• 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**
- 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
Work of UIS is centered around 3 major pillars.

Capacity Development is embedded in the 3 pillars.
Resources for setting standards and methodologies, production of data and brokering and outreach

**Standards and Méthodologies**

- **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**

- **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**

- 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
Pillar 1
Standards and methodologies
Brokering and Outreach

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

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

- 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
**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. ISCED mappings are published for 192 countries.

[Diagram showing the structure of national education systems classified according to ISCED 2011.](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](http://isced.uis.unesco.org/visualizations/).
Methodological development in Learning Outcomes (4.1.1)


- No methodology & no data (Tier III)
- No methodology & data (Tier II)
- Methodology & data (Tier I)

End primary/lower secondary

Early grades

No methodology & no data (Tier III)

Global Content Framework

Global Proficiency Framework

Minimum Proficiency Levels

Procedural Alignment Tool

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)

Policy Linking Toolkit

(15 countries & ICAN)

Harmonization: existing results

Development of Standards

Linking Assessments through innovative psychometric methods
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

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.

http://gaml.uis.unesco.org/policy-linking/
MILO: COVID-19 Monitoring Impacts on Learning Outcomes

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

Senegal
Burkina Faso
Côte d’Ivoire

Kenya
Burundi
Zambia

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

<table>
<thead>
<tr>
<th>Expand the AMPL-b</th>
<th>AMPL-b as a resource</th>
<th>Expand the AMPL</th>
</tr>
</thead>
</table>
| Measure the attainment of MPL at end of primary in other contexts:  
  - Other countries  
  - Other languages | • AMPL-b as a standalone assessment  
  • AMPL-b integrated into national assessment:  
    * as a whole booklet form  
    * rotated through national forms | 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 |

* AMPL-a as a standalone assessment
Pillar 2
Data Production
Education data produced and disseminated by the UIS

1. UIS collects education data from countries through surveys

**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

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

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.
3. Data from household surveys and learning assessments

- Household survey (HHS) report and microdata
- Learning assessment (LA) surveys

Data compilation and harmonization

SDG 4 Database
Mapping sources from HHS and LA

Household Survey (HHS) inventory

- 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

### 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.)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Year</th>
<th>Education level</th>
<th>Country name</th>
<th>FIG1 (1-assessment)</th>
<th>Assessment name</th>
<th>Target grade</th>
<th>Measurement point</th>
<th>Data source (sample/census)</th>
<th>Is IRT used for data analysis?</th>
<th>Are PLD defined? (0:No; 1:Yes)</th>
<th>Are results as % of students by PLD available? (0:No; 1:Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2015</td>
<td>End of primary</td>
<td>Benin</td>
<td>1</td>
<td>Certificate d'études primaires (CEP)</td>
<td>6</td>
<td>End of primary</td>
<td>Census</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>2015</td>
<td>End of lower secondary</td>
<td>Benin</td>
<td>1</td>
<td>Brevet d'études du premier cycle (BEP)</td>
<td>10</td>
<td>End of lower secondary</td>
<td>Census</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
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<td>End of lower secondary</td>
<td>Benin</td>
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<td>Census</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Math</td>
<td>2014</td>
<td>Grade 2/3</td>
<td>Benin</td>
<td>1</td>
<td>Brevet d'études du premier cycle (BEP)</td>
<td>10</td>
<td>End of lower secondary</td>
<td>Census</td>
<td>0</td>
<td>0</td>
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</tr>
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<td>Math</td>
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<td>End of lower secondary</td>
<td>Census</td>
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<td>Brevet d'études du premier cycle (BEP)</td>
<td>10</td>
<td>End of lower secondary</td>
<td>Census</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Data Production

Downloading data

[Image of the UIS Stat website]

Welcome to UIS.Stat

The UNESCO Institute for Statistics (UIS) is the official and trusted source of agency of UNESCO, the UIS produces a wide range of state-of-the-art database goals. The UIS provides free access to data for all UNESCO countries and regions through websites and applications that make rich use of UIS dissemination data services (DDDS).

Data Browser

A comprehensive and easy-to-use browser for viewing and downloading the data. It supports simple three-dimensional format (Indicator, country or region, year). Users can access the UIS database directly.

Background Information on Education Statistics in the UIS Database

Sustainable Development Goals

4.2.2 Participation rate in organized learning (one year or less)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albania</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algeria</td>
<td>74.16</td>
<td>73.38</td>
<td>72.64</td>
<td>71.60</td>
<td>70.55</td>
</tr>
<tr>
<td>Angola</td>
<td>95.65</td>
<td>94.73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Samoa</td>
<td></td>
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</tr>
<tr>
<td>Andorra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angola</td>
<td>55.27</td>
<td>55.28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angola and Equity</td>
<td>89.28</td>
<td>96.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antigua and Barbuda</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

[Image of the Bulk Data Download Service page]

Bulk Data Download Service

The archives listed below contain the latest official data disseminated by the UNESCO Institute of Statistics (UIS) at http://uis.unesco.org.

Intended Audience

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

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

This work is licensed under a Creative Commons Attribution-ShareAlike 3.0 IGO License.

SDG Global and Thematic Indicators

Download the data

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

http://data.uis.unesco.org/
UIS produces a variety of resources

Data - Repositories - Dashboards

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

http://tcg.uis.unesco.org/data-resources/
http://tcg.uis.unesco.org/sdg-4-dashboard/
http://covid19.uis.unesco.org/
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
Repositories of National Publications

- Repository of Education Indicators Reports

- Repository of Education Expenditure Reports
Out-of-School Rate Modelling

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
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

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

https://geo.uis.unesco.org/sdg-benchmarks
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.
Pillar 3
Brokering and Outreach
The UIS is active internationally through its involvement on steering committees and task forces.

<table>
<thead>
<tr>
<th>Technical microsites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-chaired with GEMR</td>
</tr>
<tr>
<td>Developing indicators for monitoring SDG 4</td>
</tr>
<tr>
<td>tcg.uis.unesco.org/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical issues and guidance on monitoring learning</td>
</tr>
<tr>
<td><a href="http://gaml.uis.unesco.org/">http://gaml.uis.unesco.org/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Standard Classification of Education</th>
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</thead>
<tbody>
<tr>
<td>Develop, maintain, update and review ISCED. Provide guidance on the effective and consistent use of ISCED for data collection and analysis</td>
</tr>
<tr>
<td><a href="http://ised.uis.unesco.org/">http://ised.uis.unesco.org/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repository of national EMIS-related information and guidelines for implementation and operationalization of EMIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>emis.uis.unesco.org/</td>
</tr>
</tbody>
</table>
## Brokering and Outreach: Global Coordination (2)

<table>
<thead>
<tr>
<th>Global UIS website</th>
<th>Global Education Observatory</th>
<th>Rapid response to emergency policy issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>uis.unesco.org/</td>
<td>Gateway to education-related data aimed at improving the monitoring of SDG 4 progress and relevant policy commitments.</td>
<td>Inter-Secretary Working Group of the UN system</td>
</tr>
<tr>
<td></td>
<td>geo.uis.unesco.org/</td>
<td>UNESCO / UNICEF / WB / OECD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>covid19.uis.unesco.org/</td>
</tr>
</tbody>
</table>

### 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

### 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

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/

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

**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
Brokering and Outreach

Pillar 3

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


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

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

**Burkina Faso**

**African Union: Western Africa**

Burkina Faso belongs to the following regional aggregations:
- GPE: Overall P120, all 68 countries, June 2020
- SDG Africa (Sub-Saharan)
- WB: Low income (July 2022)

**GNI per capita, PPP (2019)**: $2,189
**Population, total (2020)**: 20.9 million

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 indicates 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


<table>
<thead>
<tr>
<th>Joint Survey Phase 1</th>
<th>Joint Survey Phase 2</th>
<th>Joint Survey Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection</td>
<td>May to June 2020</td>
<td>July to October 2020</td>
</tr>
<tr>
<td>Coverage</td>
<td>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%</td>
<td>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%</td>
</tr>
</tbody>
</table>

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: Visualizations
COVID-19 Impact on education
Resources for Capacity Development

SDG 4 Digests

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

https://tcg.uis.unesco.org/publications/
Resources for Capacity Development
Publications on Out-of-school children and Teachers

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

- 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

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 Assessments

Guidelines for Data Collection to Measure SDG 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

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

**MILO Public Databases**
- Student database (Excel, SAV, zip)
- School database (Excel, SAV)

https://milo.uis.unesco.org/resources/
Capacity Development
UIS resources to build capacity through the 3 pillars

Standards and Methodologies
- http://isced.uis.unesco.org/visualisations/
- http://gaml.uis.unesco.org/policy-linking/
- https://milo.uis.unesco.org/

Data Production
- 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/

Brokering and Outreach
- tcg.uis.unesco.org/
- http://gaml.uis.unesco.org/
- http://isced.uis.unesco.org/
- https://geo.uis.unesco.org/
- https://milo.uis.unesco.org/
- https://geo.uis.unesco.org/
- https://geo.uis.unesco.org/uis-benchmarks/
Partners
Thank you

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