the official primary entry age, |
|---------------------|--|
| Time                | 2010 2011 2012 2013 2014   |
| Country             |  |
| Afghanistan         | ...  |
| Albania             | ...  |
| Algeria             | ...  |
| American Samoa      | ...  |
| Andorra             | ...  |
| Angola              | ...  |
| Anguilla            | ...  |
| Antigua and Barbuda | ...  |

## Bulk Data Download Service

The archives listed below contain the latest official data disseminated by the UNESCO Inst <http://uis.unesco.org>.

### Intended Audience

This archive is a result of a rigorous data production activity that ensures a high level of data complexity, the UIS has normalized and compiled it using comma-separated values (CSV) for work with it.

**NOTE:** Due to their large size, these files are meant to be programmatically processed. As all the data without first modifying the source files. We have provided tutorials on how this

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Education Science Culture External Archive

SDG Global and Thematic Indicators

[Download the data](#)





# UIS collects education data from administrative sources

## Survey of Formal Education

### Frequency

→ Annual survey

### Questionnaires = 4

- Students and teachers (ISCED 0-4)
- Educational expenditure (ISCED 0-8)
- Students and teachers (ISCED 5-8)
- National education systems

### Languages = 5

### Supporting documents

- Manual of instructions
- ISCED manual

## Survey of Literacy and Educational Attainment

### Frequency

→ Biennial survey

### Questionnaires = 2

- Educational attainment
- Literacy

### Languages = 3

## Describing the process briefly

### Step 1

- Mailout of questionnaires
- Webinars and bilateral meetings

### Step 2

- Questionnaires completed
- Data processing and harmonization

### Step 3

- Production and validation of indicators
- Dissemination

### Production of:

- SDG 4 indicators
- Other policy-relevant indicators



### Two data releases

- March
- September



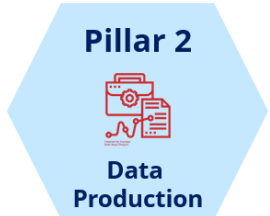
# Templates for compilation of data from national sources

The templates allows the compilation of 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.

## Metadata

| SDG 4/CESA | Indicator name                           | ISCED level                         | Definition   | Calculation method   |  |
|------------|--|-------------------------------------|--|--|--|
| 4.1.3      | Gross intake ratio to the last grade     | Primary education (ISCED 1)         | Total number of new entrants into the last grade of <b>primary education</b> , regardless of age, expressed as a percentage of the population at the intended entrance age to the last grade of the same level of education.                 | $GIRLG_1 = \frac{NE_{i,1}}{P_{1,a}} * 100$                   | $GIRLG_1$ = Gross intake ratio to the last grade<br>$NE_{i,1}$ = new entrants to the last grade $i$<br>$P_{1,a}$ = population of the intended entrance age |
|            |  | Lower secondary education (ISCED 2) | Total number of new entrants into the last grade of <b>lower secondary general education</b> , regardless of age, expressed as a percentage of the population at the intended entrance age to the last grade of the same level of education. | $GIRLG_2 = \frac{NE_{i,2}}{P_{2,a}} * 100$                   | $GIRLG_2$ = Gross intake ratio to the last grade<br>$NE_{i,2}$ = new entrants to the last grade $i$<br>$P_{2,a}$ = population of the intended entrance age |
| 4.1.4      | Out-of-school rate (Administrative data) | Primary education (ISCED 1)         | Proportion of children and young people in the official age range for <b>primary education</b> who are not enrolled in pre-primary, primary, secondary or higher levels of education.  | $OSR_1 = \frac{SAP_1 - \sum_{i=1}^8 E_{i,AG1}}{SAP_1} * 100$ | $OSR_1$ = Out-of-school rate for children<br>$SAP_1$ = population of the official age range<br>$E_{i,AG1}$ = enrolment in ISCED level $i$ of children      |
|            |  | Lower secondary education (ISCED 2) | Proportion of children and young people in the official age range for <b>lower secondary education</b> who are not enrolled in pre-primary, primary, secondary or higher levels of education.  | $OSR_2 = \frac{SAP_2 - \sum_{i=1}^8 E_{i,AG2}}{SAP_2} * 100$ | $OSR_2$ = Out-of-school rate for children<br>$SAP_2$ = population of the official age range<br>$E_{i,AG2}$ = enrolment in ISCED level $i$ of children      |

# Templates for compilation of data from national sources



## Raw data

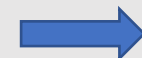
## Indicators

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       | 0       | a                             | 0 |
| 5    | 0                           | 0       | 0       | 0       | 0       | 0       | 0       | a                             | 0 |
| 6    | 4848                        | 0       | 0       | 0       | 0       | 0       | 0       | a                             | 0 |
| 7    | 16244                       | 4179    | 0       | 0       | 0       | 0       | 0       | a                             | 0 |
| 8    | 9333                        | 13575   | 3954    | 0       | 0       | 0       | 0       | a                             | 0 |
| 9    | 4149                        | 10074   | 10831   | 3352    | 0       | 0       | 0       | a                             | 0 |
| 10   | 1861                        | 4883    | 8514    | 8938    | 2620    | 0       | 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:

**Calculation method:**  
 $OSR (ISCED 1) = (Population \text{ aged } 7 \text{ to } 12) - (ENRL (ISCED 0, \text{ aged } 7 \text{ to } 12) + ENRL (ISCED 1, \text{ aged } 7 \text{ to } 12) + ENRL (ISCED 2, \text{ aged } 7 \text{ to } 12) + ENRL (ISCED 3, \text{ aged } 7 \text{ to } 12)) / Population \text{ (aged } 7 \text{ to } 12) * 100$

| Year | National data       |        |        | UIS methodology |        |        | UIS published indicator |       |        |       |       |       |
|------|---------------------|--------|--------|-----------------|--------|--------|-------------------------|-------|--------|-------|-------|-------|
|      | Total net enrolment |        |        | UNPD population |        |        | Out-of-school rate      |       |        |       |       |       |
|      | 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 allocated).*

| Expenditure Items   | 2012                     |                    | 2013                     |                    | Revised estimates/Budget |
|---|--------------------------|--------------------|--------------------------|--------------------|--------------------------|
|   | Revised estimates/Budget | Actual expenditure | Revised estimates/Budget | Actual expenditure |                          |
| 1. Total Government expenditure from all sectors (including education)      | 2,800,000,000            |                    | 3,733,650,000            |                    | 3,452,371,861            |
| 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  |                          |                    |                          |                    |                          |
| ECE development   |                          |                    |                          |                    | 493,643,559              |
| 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           |

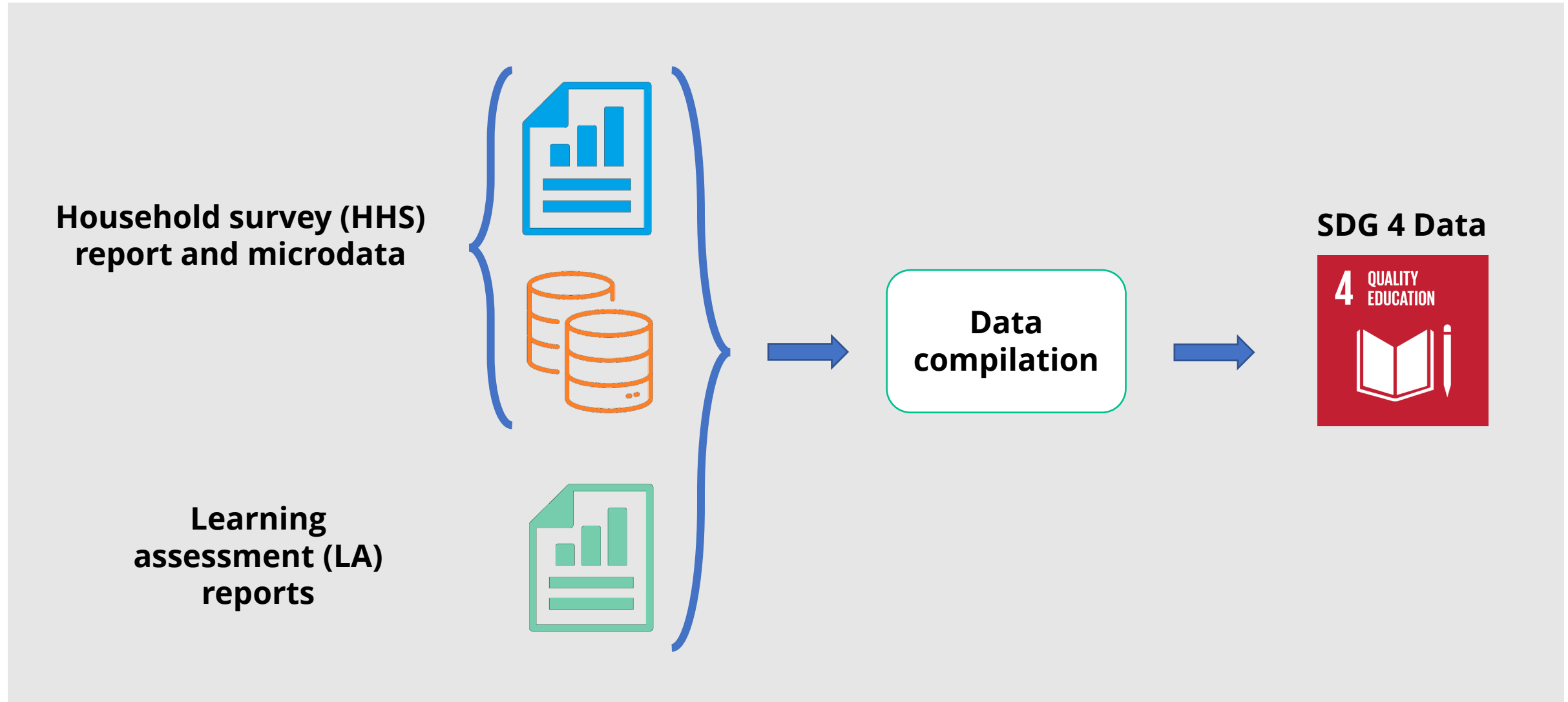


**Comparison national sources vs UIS**

|   | 2012  | 2013  | 2014  | 2015  |
|---|-------|-------|-------|-------|
| <b>Indicators calculated from national sources</b>                              |       |       |       |       |
| 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  |
| <b>Actual expenditure</b>   |       |       |       |       |
| 1.a.2 Proportion of total government spending on essential services (education) |       |       |       |       |
| 1.a.GDP Government expenditure on education as a percentage of GDP              |       |       |       |       |
| <b>Indicators from the UIS (actual expenditure)</b>                             |       |       |       |       |
| 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  |



# Data from household surveys and learning assessments





# Mapping sources from HHS and LA

## 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-AAA           | Text                | Text                        | Text  | Drop-down                   | Text                | Drop-down     | Text | Text  |
| 03-18-2021          | Algeria             | 2012                        | Ministere de la santé et de la population         |                             |                     | Complete      |      |   |
| 03-18-2021          | Angola              | 2018                        | National Household Survey                         |                             |                     | Complete      |      | Presidency of the Republic  |
| 03-18-2021          | Angola              | 2008-2009                   | IIPWB   |                             |                     |               |      |   |
| 03-18-2021          | Anguilla            | 2008                        | Household Budget Survey                           |                             |                     | Complete      |      | <a href="http://statistics.gov.ai/">http://statistics.gov.ai/</a>   |
| 03-23-2021          | Anguilla            | 2018                        | School Admin Data                                 |                             |                     | Complete      |      | <a href="http://statistics.gov.ai/">http://statistics.gov.ai/</a>   |
| 03-18-2021          | Anguilla            | 2021                        | Anguilla Labour Force Survey                      | National LFS                |                     | Complete      |      | <a href="http://statistics.gov.ai/">http://statistics.gov.ai/</a>   |
| 04-29-2021          | Anguilla            |                             | Business and Agricultural Surveys                 |                             |                     |               |      | <a href="http://statistics.gov.ai/">http://statistics.gov.ai/</a>   |
| 05-03-2021          | Antigua and Barbuda | 2018                        | Labour Force Survey                               | National LFS                |                     | Complete      |      | <a href="https://statistics.gov.ai/">https://statistics.gov.ai/</a> |
| 03-12-2021          | Argentina           | 2004                        | EPH   |                             |                     |               |      |   |
| 03-12-2021          | Argentina           | 2004                        | EPH   | National multi-purpose      |                     | Complete      |      |   |
| 03-12-2021          | Argentina           | 2012                        | EPH   |                             |                     |               |      |   |
| 03-12-2021          | Argentina           | 2012                        | EPH   | National multi-purpose      |                     | Complete      |      |   |
| 03-22-2021          | Argentina           | 2018                        | National Survey of Household Expenditures (ENGHo) | National budget/expenditure |                     | Complete      |      | <a href="https://www.indec.gov.ar/">https://www.indec.gov.ar/</a>   |

- 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

| 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=                | Yes/0=     | Yes/0=          | Yes/0=          | 1=Yes/0=No                      | Yes/0=         | Yes/0=         |
|                        |                                    |           | 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              |



# Mapping sources from HHS and LA

## 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<br>(1=assessment) | Assessment name                         | Target grade | Measurement point      | Data source<br>(sample/census) | Is IRT used for data analysis?<br>(0=No; 1=Yes) | Are PLD defined?<br>(0=No; 1=Yes) | Are results as % of students by PLD available?<br>(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 secondary | Benin        | 1                      | Brevet d'études du premier cycle (BEPC) | 10           | End of lower secondary | Census                         | 0   | 0                                 | 0   |
| Reading | 2015 | End of lower secondary | 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 secondary | Benin        | 1                      | Brevet d'études du premier cycle (BEPC) | 10           | End of lower secondary | Census                         | 0   | 0                                 | 0   |
| Reading | 2014 | End of lower secondary | Benin        | 1                      | Brevet d'études du premier cycle (BEPC) | 10           | End of lower secondary | Census                         | 0   | 0                                 | 0   |



# Under the umbrella of Data Resources

## 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)

## Benchmarks Indicators Data



### 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

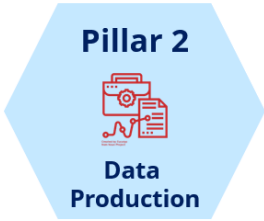
## Repositories



- Education Expenditure Reports
- Education Indicators Reports

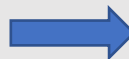
<http://tcg.uis.unesco.org/data-resources/>

# Data Production Tables



## SDG 4 Global Data Book

| Region                    | Country | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------|---------|------|------|------|------|------|------|
| SDG: Africa (Northern)    | Algeria | 92.6 | 93.3 | 93.9 | 94.2 | 94.9 | 95.4 |
| SDG: Africa (Northern)    | Egypt   | 89.6 | 90.2 | 90.8 | 91.4 | 90.9 | 92.6 |
| SDG: Africa (Northern)    | Morocco | 69.1 | 70.5 | 71.9 | 73.3 | 74.6 | 76.0 |
| SDG: Africa (Northern)    | Sudan   | 71.4 | 71.3 | 72.0 | 72.6 | 65.4 | 73.6 |
| SDG: Africa (Northern)    | Tunisia | 92.2 | 92.7 | 94.0 | 93.5 | 93.8 | 94.1 |
| 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

SDG 4 Country Data Table

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



| 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

### Repositories

#### Repositories



- Education Expenditure Reports
- Education Indicators Reports

<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

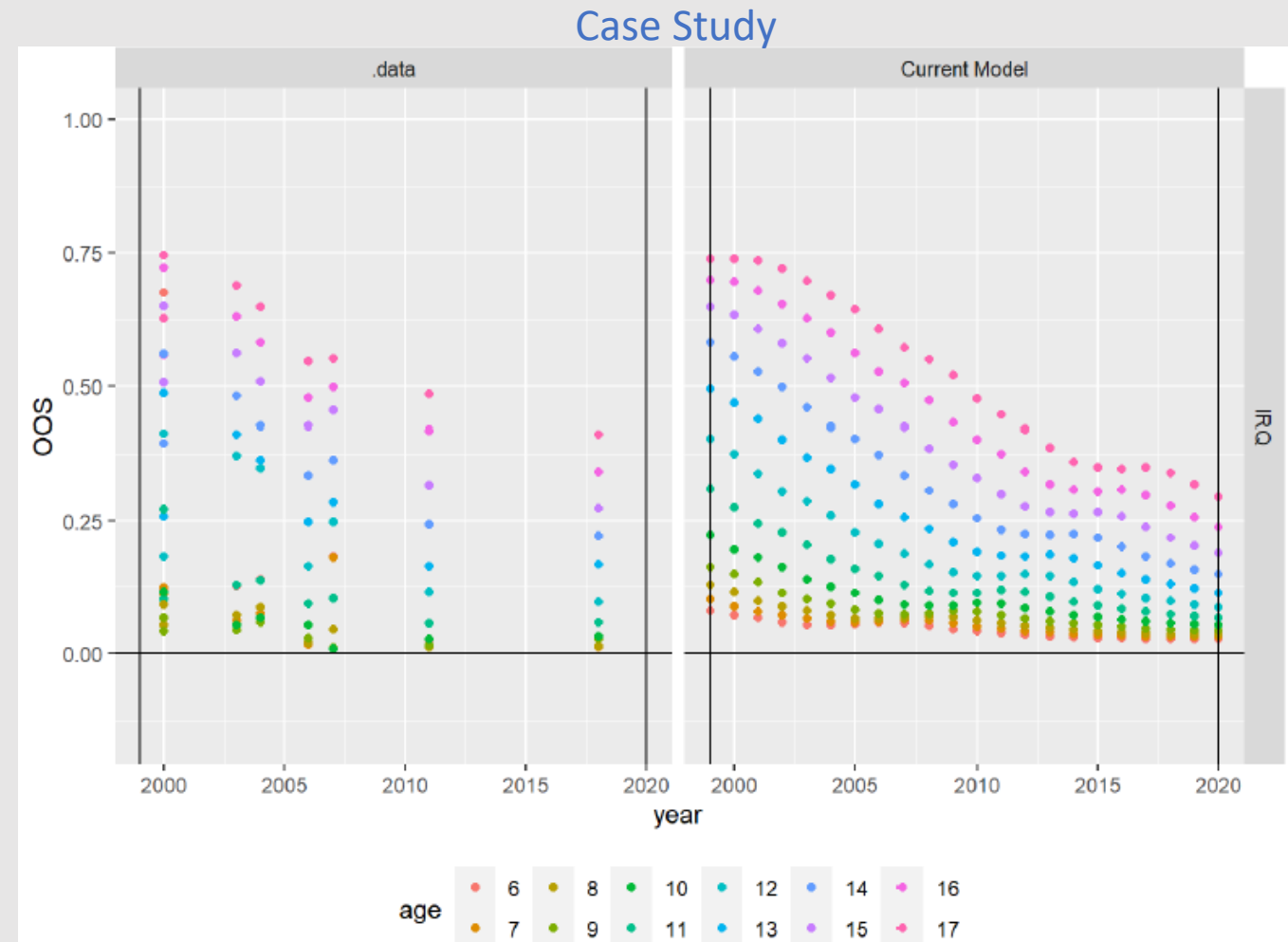
| Country | Year | Type   |        |
|---------|------|--------|--------|
|         |      | Actual | Budget |
| Gambia  | 2017 | ●      |        |
|         | 2018 | ●      | ●      |
|         | 2019 | ●      | ●      |
|         | 2020 | ●      | ●      |
|         | 2021 |        | ●      |

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

# Out-of-School Rate Modelling



- 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





# Historical Series Dashboards to Navigate SDG 4 Indicators

SDG 4 Global Dashboard

| Region                               | Target       | Indicator Number | Indicator   |      |
|--------------------------------------|--------------|------------------|---|------|
| (Tout)                               | 4.2          | 4.2.2            | 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  |      |
|                                      | Egypt        |                  | 59,0  |      |
|                                      | Georgia      |                  | 89,6  |      |
|                                      | Iraq         | 27,3             | 32,0  |      |
|                                      | Jordan       |                  | 56,1  |      |
|                                      | Palestine    |                  | 90,5  | 93,8 |
|                                      | Qatar        |                  | 87,4  |      |
|                                      | Sudan        |                  | 54,1  |      |
|                                      | Tunisia      |                  | 79,9  | 90,4 |
| Turkey                               |              | 67,1             |   |      |
| Yemen                                |              | 13,8             |   |      |
| Africa (Sub-Saharan)                 | Angola       |                  | 52,9  |      |
|                                      | Benin        | 64,1             | 42,8 58,7 48,1  |      |
|                                      | Burkina Faso | 15,0             |   |      |
|                                      | Burundi      | 33,1             | 51,5  |      |
|                                      | Cameroon     | 69,7             | 66,4 65,1   |      |

SDG 4 Country Dashboard

| Country          | Target   | Indicator Name   |
|------------------|--|--|
| Afghanistan      | (Tout)   | (Tout)   |
| Indicator Number | Indicator Name   | 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 |
| 1.a.2            | Proportion of total government spending on essential services (education) (%)    | 17,1 16,0 14,1 14,5 12,5 13,1 12,0 11,7 11,3 10,3      |
| 1.a.gdp          | Government expenditure on education as a percentage of GDP (%)                   | 3,5 3,5 3,5 3,7 3,3 3,5 3,4 3,2 3,2                    |
| 4.1.0            | Proportion of children/young people at the age of primary education prepared f.. | 6,5  |
| 4.1.1            | Proportion of students at the end of primary education achieving at least a ..   | 11,0   |
|                  | Proportion of students at the end of primary education achieving at least a ..   | 13,0   |

SDG 4 Benchmark Indicators Dashboard

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



# Data Coverage Dashboard



*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

| Region                           | SDG: World |         |         |         |         |         |          |           |         |          |           |        |         |         |         |         |
|----------------------------------|------------|---------|---------|---------|---------|---------|----------|-----------|---------|----------|-----------|--------|---------|---------|---------|---------|
| Country                          | 1.a.2      | 1.a.gdp | 4.1.1.a | 4.1.1.b | 4.1.1.c | 4.1.2.i | 4.1.2.ii | 4.1.2.iii | 4.1.4.i | 4.1.4.ii | 4.1.4.iii | 4.2.2  | 4.c.1.a | 4.c.1.b | 4.c.1.c | 4.c.1.d |
| Afghanistan                      | Green      | Green   | Yellow  | Red     | Red     | Green   | Green    | Green     | Green   | Red      | Green     | Green  | Red     | Red     | Red     | Red     |
| Albania                          | Green      | Green   | Red     | Yellow  | Green   | Green   | Green    | Green     | Green   | Red      | Green     | Green  | Yellow  | Yellow  | Yellow  | Yellow  |
| Algeria                          | Green      | Green   | Red     | Red     | Yellow  | Green   | Green    | Green     | Green   | Red      | Green     | Green  | Green   | Green   | Green   | Green   |
| Andorra                          | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Green   | Green   | Red     | Red     |
| Angola                           | Green      | Green   | Red     | Red     | Red     | Green   | Green    | Green     | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Anguilla                         | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Yellow  | Red      | Yellow    | Yellow | Red     | Red     | Red     | Red     |
| Antigua and Barbuda              | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Green   | Green   | Red     | Red     |
| Argentina                        | Green      | Green   | Yellow  | Yellow  | Green   | Green   | Green    | Green     | Green   | Green    | Green     | Green  | Red     | Red     | Red     | Red     |
| Armenia                          | Green      | Green   | Red     | Green   | Green   | Green   | Green    | Red       | Green   | Green    | Yellow    | Green  | Green   | Yellow  | Yellow  | Yellow  |
| Aruba                            | Red        | Red     | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Australia                        | Green      | Green   | Green   | Green   | Green   | Red     | Red      | Red       | Green   | Green    | Green     | Green  | Red     | Red     | Red     | Red     |
| Austria                          | Green      | Green   | Red     | Red     | Red     | Green   | Green    | Green     | Green   | Green    | Green     | Green  | Green   | Green   | Green   | Green   |
| Azerbaijan                       | Green      | Green   | Red     | Green   | Red     | Green   | Green    | Green     | Green   | Green    | Yellow    | Green  | Green   | Green   | Green   | Yellow  |
| Bahamas                          | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Green   | Green   | Green   | Green   |
| Bahrain                          | Green      | Green   | Green   | Green   | Green   | Red     | Red      | Red       | Green   | Green    | Green     | Green  | Green   | Green   | Green   | Green   |
| Bangladesh                       | Green      | Green   | Yellow  | Yellow  | Green   | Green   | Green    | Green     | Red     | Green    | Green     | Yellow | Red     | Green   | Green   | Green   |
| Barbados                         | Green      | Green   | Red     | Red     | Red     | Green   | Green    | Green     | Green   | Green    | Green     | Green  | Green   | Green   | Green   | Green   |
| Belarus                          | Green      | Green   | Yellow  | Yellow  | Green   | Green   | Green    | Green     | Green   | Green    | Green     | Green  | Green   | Green   | Green   | Green   |
| Belgium                          | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Belize                           | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Benin                            | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Bermuda                          | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Bhutan                           | Green      | Green   | Red     | Yellow  | Green   | Green   | Green    | Green     | Green   | Green    | Green     | Yellow | Green   | Green   | Green   | Green   |
| Bolivia (Plurinational State of) | Red        | Red     | Yellow  | Yellow  | Red     | Green   | Green    | Green     | Green   | Green    | Green     | Green  | Red     | Red     | Red     | Red     |
| Bosnia and Herzegovina           | Green      | Green   | Red     | Yellow  | Red     | Green   | Green    | Green     | Green   | Green    | Green     | Yellow | Red     | Red     | Red     | Red     |
| Botswana                         | Green      | Green   | Red     | Red     | Red     | Green   | Green    | Green     | Green   | Green    | Green     | Green  | Green   | Green   | Green   | Green   |
| Brazil                           | Green      | Green   | Yellow  | Yellow  | Green   | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| British Virgin Islands           | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Yellow  | Green   | Red     | Red     |
| Brunei Darussalam                | Red        | Red     | Red     | Yellow  | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Green   | Green   | Green   | Green   |
| Bulgaria                         | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Burkina Faso                     | Green      | Green   | Green   | Green   | Red     | Green   | Green    | Green     | Green   | Green    | Green     | Green  | Yellow  | Green   | Yellow  | Yellow  |
| Burundi                          | Green      | Green   | Red     | Red     | Red     | Green   | Green    | Green     | Green   | Yellow   | Green     | Green  | Green   | Green   | Green   | Green   |
| Cabo Verde                       | Green      | Green   | Red     | Red     | Red     | Red     | Red      | Red       | Red     | Red      | Red       | Red    | Red     | Red     | Red     | Red     |
| Cambodia                         | Green      | Green   | Red     | Yellow  | Red     | Green   | Green    | Green     | Green   | Green    | Yellow    | Green  | Green   | Green   | Green   | Red     |
| Cameroon                         | Green      | Green   | Green   | Green   | Red     | Green   | Green    | Green     | Green   | Red      | Red       | Green  | Green   | Yellow  | Red     | Red     |
| Canada                           | Red        | Red     | Red     | Green   | Green   | Red     | Red      | Red       | Green   | Red      | Green     | Red    | Red     | Red     | Red     | Red     |

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



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# Pillar 3 Brokering and Outreach

**Pillar 1**



**Standards and  
Methodology**

**Pillar 2**



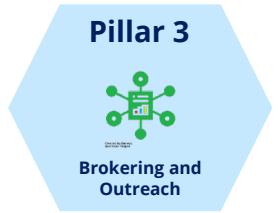
**Data  
Production**

**Pillar 3**



**Brokering and  
Outreach**

# Brokering and Outreach: Global Coordination (1)



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

## Technical microsites



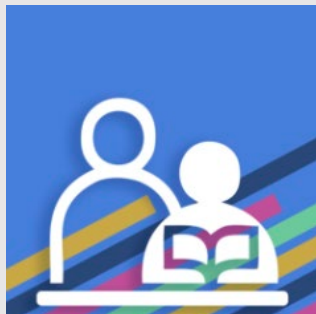
**TECHNICAL  
COOPERATION  
GROUP**

Co-chaired with GEMR  
Developing indicators  
for monitoring SDG 4  
[tcg.uis.unesco.org/](http://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**

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

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

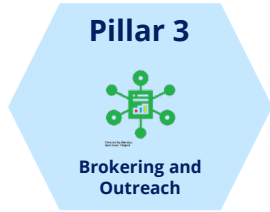


**EDUCATIONAL  
MANAGEMENT  
INFORMATION  
SYSTEMS**

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

[emis.uis.unesco.org/](http://emis.uis.unesco.org/)

# Brokering and Outreach: Global Coordination (2)



## Global UIS website



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Institute for Statistics

[uis.unesco.org/](http://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/](http://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/](http://covid19.uis.unesco.org/)

## World Inequality Database on Education



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](http://www.education-inequalities.org)

## Learning Data Compact, a global partnership

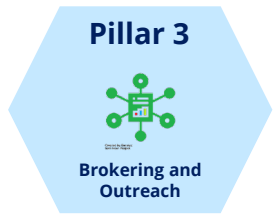
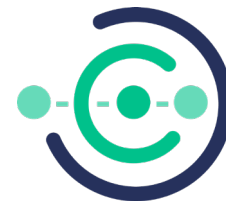


At least 1 quality measure of learning by 2025  
2 points of measurement twice in two domains by 2030

UNESCO / UNICEF / WB

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

# Setting national benchmarks: Meeting the commitment of the FFA



## 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

## 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/)  
<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/)  
<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

- 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

| 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/>

| 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                              |

Country Dashboard



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

| 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                              |



# Reports: Bridging global and regional frameworks

## 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



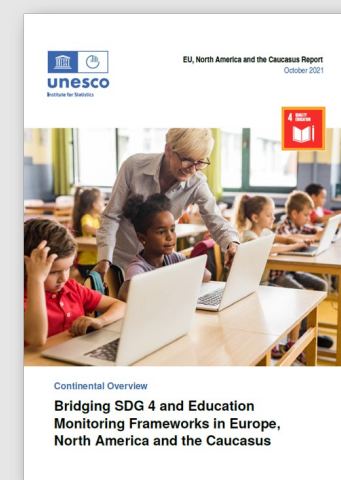
[English](#)

### Latin America & Caribbean



[English](#) - [Spanish](#)

### Europe, North America and Caucasus



[English](#)



# Other Reports: Regional Baseline in Africa

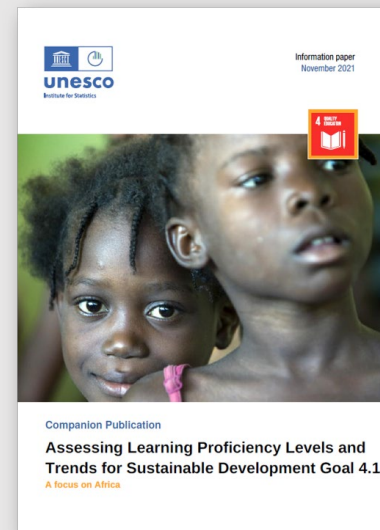
## Suite of products to ease the regular monitoring of the African countries' achievements on both Agenda 2030 and Agenda 2063

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

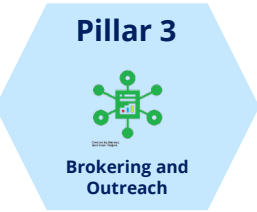


### Assessing Learning Proficiency Levels and Trends for Sustainable Development Goal 4.1: A focus on Africa



# 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**

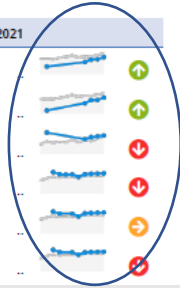
### CESA SO 1 - Teachers

#### 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

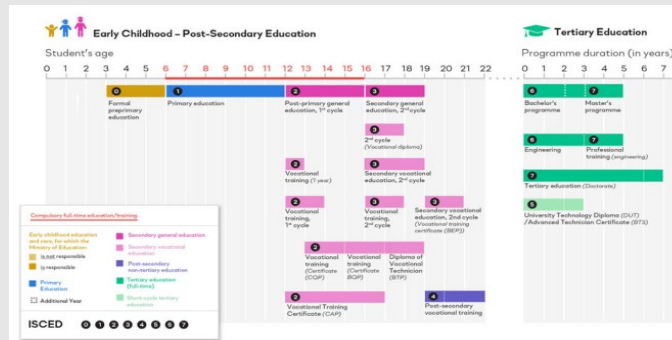
SDG: Africa (Sub-Saharan)

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/sdg-4-education-baseline-africa/>

# Global Education Observatory: General overview

Pillar 3



Brokering and  
Outreach

**Global Education Observatory**

The Global Education Observatory (GEO) is a **gateway to education-related data** aimed to meet the needs of national, regional and global stakeholders for easy access to information for decision-making to respond to priorities. It builds on existing data from a range of sources, and gathers new information ensuring an **exchange of information** to improve the monitoring of **SDG4 progress** and **relevant and emerging policy commitments**.

**unesco** HOME OBSERVATORIES ^ COUNTRIES ABOUT

**Covid-19 Impact**

**SDG Benchmarks**

**WIDE**

**SCOPE**

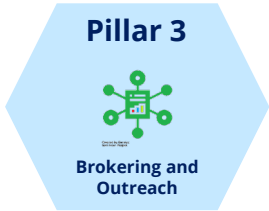
**PEER**

**ISCED**

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/>

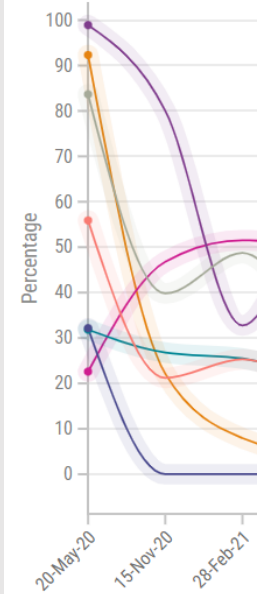
# Global Education Observatory: Visualizations on COVID-19 impact



## Percentage of students affected by school closures

Click on "Play" to start the animation. You can also segment the results by Region Group.

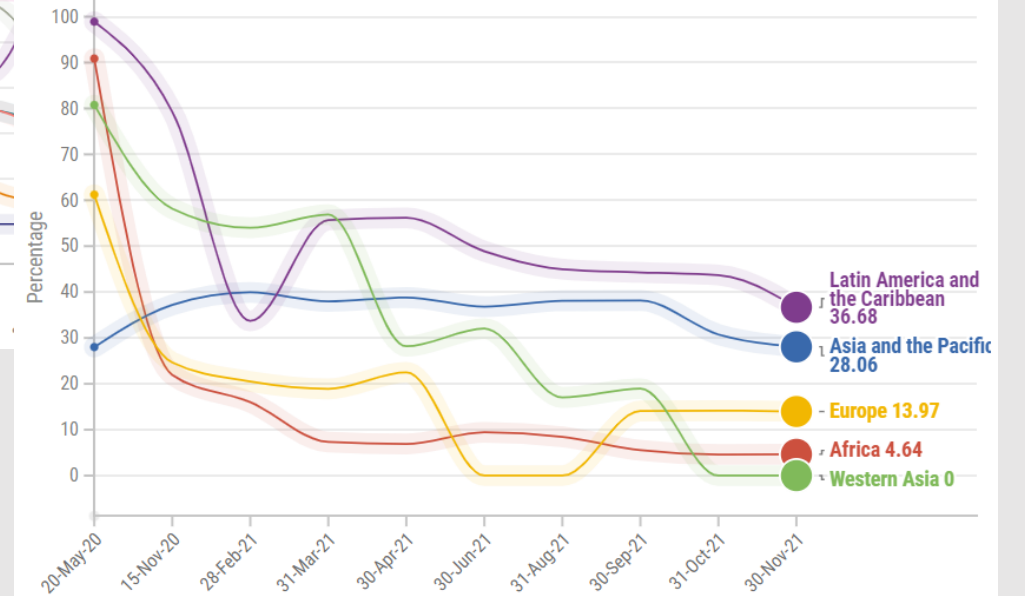
Play Region Group SDG



## Percentage of students affected by school closures

Click on "Play" to start the animation. You can also segment the results by Region Group.

Play Region Group EC

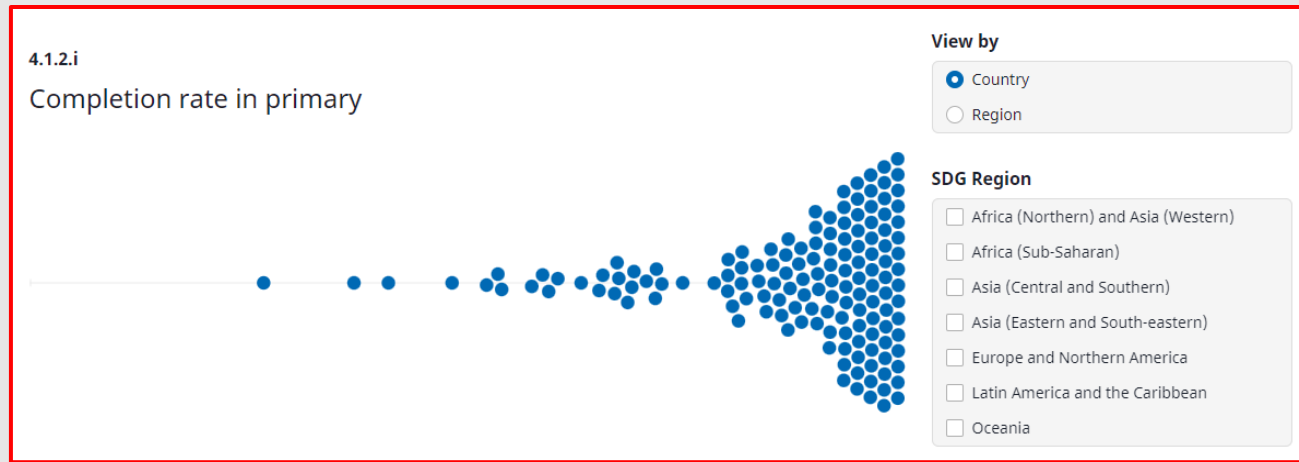


# Global Education Observatory: Dashboards on SDG benchmarks

Pillar 3



Brokering and  
Outreach



## Countries

Explore over 200 countries to see the impact of the COVID-19 pandemic on education as well as their benchmarks regarding the SDG Goals.

🔍 Search country

By continent

By regional grouping

By income group

### Africa

- Angola
- Benin
- Botswana
- Burkina Faso
- Burundi
- Cabo Verde
- Cameroon
- Central African Republic
- Chad
- Comoros
- Congo
- Côte d'Ivoire
- Democratic Republic of the Congo
- Djibouti
- Equatorial Guinea
- Eritrea
- Eswatini
- Ethiopia

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





# Emerging Challenges: Policy Responses

## Survey on National Education Responses to COVID-19 School Closures

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:<br>Low income: 18 / 31 = 58%<br>Lower middle income: 36 / 47 = 77%<br>Upper middle income: 40 / 60 = 67%<br>High income: 26 / 80 = 33% | 145 countries in all 4 income groups:<br>Low income: 20 / 31 = 65%<br>Lower middle income: 34 / 47 = 72%<br>Upper middle income: 46 / 60 = 77%<br>High income: 45 / 80 = 56% | 143 countries in all 4 income groups:<br>Low income: 16 / 31 = 52%<br>Lower middle income: 29 / 47 = 62%<br>Upper middle income: 40 / 60 = 67%<br>High income: 58 / 80 = 73% |

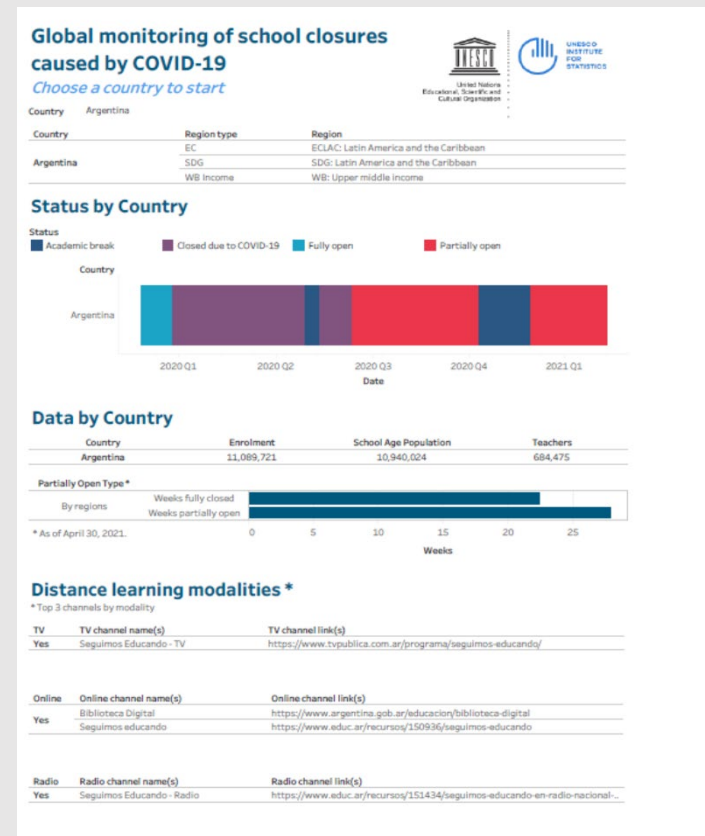
<http://covid19.uis.unesco.org/school-closures-survey/>



# Emerging Challenges: Dashboards

## Strengthening capacities in responding to COVID 19

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.

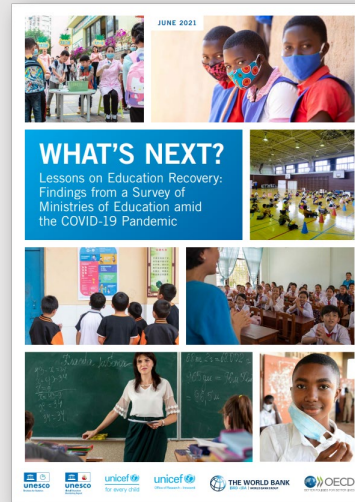


<http://covid19.uis.unesco.org/>

# Emerging Challenges: COVID-19 impact on education



[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](#)

# Capacity Development

## SDG 4 Digests

Pillar 3



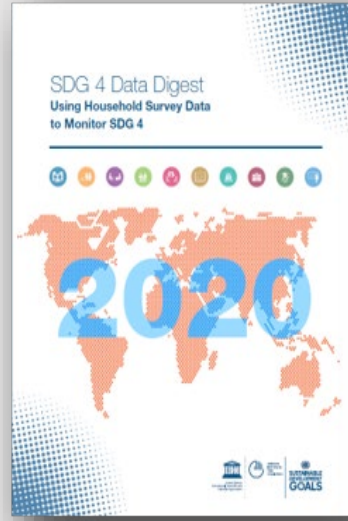
Brokering and  
Outreach

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



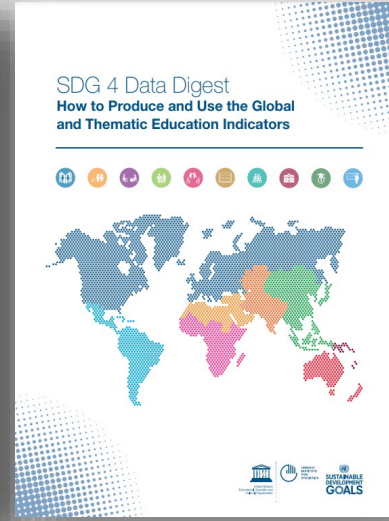
2021

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



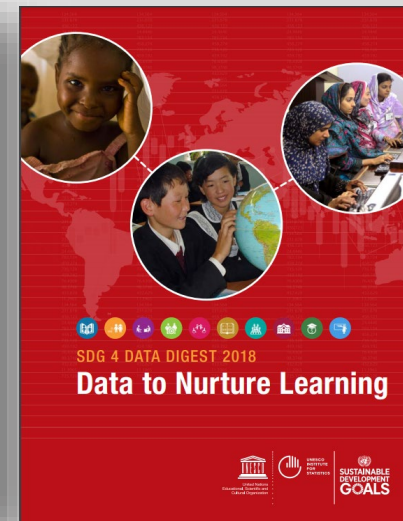
2020

[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](#)



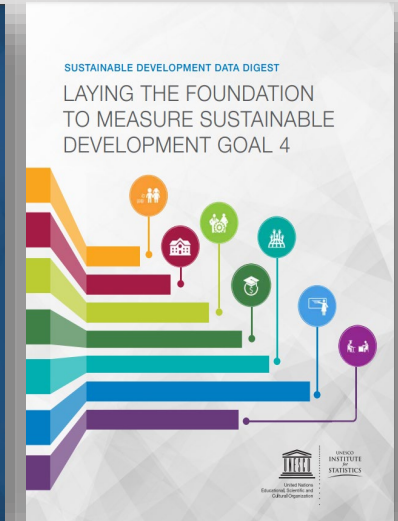
2018

[SDG 4 Data Digest 2018: Data to Nurture Learning](#)



2017

[SDG 4 Data Digest 2017: The Quality Factor: Strengthening National Data](#)



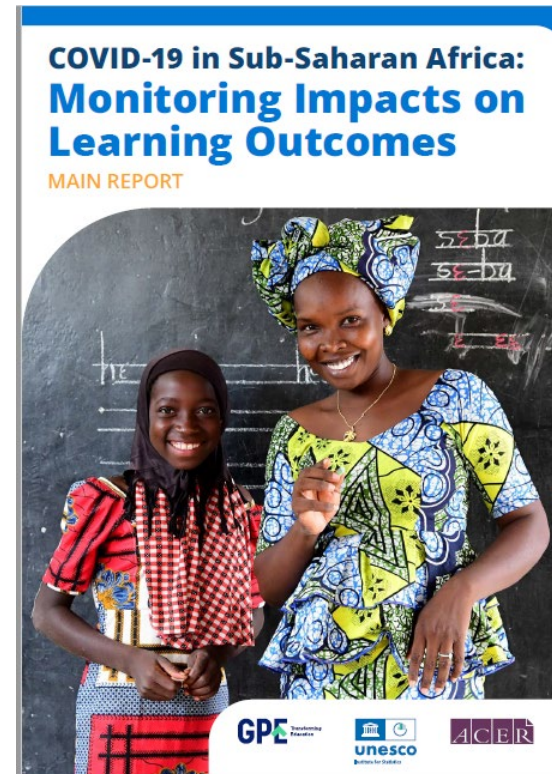
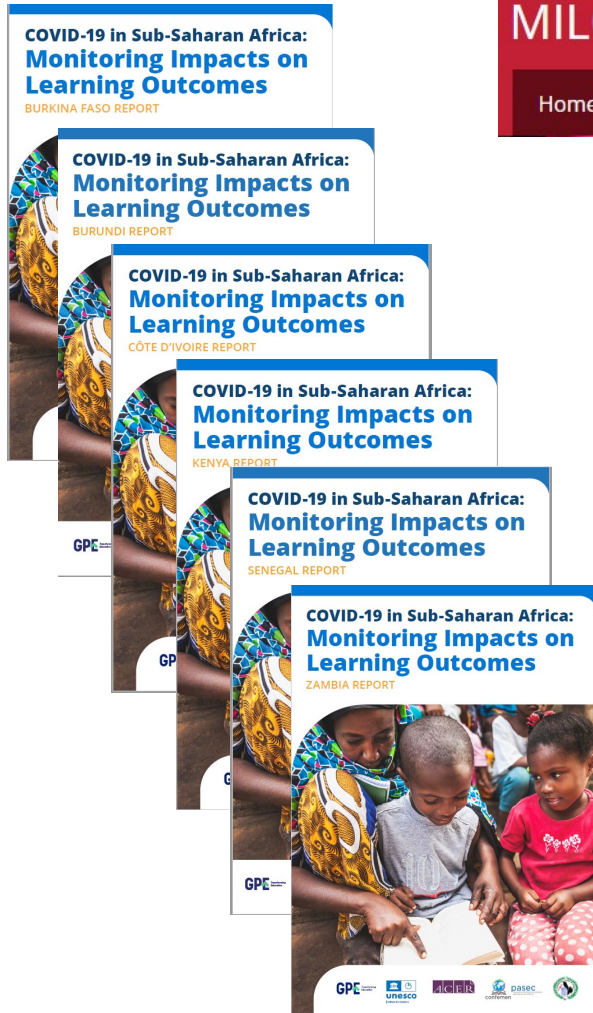
2016

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

# Capacity Development: MILO



<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/>

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

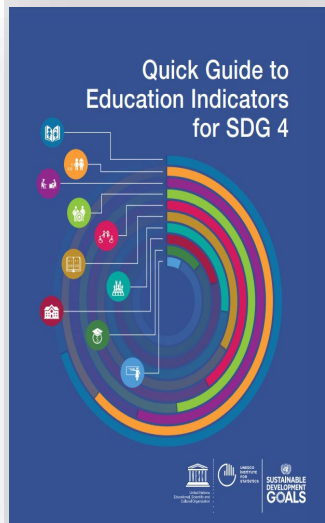
# Capacity Development Guides on education

Pillar 3

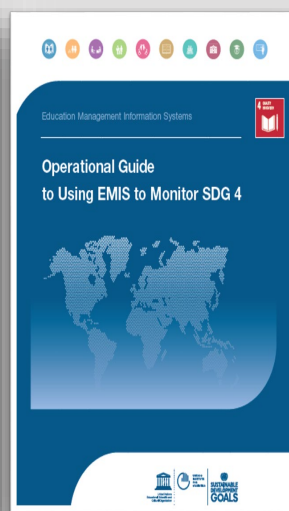


Brokering and  
Outreach

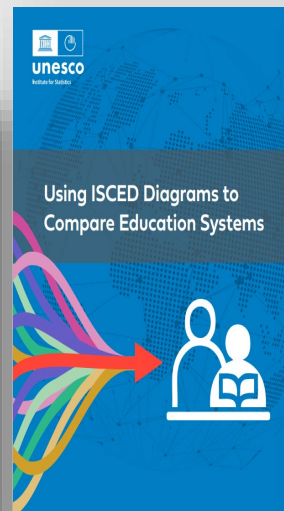
Support Member States and **build capacity** with **tools** such as technical guidelines for **data production** and for the **evaluation of data quality**



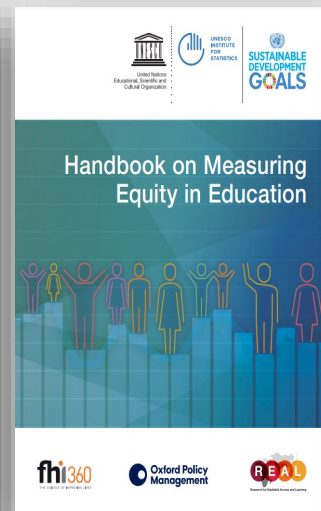
[Quick Guide to  
Education  
Indicators for SDG  
4](#)



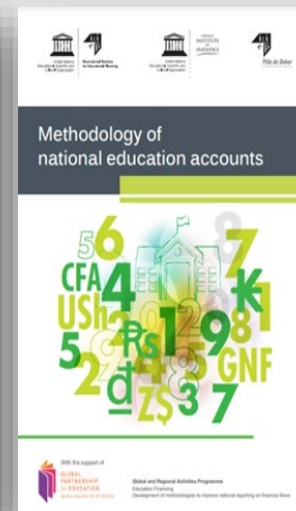
[Guides on EMIS](#)



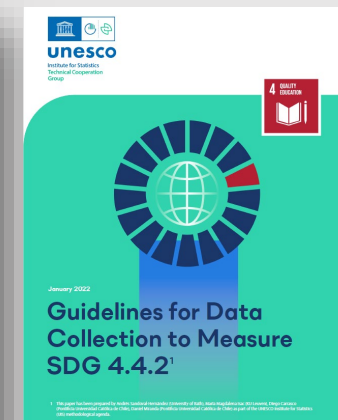
[ISCED  
Mapping  
Guides](#)



[Handbook on  
Equity in  
Education](#)



[Methodological  
Guide on  
National  
Education  
Account](#)



[Guidelines for  
Data Collection  
to Measure 4.4.2](#)



[Measurement  
Strategy for SDG  
Global Indicator  
4.4.2 using  
International  
Large Scale  
Assessments](#)

# Capacity Development Publications on learning outcomes

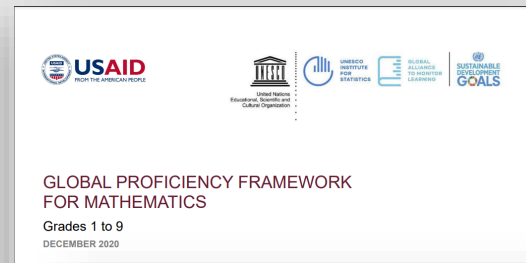
Pillar 3



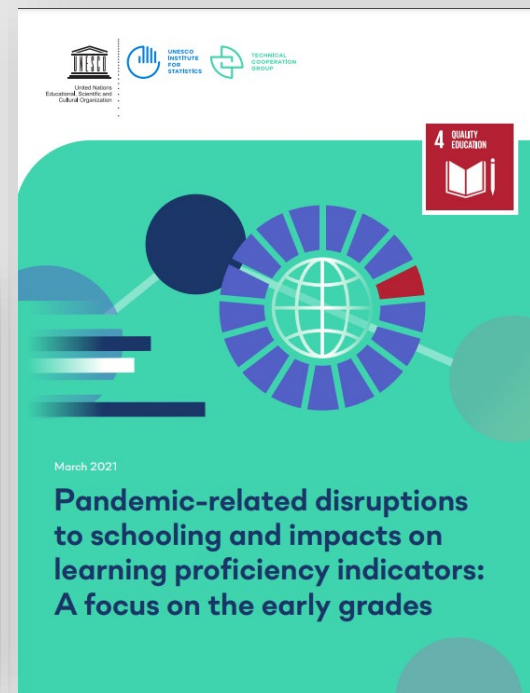
Brokering and  
Outreach



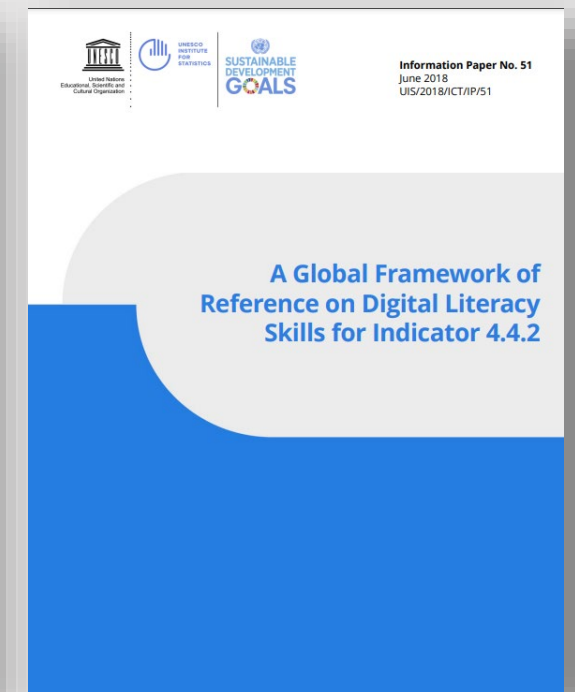
[Guidelines for data collection to measure SDG 4.7.4 and 4.7.5](#)



Global Proficiency Framework for [reading](#) and [mathematics](#)



[Pandemic-related disruptions to schooling and impacts](#)



[Global Framework of Reference on Digital Literacy](#)

# 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://iscd.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

[tcg.uis.unesco.org/](http://tcg.uis.unesco.org/)

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

<http://iscd.uis.unesco.org/>

[emis.uis.unesco.org/](http://emis.uis.unesco.org/)

[uis.unesco.org/](http://uis.unesco.org/)

[covid19.uis.unesco.org/](http://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/>

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

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

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

<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://geo.uis.unesco.org/sdg-benchmarks>

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



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GATES foundation

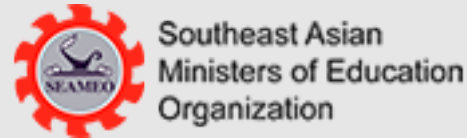
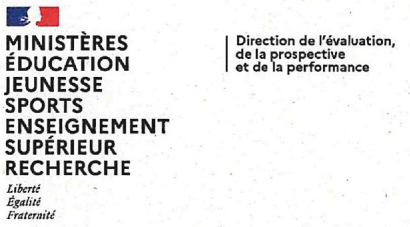


التعليم  
فوق  
الجميع | education  
above  
all

Canada 



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