• 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.

Pillar 1: Standards and Methodologies
Pillar 2: Data Production
Pillar 3: Brokering and Outreach

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

**Standards and Methodologies**

- **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
Metadata for all SDG indicators

The latest data release was in September 2021.

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 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 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

![DQA Framework Diagram]

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.

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

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

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)

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
Pillar 2
Data Production
Education data produced and disseminated by the UIS

http://data.uis.unesco.org/
http://tcg.uis.unesco.org/data-resources/
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
1. **Step 1**
   - Mailout of questionnaires
   - Webinars and bilateral meetings
2. **Step 2**
   - Questionnaires completed
   - Data processing and harmonization
3. **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 allow 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

<table>
<thead>
<tr>
<th>SDG 4/CESA</th>
<th>Indicator name</th>
<th>ISCED level</th>
<th>Definition</th>
<th>Calculation method</th>
</tr>
</thead>
</table>
| 4.1.3      | Gross intake ratio to the last grade | Primary education (ISCED 1) | Total number of new entrants into the last grade of primary education, 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. | $GIRL\_G \_1 = \frac{NE\_G\_1}{P\_G\_1} \times 100$  
$GIRL\_G \_1$: Gross intake ratio to the last grade of primary education.  
$NE\_G\_1$: new entrants to the last grade of primary education;  
$P\_G\_1$: population of the intended entrance age of the last grade of primary education. |
|            |                 | Lower secondary education (ISCED 2) | Total number of new entrants into the last grade of lower secondary general education, 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. | $GIRL\_S \_2 = \frac{NE\_S\_2}{P\_S\_2} \times 100$  
$GIRL\_S \_2$: Gross intake ratio to the last grade of lower secondary general education.  
$NE\_S\_2$: new entrants to the last grade of lower secondary general education;  
$P\_S\_2$: population of the intended entrance age of the last grade of lower secondary general education. |
| 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 primary education who are not enrolled in pre-primary, primary, secondary or higher levels of education. | $OSR\_P \_1 = \frac{SAP\_P\_1 - \sum_{i=AG\_1}^{E\_AG\_1} \times 100}{SAP\_P\_1}$  
$OSR\_P \_1$: Out-of-school rate for children in pre-primary, primary, secondary or higher levels of education.  
$SAP\_P\_1$: population of the official age range of pre-primary, primary, secondary or higher levels of education;  
$E\_AG\_1$: enrolment in ISCED level $i$ of children. |
|            |                 | Lower secondary education (ISCED 2) | Proportion of children and young people in the official age range for lower secondary education who are not enrolled in pre-primary, primary, secondary or higher levels of education. | $OSR\_S \_2 = \frac{SAP\_S\_2 - \sum_{i=AG\_2}^{E\_AG\_2} \times 100}{SAP\_S\_2}$  
$SAP\_S\_2$: population of the official age range of lower secondary education;  
$E\_AG\_2$: enrolment in ISCED level $i$ of children. |
### Raw data

#### Table of Contents

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary education (2020)</th>
<th>Dr.</th>
<th>Dr. 2</th>
<th>Dr. 3</th>
<th>Dr. 4</th>
<th>Dr. 5</th>
<th>Dr. 6</th>
<th>Dr. 7</th>
<th>Unspecified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>10615</td>
<td>4063</td>
<td>8754</td>
<td>8019</td>
<td>2620</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20615</td>
</tr>
</tbody>
</table>

### Indicators

#### Data Production

Pillar 2

Templates for compilation of data from national sources

#### Educational Expenditure (Rapid Data Collection)

<table>
<thead>
<tr>
<th>Year</th>
<th>Exp.</th>
<th>Ma</th>
<th>Fa</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>100</td>
<td>50</td>
<td>150</td>
<td>200</td>
</tr>
</tbody>
</table>

#### Expenditure data

<table>
<thead>
<tr>
<th>Category</th>
<th>Total expenditure (excluding education)</th>
<th>Education expenditure</th>
<th>Total government expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>1000000</td>
<td>200000</td>
<td>1200000</td>
</tr>
</tbody>
</table>

#### Administrative data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>

#### Calculation method

\[
\text{Indicator} = \frac{\text{Education expenditure}}{\text{Total government expenditure}} \times 100
\]

#### Graph

- **Bar graph** showing the distribution of education expenditure across different regions.

#### Table

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>15.27</td>
<td>16.31</td>
<td>14.85</td>
<td>13.83</td>
</tr>
</tbody>
</table>

#### Footnotes

- (a) Proportion of total government spending on education (as a percentage of GDP)
- (b) GDP Government expenditure on education as a percentage of GDP
- (c) Actual expenditure

#### Sources

1. National sources (in US)
2. International sources
3. Local government sources
4. Other sources
Data from household surveys and learning assessments

Household survey (HHS) report and microdata

Data compilation

Learning assessment (LA) reports

SDG 4 Data

Pillar 2 Data Production
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? (0:No; 1:Yes)</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>Certificat d’études primaires (CEP)</td>
<td>6</td>
<td>End of primary</td>
<td>Census</td>
<td>0</td>
<td>1</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 (BEPC)</td>
<td>10</td>
<td>End of lower secondary</td>
<td>Census</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>2015</td>
<td>End of lower secondary</td>
<td>Benin</td>
<td>1</td>
<td>Brevet d’études du premier cycle (BEPC)</td>
<td>10</td>
<td>End of lower secondary</td>
<td>Census</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>2014</td>
<td>Grade 2/3</td>
<td>Benin</td>
<td>1</td>
<td>Certificat d’études primaires (CEP)</td>
<td>6</td>
<td>End of primary</td>
<td>Census</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>2014</td>
<td>Grade 2/3</td>
<td>Benin</td>
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<td>End of primary</td>
<td>Census</td>
<td>0</td>
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<td>Census</td>
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<td>Census</td>
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<td>1</td>
<td>0</td>
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<td>Math</td>
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<td>End of lower secondary</td>
<td>Benin</td>
<td>1</td>
<td>Brevet d’études du premier cycle (BEPC)</td>
<td>10</td>
<td>End of lower secondary</td>
<td>Census</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>2014</td>
<td>End of lower secondary</td>
<td>Benin</td>
<td>1</td>
<td>Brevet d’études du premier cycle (BEPC)</td>
<td>10</td>
<td>End of lower secondary</td>
<td>Census</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
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

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
Data Production
Repositories of National Publications

Repositories

- Education Expenditure Reports
- Education Indicators Reports

Repository of Education Indicators Reports

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Early childhood education (ISCED 0)</th>
<th>Primary education (ISCED 1)</th>
<th>Secondary education (ISCED 2+3)</th>
<th>Technical and vocational education</th>
<th>Tertiary education (ISCED 5-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>2013</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>2014</td>
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<td>●</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<td></td>
<td>2017</td>
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<td>2019</td>
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<tr>
<td></td>
<td>2020</td>
<td>●</td>
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<td>●</td>
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<td>2021</td>
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<td>●</td>
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<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

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

Repository of Education Expenditure Reports

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Actual</th>
<th>Type</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambia</td>
<td>2017</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
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<td></td>
<td>2018</td>
<td>●</td>
<td></td>
<td>●</td>
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<td>2019</td>
<td>●</td>
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<tr>
<td></td>
<td>2021</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>

http://tcg.uis.unesco.org/data-resources/repository-education-budgets/
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
Historical Series Dashboards to Navigate SDG 4 Indicators

SDG 4 Global Dashboard

<table>
<thead>
<tr>
<th>Region</th>
<th>Country</th>
<th>Indicator Number</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa (North) and Asia (Western)</td>
<td>Algeria</td>
<td>70.5</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Armenia</td>
<td>8.0</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Egypt</td>
<td>59.0</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Georgia</td>
<td>89.6</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Iraq</td>
<td>27.3</td>
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<tr>
<td></td>
<td>Jordan</td>
<td>32.0</td>
<td>2010</td>
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<tr>
<td></td>
<td>Palestine</td>
<td>56.1</td>
<td>2010</td>
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<tr>
<td></td>
<td>Qatar</td>
<td>90.5</td>
<td>2010</td>
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<tr>
<td></td>
<td>Sudan</td>
<td>93.8</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Tunisia</td>
<td>79.0</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Turkey</td>
<td>67.1</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Yemen</td>
<td>13.8</td>
<td>2010</td>
</tr>
<tr>
<td>Africa (Sub-Saharan)</td>
<td>Benin</td>
<td>52.9</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Burkina Faso</td>
<td>48.1</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>Burundi</td>
<td>51.5</td>
<td>2010</td>
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<tr>
<td></td>
<td>Cameroon</td>
<td>66.1</td>
<td>2010</td>
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SDG 4 Country Dashboard

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</thead>
<tbody>
<tr>
<td>1.1.2</td>
<td>Proportion of total government spending on education (as percentage of GDP)</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
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</tr>
<tr>
<td>1.1.3</td>
<td>Government expenditure on education as a percentage of GDP</td>
<td>17.1</td>
<td>17.0</td>
<td>16.9</td>
<td>16.1</td>
<td>16.0</td>
<td>15.9</td>
<td>15.8</td>
<td>15.7</td>
<td>15.6</td>
<td>15.5</td>
<td>15.4</td>
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</table>

SDG 4 Benchmark Indicators Dashboard

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</tr>
</thead>
<tbody>
<tr>
<td>1.1.2</td>
<td>Proportion of total government spending on essential services (education)</td>
<td>24.8</td>
<td>21.0</td>
<td>22.7</td>
<td>16.1</td>
<td>17.6</td>
<td>13.8</td>
<td>14.5</td>
<td>14.5</td>
<td>16.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2</td>
<td>Proportion of students at the end of primary education achieving at least a minimum proficiency level</td>
<td>11.0</td>
<td>11.0</td>
<td>11.0</td>
<td>11.0</td>
<td>11.0</td>
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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/
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

Pillar 3
Brokering and Outreach
The UIS is active internationally through its involvement on steering committees and task forces.

**Technical microsites**

- **Co-chaired with GEMR**
  - Developing indicators for monitoring SDG 4
  - tcg.uis.unesco.org/

- **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/

- **Repository of national EMIS-related information and guidelines for implementation and operationalization of EMIS**
  - emis.uis.unesco.org/
Brokering and Outreach: Global Coordination (2)

**Global UIS website**

uis.unesco.org/

**Global Education Observatory**

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

geo.uis.unesco.org/

**Rapid response to emergency policy issues**

Inter-Secretary Working Group of the UN system

UNESCO / UNICEF / WB / OECD

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

**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

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.


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
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/
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
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 P12, all 68 countries, June 2020
- **SDG Africa (Sub-Saharan)**
- **WB**: Low income (July 2022)

- **GNI per caps. PPP (2019)** $2189
- **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, 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/
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/
Global Education Observatory: Visualizations on COVID-19 impact
Global Education Observatory: Dashboards on SDG benchmarks

https://geo.uis.unesco.org/sdg-benchmarks
### 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><strong>Data collection</strong></td>
<td>May to June 2020</td>
<td>July to October 2020</td>
</tr>
</tbody>
</table>
| **Coverage**         | 120 countries in all 4 income groups:  
  Low income: 18 / 31 = 58%  
  Lower middle income: 36 / 47 = 77%  
  Upper middle income: 40 / 60 = 67%  
  High income: 26 / 80 = 33%  | 145 countries in all 4 income groups:  
  Low income: 20 / 31 = 65%  
  Lower middle income: 34 / 47 = 72%  
  Upper middle income: 46 / 60 = 77%  
  High income: 45 / 80 = 56%  | 143 countries in all 4 income groups:  
  Low income: 16 / 31 = 52%  
  Lower middle income: 29 / 47 = 62%  
  Upper middle income: 40 / 60 = 67%  
  High income: 58 / 80 = 73%  |

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
- School Closures and Regional Policies to Mitigate Learning Loss due to COVID-19: A Focus on the Asia-Pacific
- Monitoring GEM Commitments Using the Joint Survey of National Education Responses to COVID-19

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

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

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

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

Guides on education

Support Member States and **build capacity** with **tools** such as technical guidelines for **data production** and for the evaluation of data quality.
Capacity Development
Publications on learning outcomes

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

Pillar 3
Brokering and Outreach
## Capacity Development

**UIS resources to build capacity through the 3 pillars**

<table>
<thead>
<tr>
<th>Standards and Methodologies</th>
<th>Data Production</th>
<th>Brokering and Outreach</th>
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<td><a href="http://tcg.uis.unesco.org/sdg-4-dashboard/sdg-4-country-dashboard/">http://tcg.uis.unesco.org/sdg-4-dashboard/sdg-4-country-dashboard/</a></td>
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