The UNESCO Institute for Statistics

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Outline

- Brief introduction to the work of the UIS
- Possible areas of interest for GPE:
  - Regional modules
  - Education finance
  - Learning outcomes
UNESCO Institute for Statistics

- Established by UNESCO’s General Conference in 1999 (autonomy: governing board, resources, recruitment)
- Relocated to *Université de Montréal* in 2001
- Currently has 125 staff
  - 100 at HQ
  - 25 in the field
- Funded by UNESCO and voluntary contributions
The UIS as a data source
Improving relevance through a regional approach

- Responding to regional needs for policy-relevant indicators
  - African Union’s Second Decade for Education
  - Regional Education Project for Latin America and the Caribbean (PRELAC) and CONFINTREA follow-up

- Building mechanisms to ensure that data are used regionally
  - Providing data to regional databases and reports (e.g. ADEA and AU Observatory in Africa)
  - Identifying regional means for disseminating results and fostering ownership
UIS regional approach: Africa

- Survey covers 45 sub-Saharan African countries
- Launched in 2011
- 80% response rate

Good country collaboration suggests that the regional education survey can help to meet data needs for programme design and policy development
## UIS regional approach: Africa

<table>
<thead>
<tr>
<th>Item designation</th>
<th>Link to AU areas of priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes and pupils</td>
<td>Quality management</td>
</tr>
<tr>
<td>Availability of manuals and textbooks (reading and mathematics)</td>
<td>Quality management</td>
</tr>
<tr>
<td>Graduates from pre-service teacher training programmes</td>
<td>Teacher development</td>
</tr>
<tr>
<td>Newly recruited teachers</td>
<td>Teacher development</td>
</tr>
<tr>
<td>Availability of basic services</td>
<td>A key priority identified by regional organizations</td>
</tr>
<tr>
<td>School census response rates</td>
<td>Education Management Information Systems</td>
</tr>
</tbody>
</table>
Average class size by grade in selected countries, 2010 or latest year available

Source: UNESCO Institute for Statistics database
Textbooks:
in most countries children must share textbooks

<table>
<thead>
<tr>
<th>Country</th>
<th>Reading Textbook</th>
<th>Mathematics Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameroon</td>
<td>8.0</td>
<td>7.9</td>
</tr>
<tr>
<td>C. African Rep.</td>
<td>11.2</td>
<td></td>
</tr>
<tr>
<td>Angola</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Chad</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Togo</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>Uganda</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>Gambia</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Côte d'Ivoire</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Congo</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>DR Congo</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>Ethiopia</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Mozambique</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Sao Tome/Principe</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>Benin</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Guinea</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Niger</td>
<td>1.0</td>
<td></td>
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<tr>
<td>Mali</td>
<td>1.0</td>
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<tr>
<td>Cape Verde</td>
<td>0.8</td>
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<tr>
<td>Madagascar</td>
<td>0.8</td>
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<tr>
<td>Burkina Faso</td>
<td>0.8</td>
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</tr>
<tr>
<td>Rwanda</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Mauritius</td>
<td>0.3</td>
<td></td>
</tr>
</tbody>
</table>
Many schools have no toilet facilities

Source: UNESCO Institute for Statistics database
Most schools have no electricity

Source: UNESCO Institute for Statistics database
Finance data: innovative approaches

- Improved coverage of financial indicators by UIS
  - Tools to align sector review data with the UIS database
  - Wider use of other sources, especially government official account books

- Improved institutional capacities to compile and report financial data on a regular basis
  - Worked closely with country teams on national reports presenting analytic indicators on education finance
    - 9 sub-Saharan African countries (Benin, Burkina Faso, Central African Republic, Gambia, Ghana, Malawi, Mali, Rwanda, Togo)
    - 3 LAC countries (Ecuador, Guatemala and Nicaragua)
Public expenditure on education in sub-Saharan Africa: increased commitment

In sub-Saharan Africa, education expenditure grew, on average, by 6% every year between 2000 and 2008 (in constant LCUs)

Allocating funds across education sectors: primary and secondary trade-offs

- The case of Burundi
  - Increased total education budget from 3.2% to 8.3% of GDP
  - Shifted resource allocation to primary education
    - School fee abolition in 2005
    - 38% of budget (1999) to 53% (2009)
  - Primary gross enrolment rate tripled since 1999
    - GER: 49% in 1999 – 147% in 2009
    - Out-of-school children number reduced
  - But no growth in secondary
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Relative costs and access

Source: UNESCO Institute for Statistics, Statistical Tables, 2009 or most recent year.

Legend:
- SSA countries
- Non-SSA countries

Note: Coverage includes 18 sub-Saharan African countries and 44 countries from other regions.

Current expenditure per tertiary student as a ratio of current expenditure per primary student.

SSA AND NON-SSA COUNTRIES, 2009 OR MOST RECENT YEAR

Ratio between current expenditure per tertiary student and per primary pupil for

Public and private exp

HH contributions

Primary

Lower Sec

Upper Sec

Tertiary

22

44

49

30

78

56

51

70

0

5

10

15

20

25

30

35

40

45

50

55

60

65

70

75

80

85

90

95

100

%
Teacher salaries and country’s wealth

AVERAGE SALARY OF PUBLIC PRIMARY EDUCATION TEACHERS AS A RATIO OF GDP PER CAPITA, 2009 OR MOST RECENT YEAR

Source: Average primary teacher salary as a ratio of GDP per capita: Pôle de Dakar (UNESCO-BREDI). GDP per capita: International Monetary Fund.
Observatory of Learning Outcomes

- Measuring the quality of education presupposes having systematic information on learning levels.
- Compile existing information produced by national and international assessments and examinations:
  - A catalogue of existing assessments: approaches followed by countries.
  - Provide technical documentation to: (i) better understand the existing body of information; (ii) better decisions on what/how to measure.
- Promote linkages among existing studies in order to generate a common body of comparable information:
  - Regional assessments (PASEC, SACMEQ, LLECE) and IEA/PIRLS to explore options for convergence and collaboration.
Final remarks

- International statistics are a public good
- Focus on institutional development:
  - working with country teams so knowledge development relies on existing capacities and reinforce them at country level (for instance: 9 African and 3 LA countries involve in education finance work)
- Transparency, independence and quality of work lead to **trust**.
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