

CONTENTS

| | |
|--|----------|
| SUMMARY | 3 |
| PROGRESS TOWARDS UIS 2021 TARGETS | 6 |
| CHALLENGES AND LESSONS LEARNT | 7 |
| ANNEXES | 9 |
| Annex I. Progress towards UIS 2021 targets and milestones..... | 10 |
| Annex II. Summary of the Work Programme Implementation | 16 |
| Annex III. SDG 4 indicators published by the UIS 2021 | 26 |
| Annex IV. UIS publications..... | 29 |

LIST OF ACRONYMS

| | |
|-----------|--|
| ACER | Australian Council for Educational Research |
| API | Application program interface |
| ASEAN | Association of Southeast Asian Nations |
| CARICOM | Caribbean Community |
| CECC-SICA | Coordinación Educativa y Cultural Centroamericana |
| EMIS | Educational Management Information System |
| EQAP | Educational Quality and Assessment Programme of the SPC |
| FCDO | Foreign, Commonwealth and Development Office (U.K.) |
| GAML | Global Alliance to Monitor Learning |
| GCM | Global Education Cooperation Mechanism |
| GEMR | Global Education Monitoring Report |
| GPE | Global Partnership for Education] |
| IHME | Institute for Health Metrics and Evaluation |
| ISCED | International Standard Classification of Education |
| ISCED-T | International Standard Classification of Teacher training Programmes |
| KPI | Key performance indicator |
| MLA | Main lines of action |
| OECD | Organisation for Economic Co-operation and Development |
| SCCI | Science, Culture Communication, and Information Section of the UIS |
| SDG | Sustainable Development Goal |
| SEAMEO | Southeast Asian Ministers of Education Organization |
| SPC | Secretariat of the Pacific Community |
| STI | Science, Technology, and Innovation |
| TCG | Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 |
| UNICEF | United Nations Children's Fund |
| WBG | World Bank Group |

SUMMARY

In 2021, the Institute concentrated its efforts in the following areas of work:

(i) Coordinating and advocating at a global level for an aligned approach to data for monitoring SDG 4:

- Coordinated with regional organizations the adoption of SDG 4 regional benchmarks and facilitated¹ adoption of [SDG 4 national commitments](#) with 74% of countries having benchmarks for at least one indicator at the end of 2021.
- Developed and implemented a joint proposal with the Global Education Monitoring (GEM) Report for the “Data for monitoring and accountability” functional area of the Global Education Cooperation Mechanism (GCM) and the background documents on the monitoring for the ministerial segment (July) and the high-level segment (November) of the Global Education Meeting 2021.
- Provided inputs for alignment of monitoring frameworks to presidencies of the G7 and G20 meetings, as well as to international partners and donors.
- Developed a model to estimate the projections of learning losses during the pandemic and presented it at the UNESCO high-level ministerial meeting “One year into COVID: Prioritizing education recovery to avoid a generational catastrophe” (March 2021), as well in the report by UN Chief statisticians “[How COVID-19 is changing the world: a statistical perspective, Volume III](#)”.
- Completed mapping regional monitoring frameworks to SDG indicators frameworks with the aim to reduce complexity and burden of reporting for Member States; published the *Continental Overview: Bridging SDG 4 and Education Monitoring Frameworks Series* for Africa, Asia/Pacific, Latin America, and Europe. At the ministerial meeting in early December, the UIS will launch the baseline report “Education baseline in Africa: Expanding the coverage of CESA Indicators”, as part of a suite of products that includes a dedicated companion document on the [measuring of learning proficiency in Africa](#); country tables and country profiles.
- Launched the [Learning Data Compact](#) in collaboration with the World Bank and UNICEF as a commitment to ensure that all countries, especially low- and middle-income countries, have measurements of learning in at least 2 subjects, in 2 grades, for 2 rounds (2 x 2 x 2) by 2030.
- Made a proposal for the [International Standard Classification of Teacher Training Programmes \(ISCED-T\)](#) that will support the monitoring of SDG target 4.c on teachers by addressing the monitoring challenges due to differences among teacher training programmes.

¹ This included development of a model to project minimum and feasible benchmarks for all countries in the world, providing templates to countries in seven languages (the official 6 UN languages and Portuguese) and working directly with them to enable timely submission to UNESCO.

- Supported the Technical Cooperation Group in finalizing indicator methodologies for all SDG 4 targets, increasing the number of indicators that are reported from 29 in 2017 to 43 in 2021. Presented the methodologies for the equity benchmark indicator; a hybrid approach to the use of national population data; and the regional averages methodological solutions for four of the pending global indicators.
- Published a report in cooperation with the Division for Policies and Lifelong Learning Systems (EDP/PLS), analysing [20 years' education progress in Afghanistan](#) from 2001-2020. Based on UIS data and joint analysis with EDP/PLS, this very timely and highly visible report features the progress on enrolment and literacy especially on girls and the challenge to sustaining the progress achieved.
- Launched the [Global Education Observatory](#) (GEO) as a gateway to education-related data aimed at harmonizing multiple sources for easy access to information for decision-making to respond to priorities.
- Expanded the coverage of the Education Database with 6,390 data points from the data gap filling exercise, substantially increasing **expenditure information for 170 countries**; making available **new data for 16 education indicators for 162 countries**. Disaggregation for 4.a.2 and 4.5.2 by education level was provided and Indicators 4.1.0, 4.4.2, 4.5.3, 4.7.1, 4.7.6, 4.c.5, and 4.c.7 were released for the first time. Besides, updates were provided update for STI Indicators under SDG 9 (9.5.1 & 9.5.2), and data on the Culture Indicator SDG 11.4.1 was released for the first time.
- Successfully piloted [expanded data collection tools and options](#) which include a new approach to providing data for SDG 4 monitoring, whereas countries can work with user-friendly UIS templates to compile raw data and calculate indicators.
- Disseminated new visualizations including: [global, regional country dashboards for benchmarks](#); [ISCED mappings](#); [COVID 19 regional and country dashboards](#) on school closures; GPE visualizations on the impact of the pandemic on education.
- Launched two repositories of national sources to enable access to data on expenditure ([Education Expenditure Reports](#)) and other data ([Education Indicators Reports](#)) that can be used to calculate SDG 4 indicators.

(ii) Case studies of methodologies to expand reporting:

- Completed studies on **out-of-school children** in Cameroon, Kenya, Madagascar and in process of completion in Bangladesh and Lao PDR with the objective of providing national policy planners, donors and other stakeholders more reliable evidence for the design of interventions..
- Implemented several projects to resolve technical issues and build consensus around the production of internationally comparable indicators on **learning outcomes**. Thus, results of [Rosetta Stone](#) pilots in Africa and Latin America were collected and analyzed with the outcomes to be published in 2022. [Policy linking](#) workshops were conducted in India, Lesotho, Cambodia, and Nepal, with Zambia forthcoming in 2022, after which the final finding of the project will be released.

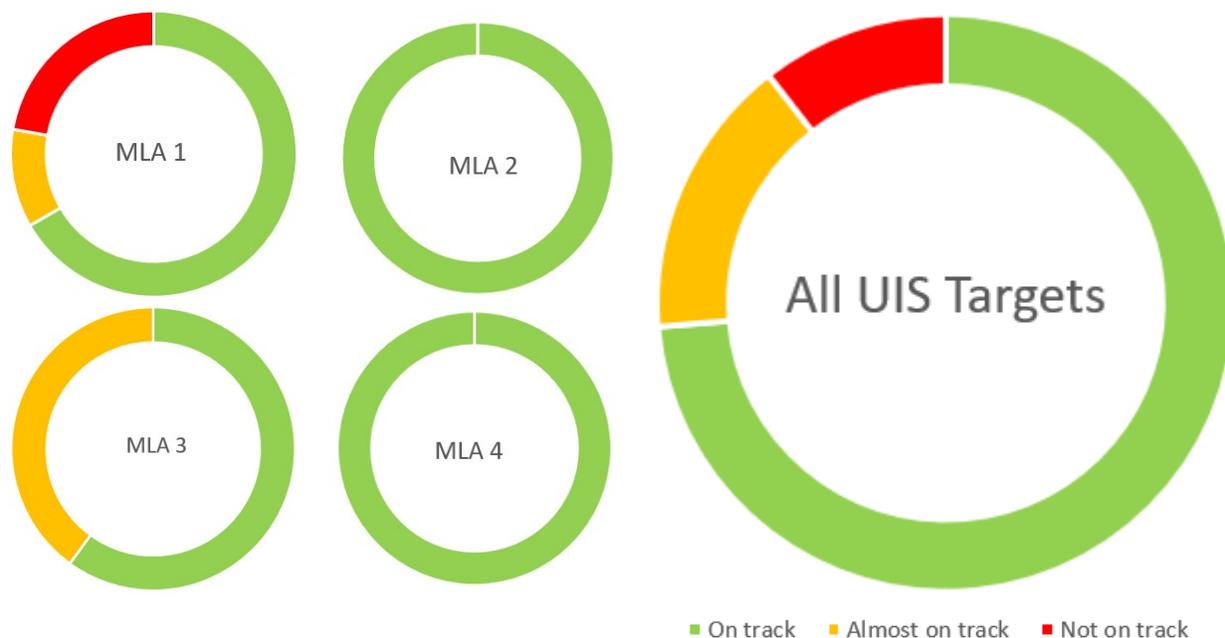
(iii) New methodologies, innovative responses to emerging data demands through:

- Developed and presented to the TCG methodologies and tools for combining data sources in order to increase coverage for expenditure and the combination of Household survey-based and administrative data for the estimate of out-of-school population. A proposal was made to use national population data under certain conditions.
- Administered two COVID-19 surveys using new technologies and produced two reports from the Joint Survey of national education responses to COVID19 in collaboration with GEM Report, World Bank, UNICEF, and OECD.
- Measured the impact of COVID-19 using the Monitoring Impacts on Learning Outcomes (MILO) toolkit in six countries. The new MILO tests provide assessment instruments to measure the attainment of SDG 4.1.1(b) Minimum Proficiency Levels (MPL) in reading and mathematics in students at the end of primary education.
- Developed a concept for an international item library ([Global bank of items](#)), which is a free-access platform supporting countries in the development, delivery, scoring, and reporting of student assessments. MILO tools and methodology were developed using items from the Bank of Items. The Global Item Bank will help to close the global measurement gap by building countries' capacity to carry out quality national large-scale learning assessments and facilitating internationally comparable measurement of student learning. The Global Item Bank will house a large set of assessment items aligned to the UNESCO Global Proficiency Framework (GPF) that countries can incorporate into their large-scale assessments to be able to monitor learning at the national and international levels.
- Developed a proposal and signed an agreement with the Ministry of Education of France to advance the joint work with the Global Item Bank. I

For more information on the UIS activities and products see: <https://tcg.uis.unesco.org/uis-products/>

PROGRESS TOWARDS UIS 2021 TARGETS

Figure 1. Progress towards 2021 targets



Note:

- Main line of Action 1: Development of globally comparable education statistics
- Main line of Action 2: Development of globally comparable statistics on learning outcomes Learning
- Main line of Action 3: Development of globally comparable statistics and indicators on science, culture, and communication (SCCI)
- Main line of Action 4: Reinforcement of cross-cutting statistical activities

For the list of targets in each MLA, see Annex I.

CHALLENGES AND LESSONS LEARNT

The following challenges were identified from activities in 2021:

- (i) Percentage of countries responding to UIS Education Surveys is static or declining, with a significant lag between available and reported data, which indicates that data collection tools and approaches should be reassessed.

Table 1. UIS education target at risk of not being achieved in 2021

| MLA | Key Performance Indicator (KPI) and target | 2020 Baseline | | | Progress in January-December 2021 | | | | |
|-----|--|---------------|-----------|-----------|-----------------------------------|---------|------|------|------|
| 1 | 1.1.d # percentage of countries in each region responding to UIS Survey of Formal Education Target 2021: | | QA | QB | QC | | | | |
| | | SSA | 50% | 15% | 41% | SSA | 50%↓ | 17%↑ | 24%↓ |
| | | Asia | 88% | 43% | 70% | Asia | 75%↓ | 42%↓ | 71%↑ |
| | | Pacific | 67% | 7% | 13% | Pacific | 93%↑ | 13%↑ | 27%↑ |
| | | LAC | 55% | 40% | 42% | LAC | 65%↑ | 43%↑ | 40%↓ |
| | | AS | 85% | 40% | 70% | AS | 70%↓ | 35%↓ | 55%↓ |
| | | | | | | | | | |
| | QA | SSA | 60% | 22% | 43% | | | | |
| | QB | Asia | 92% | 60% | 80% | | | | |
| | QC | Pacific | 79% | 20% | 26% | | | | |
| | | LAC | 55% | 40% | 42% | | | | |
| | | AS | 90% | 40% | | | | | |

↓↑ shows progress in comparison with 2020.

In anticipation of the challenges to national data collection and reporting due to the COVID-19 pandemic, the UIS implemented mitigation strategies of guidance through regional webinars. There was a decline in countries' responses to the UIS Formal Survey in 2021 (KPI 1.1.d) for Asia and Arab States across all questionnaires, while Pacific Asia, where a project with The Pacific Community (SPC) provided training and support for reporting, showed significant improvements.

Further analysis is underway on the causes of low or declining response rates, including the extent to which COVID19 has / will continue to impact data collection at the national level, the potential for UIS

support to reduce the gap between data available but not reported and the countries where structural issues, including the increase in countries in conflict, require different responses or longer-term capacity building.

The UIS pilot on filling data gaps indicated the extent to which more and more recent data are available but not reported to the UIS, and in particular for Educational Expenditure Data. The UIS presented options for data collection and production workflows to the 8th TCG and will focus on scaling up the use of the developed tools, particularly in Asia and sub-Saharan Africa in 2022.

(ii) **Work on the constellation of Core Indicators outside the SDG framework should be reconsidered and the focus should be on a resourcing and implementing a strategy for improving coverage of SDG indicators**

The UIS has responsibility for two Science indicators (SDG 9.5.1 and 9.5.2) and one Culture SDG indicator (SDG 11.4.1) and their disaggregations. Although the custodianship of SDG 16.10.2 is with UNESCO CI, the UIS continued to provide technical advice as needed.

Beyond the SIDA funding to develop SDG 16.10.2, voluntary contributions for the UIS Science, Culture and Communication work are generally received for UNESCO flagship publications or events, and are short-term, not aligned with the priorities of the UIS, and neither envisioned nor foreseen in workplans at the beginning of the period. With the persistent lack of funding, the challenge remains to sustain surveys, where benefits and ownership by countries or sectors are not based on demand.

Critical to this situation is the commitment by the Programme Sectors to a limited set of strategic data priorities, supported by funding. A plan for improving the coverage and quality of SDG indicators should be developed jointly with the UNESCO Sectors.

Acknowledging the challenges of Member States to respond to international surveys given other national priorities and taking into consideration the importance of establishing a joint approach with Sectors, the consultation on the Science, Culture and Communication indicators that are outside the SDG global framework that should constitute the UIS core indicators (originally scheduled for the first quarter of 2021) was postponed.

(iii) **Delivery of strategic products that respond to country needs and advance the SDG agenda is essential to secure UIS' positioning and funding**

Discussions with donors and on the Global Education architecture identified the need for the UIS to be agile and provide data to meet country needs and emerging issues (COVID19), with a focus on

- a narrow set of indicators responsive to member states' policy;
- delivering timely good quality data

In line with current developments in data stewardship and the approach proposed in the [System-wide Roadmap for Innovating UN Data and Statistics](#), the UIS must deliver strategic products that are functional to global coordination

mechanisms in order to secure its positioning and funding, and in doing so demonstrate impact with countries.

There is a need for a UIS wide engagement on the modernisation of approaches, clarity and accountability for priorities, to align the skills expertise of the organisation with its priorities, and to reflect better the responsibilities for the Core System of Indicators and SDG coordination in its allocation of resources. Regular Programme resources need to be realigned to increase the capacity of the Foresight & Innovation function and Regional Field Network.

ANNEXES

- Annex I. Progress towards UIS 2021 targets and milestones
- Annex II. Summary of the Work Programme Implementation
- Annex III. SDG 4 indicators published by the UIS 2021
- Annex IV. UIS publications

Annex I. Progress towards UIS 2021 targets and milestones

On track

Almost on-track

Not on-track

Main Line of Action 1: Development of globally comparable education statistics

Strategic objectives

- 1.1 Annual update of the UIS global database on education
- 1.2 Leadership in monitoring the SDG 4 - Education 2030 Agenda
- 1.3 Special focus: Monitoring equity in education
- 1.4 Reinforcing the capacities of national statisticians

| Key Performance Indicator (KPI) and target | Progress in January-December 2021 | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----|-----|----|-----|-----|-----|-----|------|------|-----|-----|---------|---------|-----|-----|-----|-----|-----|-----|-------------|-------------|-----|-----|-----|
| 1.1.a. Coverage rates of essential data points Target 2021: 56% | 49 % excluding OECD countries based on the September 2021 data release. | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.b Rate of SDG 4 indicators for which data is available in the UIS Database Target 2021: - 55% - Filling data gaps for at least 25 countries | <ul style="list-style-type: none"> - 55% for the indicators reported in 2020 so comparison is relevant - 53% based on the September 2021 data release taking into account all the new reporting indicators - Data gaps were filled for 14 indicators on students and teachers for 162 countries; and 2 indicators on education expenditure for 170 countries. - As a result of the filling data gap exercise, the coverage and timeliness of the indicator 1.a.2, increase so the percentage of countries with data available for the last three years, increased from 49% to 68%. | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1 c. # of countries that provide feedback on SDG indicators Target 2021: 83 | 84 countries. | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1 d. Percentage of countries in each region responding to UIS Survey of Formal Education Target 2021: | <table border="1"> <thead> <tr> <th></th> <th>QA</th> <th>QB</th> <th>QC</th> </tr> </thead> <tbody> <tr> <td>SSA</td> <td>50%</td> <td>17%</td> <td>24%</td> </tr> <tr> <td>Asia</td> <td>75%</td> <td>42%</td> <td>71%</td> </tr> <tr> <td>Pacific</td> <td>93%</td> <td>13%</td> <td>27%</td> </tr> <tr> <td>LAC</td> <td>65%</td> <td>43%</td> <td>40%</td> </tr> <tr> <td>Arab States</td> <td>70%</td> <td>35%</td> <td>55%</td> </tr> </tbody> </table> | | QA | QB | QC | SSA | 50% | 17% | 24% | Asia | 75% | 42% | 71% | Pacific | 93% | 13% | 27% | LAC | 65% | 43% | 40% | Arab States | 70% | 35% | 55% |
| | QA | QB | QC | | | | | | | | | | | | | | | | | | | | | | |
| SSA | 50% | 17% | 24% | | | | | | | | | | | | | | | | | | | | | | |
| Asia | 75% | 42% | 71% | | | | | | | | | | | | | | | | | | | | | | |
| Pacific | 93% | 13% | 27% | | | | | | | | | | | | | | | | | | | | | | |
| LAC | 65% | 43% | 40% | | | | | | | | | | | | | | | | | | | | | | |
| Arab States | 70% | 35% | 55% | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th></th> <th>QA</th> <th>QB</th> <th>QC</th> </tr> </thead> <tbody> <tr> <td>SSA</td> <td>60%</td> <td>22%</td> <td>43%</td> </tr> <tr> <td>Asia</td> <td>92%</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Pacific</td> <td>79%</td> <td>20%</td> <td>26%</td> </tr> <tr> <td>LAC</td> <td>55%</td> <td>40%</td> <td>42%</td> </tr> <tr> <td>Arab States</td> <td>90%</td> <td>40%</td> <td></td> </tr> </tbody> </table> | | QA | QB | QC | SSA | 60% | 22% | 43% | Asia | 92% | 60% | 80% | Pacific | 79% | 20% | 26% | LAC | 55% | 40% | 42% | Arab States | 90% | 40% | | |
| | QA | QB | QC | | | | | | | | | | | | | | | | | | | | | | |
| SSA | 60% | 22% | 43% | | | | | | | | | | | | | | | | | | | | | | |
| Asia | 92% | 60% | 80% | | | | | | | | | | | | | | | | | | | | | | |
| Pacific | 79% | 20% | 26% | | | | | | | | | | | | | | | | | | | | | | |
| LAC | 55% | 40% | 42% | | | | | | | | | | | | | | | | | | | | | | |
| Arab States | 90% | 40% | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 a # of SDG 4 indicators with agreed upon methodologies recommended for reporting Target 2021: - 44 (all SDG 4 indicators-except-4.7.3 plus 1.a.2) - Inventory of private expenditure - IHME/GEMR deliverables | <ul style="list-style-type: none"> - 44 SDG education-related indicators published, including 2 expenditure indicators - New Equity Benchmark indicators needs metadata framing. - Inventory of private expenditure finalized - All IHME/GEMR partnership deliverables on track | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 b Agreed upon methodologies to monitor progress towards SDG 4 | - TCG meetings held in June and November (TCG-8) . | | | | | | | | | | | | | | | | | | | | | | | | |

| Key Performance Indicator (KPI) and target | Progress in January-December 2021 |
|---|---|
| <p>Target 2021:</p> <p>TCG</p> <ul style="list-style-type: none"> - 5 virtual meetings - At least 1 TCG global meeting - Regular Working group meetings - Regional benchmarks meeting and implementation by 2021 - GEM meeting - Regional Report | <ul style="list-style-type: none"> - Working group on expenditure meeting held in June and October. HHS and EMIS working groups, as well as GAML met in October 2021. - Regional benchmarking process successfully completed and endorsed by GEM in July 2021 - A report on national benchmark commitments prepared and submitted to the GEM in November 2021 |
| <p>GAML</p> <ul style="list-style-type: none"> - 5 virtual meetings/webinars - At least 1 GAML global meeting <p>1.3.a # of methodological data resources available to monitor equity in education globally</p> | <ul style="list-style-type: none"> - National reports on out-of-school children completed for 3 countries and underway in two countries. |
| <p>Target 2021: 4</p> <p>1.3.b # of countries with education data disaggregated by equity dimensions in the UIS database</p> <p>Target 2021: 200 with data by equity dimensions, 56 with data by disability</p> | <ul style="list-style-type: none"> - Contributions to SDG reports by UN Statistical Division. - Data on Learning Poverty released for 120 countries, of which 19 are from sub-Saharan Africa - In 2021, data published for 222 countries/territories and 32 SDG4 indicators, disaggregated by sex, location, household wealth, and other dimensions. - Among those 222, 18 countries have data disaggregated by disability status. More data on disability (for 56 countries) is available in the dataset published by UIS in 2019 and updated in 2020. |
| <p>1.4.b. # of Member States where statistical capacities and country readiness for the international data reporting have been enhanced as a result of UIS intervention</p> <p>Target 2021: 93, of which SSA (30), Asia (24), Pacific (12), LAC (12), Arab States (15)</p> | <p>123 Member States² received UIS support via various projects³, including:</p> <ul style="list-style-type: none"> - 30 in Sub-Saharan Africa - 30 in Latin America and the Caribbean - 28 in Asia - 20 in the Arab States - 12 in the Pacific - 3 in Eastern and Central Europe |

²Including Member States that participated in the webinars in December 2020 that were not included in the report in 2020

³The projects are: UIS Education Survey webinar series, training on UIS new tools for SDG4 reporting using national data, policy-linking workshops, the MILO project, and national benchmarking meetings.

Main Line of Action 2: Development of globally comparable statistics on learning outcomes

Strategic objectives

2.1 Leadership in monitoring learning outcomes for SDG 4 - Education 2030 Agenda

2.2 Annual update of the UIS global statistics on learning outcomes

2.3 Special focus: Monitoring "children not learning"

Key Performance Indicator (KPI) and target

Progress in January-December 2021

2.1.a # of new methodologies developed to measure and report learning

Target 2021: 6

- The review panel for Indicator 4.1.1 successfully established progressing as expected
- Tools and materials to measuring learning loss - the COVID-19 MILO project - produced. Fieldwork completed in six African countries. Training on high quality assessment items provided to country participants.
- The dataset on 4.1.1 updated with new SEA-PLM, PASEC and TIMMS 2019 results.
- Metadata and estimates for indicator 4.1.0 on prepared for the future approved
- Microsite on Global Proficiency Framework finalized and approved hosted by USAID

2.1.b # of tools to assess national learning assessment systems

Target 2020: 3

- AMPL test finalized and tested ready
- Bank of 400 hundred items donated by ACER added to the 300 hundred items available at the UIS
- Policy Linking toolkit revised

2.1.c # of methodological documents produced to support the development of common learning metrics

Target 2021: 11

- Guidelines for the production and extraction of data on indicator 4.7.4 and 4.7.5 published.
- A technical note on Learning Poverty produced in collaboration with the WBG
- AMPL test as a component of the MILO project able to report to indicator 4.1.1b
- Policy linking workshops in India, Lesotho, Cambodia, and Nepal completed, in Zambia is forthcoming.
- Proposal for expanding reporting of indicator 4.1.1 presented to the TCG
- Proposal for increase in coverage in indicator 4.2.3 increased
- Milo Study Design presented as the methodology to measure learning losses.
- Methodology for measure the impact of learning losses developed and presented in March 2021 along with a dynamic excel tool
- Methodology to estimate the Global Target of the G7 approved by the G7 working group.
- Methodology to measure the proficiency levels of learning in Africa.
- Protocol for reporting finalized in 2021
- Organized and co-organized numerous high-level and public events to promote the UIS work and foster the dialogue on all levels

Main Line of Action 3: Development of globally comparable statistics and indicators on science, culture, and communication (SCCI)

Strategic objectives

3.1 Science, technology, and innovation statistics

3.2 Culture statistics

3.3 Communication statistics

3.4 Special focus: Monitoring Gender Equity in STI

| Key Performance Indicator (KPI) and target | Progress in January-December 2021 |
|--|---|
| <p>3.1.a # of SDG Global indicators and flagship indicators^{6F4} in STI fully documented in the UIS glossary</p> <p>Target 2021: Following completion of consultation on the core indicators, other core indicators documented for STI</p> | <p>SCCI consultation postponed and consequently the documentation of other indicators postponed. The glossary for SDG Global indicators was completed in 2020.</p> |
| <p>3.1.b # of countries for which data for SDG Global STI indicators available</p> <p>Target 2021: Data for SDG global STI indicators available for 162 countries.</p> | <p>Data for SDG 9.5.1 are available for 150 countries (77%) and Data for SDG 9.5.2 are available for 137 countries (70%).</p> |
| <p>3.2.a # of SDG Global indicators and Thematic Framework⁵ in CLT fully documented in the UIS glossary</p> <p>Target 2021: n/a (completed in 2020)</p> | <p>The glossary for SDG Global and SDG Thematic indicators was completed in 2020.</p> |
| <p>3.2.b % coverage of essential data points for CLT (i) SDG Global indicators (ii) Thematic Framework endorsed by MS and (iii) flagship indicators in the UIS database</p> <p>Target 2021: SDG 11.4.1 Data available for 50 countries</p> | <ul style="list-style-type: none"> - 63 of 211 countries/territories (30%) responded to the 2020 Survey; however, publishable data for SDG 11.4.1 are available for only 29 countries (14%) - Flagship indicators partially funded by Sector: New culture trade data are available for 190 countries (89%). |
| <p>3.3.a⁶ # of SDG Global indicators in CI fully documented in the UIS glossary</p> <p>Target 2021: N/a⁷</p> | <p>Revised methodology for SDG 16.10.2 approved by IAEG –SDG .</p> |
| <p>3.4.a # of countries for which STI SDG indicators disaggregated by gender are available in the UIS database</p> <p>Target 2021: 148</p> | <p>148 countries.</p> |

⁴ The indicators that are used or contribute to UNESCO or international flagship indices and publications, such as UNESCO Science Report, Global Inequality Index (GII), etc.

⁵ Refers to the Culture 2030 indicators framework, endorsed by UNESCO Member States.

⁶ No implementation status is indicated, as the KPI is not relevant anymore.

⁷ Since the UIS is no longer responsible for this data collection, it does not have a specific target related to this indicator.

Main Line of Action 4: Reinforcement of cross-cutting statistical activities

Strategic objectives

4.1 Ensuring access to and dissemination of UIS data and products

4.2 Promoting UIS work among various audiences

Key Performance Indicator (KPI) and target

Progress in January-December 2021

4.1 Website & Data Centre are continuously improved to meet or exceed needs of website users and UIS outreach objectives

Target 2021:

Dissemination:

- Sustained/improved UIS Data User satisfaction survey results.
- Data Releases and updates completed on spec and on schedule.
- Stable access to UIS Data Dissemination platforms (UIS Website, BDDS, Data Browser and API).

Communication:

- Communications Strategy finalised and implemented.
- A new UIS website developed.
- Social media used strategically to drive traffic to the website, with an increase of 5%

4.2.a # of reports/databases/indexes featuring UIS cross-nationally comparable data and indicators

Target 2021: 10

Foresight & Innovation:

- Access to data strengthened via new or improved microsites/dashboards on SDG benchmarks and regional benchmarks, COVID Regional Dashboard and country profiles.

Dissemination:

- UIS Data Refresh, UIS SCC Data Release and UIS EDU Data Release completed on spec and on schedule.
- UIS Data Dissemination platforms accessible and stable.

Communication:

- Communications Strategy has been drafted but has no approval from the UIS/DIR
- Plans for UIS website redevelopment / migration to UNESCO CRM site to be reviewed based on internal resource availability.
- Number of clicks on our posts in social media, including the recently created LinkedIn account, increased by 55% (to 5.4k), and followers increased by 8.3% (to 24k).

The UIS:

- Prepared and provided to UNSD data for global SDG 4 indicators for the Global SDG Database, analysis to the SDG reports by UNSD.
- Released Learning Poverty data for 120 countries together with the World Bank
- Responded to emerging needs via the Joint Survey on COVID 19 impact (launched in 5 languages with the Glossary), MIMEA survey, tracking on GEM commitment and contributing to Mission Recovery.
- Facilitated G7 (UK) process^{11F8}.
- Enabled G20 (Italy) work^{12F9}.
- Organized a high-level panel on regional education strategies and SDG 4 on the occasion of the World Education Day (together with GEMR).
- Launched the "Learning Compact" at the high-level virtual meeting (together with UNESCO, WBG and UNICEF).

⁸ Support to the Girls' Education Technical Working Group of G7 (FCDO-UK) and contribution to the G7 Accountability framework

⁹ Support to Education Working group of G20 (Italian Ministry of Education) and contribution to the G-20 Education report in collaboration with ED/PLS and GEMR

Key Performance Indicator (KPI) and target

Progress in January-December 2021

4.2.b # of UIS flagship publications

Target 2021:

- 12 blogs.
- 1 flagship publication, 4 regional reports, 1 thematic report

- 14 blogs
- SDG4 Data Digest 2020 (En, Fr, Sp).
- SDG 4 Data Digest 2021 to be released on 24 January (Education Day)
- Regional report on Africa (En, Fr)
- Benchmark technical documents prepared and the TCG and GAML background document and notes prepared.
- Regional report on Asia with UNESCO Bangkok.
- Regional Frameworks published five regions.
- Joint Report of the Survey of National Education Responses to COVID-19.
- Publication 'Using ISCED Diagrams to Compare Education Systems'.
- 2 information papers.

Annex II. Summary of the Work Programme Implementation

Influencing Education Development

The pandemic has highlighted the importance of data, and consequently, the role of the UIS in responding with timely and relevant data to help policy responses. The UIS actions have been led from the Director's office with the support of the Foresight & innovation Team, in close collaboration with other partners and with the Global Education Monitoring (GEM) Report team on selected issues.

The [Global Education Cooperation Mechanism](#) (GCM) was launched by UNESCO in November 2021 to enhance collaboration between national,

regional, and global SDG 4 stakeholders based on a shared understanding of actions needed for progress towards 2030. One of the three core functions of the new GCM is to increase the availability of data on education-related actions and outcomes, and the use of these data to monitor progress towards SDG 4 to enhance the conditions for accountability. There are five strategies foreseen for this functional area, and in 2021 the UIS has initiated or continued activities in each of these strategic directions, summarised below, with details in the following sections.

| GECM Strategy | UIS actions |
|--|--|
| Setting up the Global Education Observatory, as a single platform to easily access up-to-date, comparable data on education indicators | The Global Education Observatory (GEO), launched in November 2021, 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 commitment. |
| Filling data gaps with an emphasis on selected SDG 4 indicators | The UIS pilot for filling data gaps through mining of published national sources resulted in 6390 additional data points for the September 2021 Data Release, increasing coverage by 8.2% with respect to the data points available before the addition of the new data points. The increase in timeliness is notably specially when related to data in expenditure. |
| Strengthening country engagement and ownership for the Technical Cooperation Group on SDG 4 indicators | The Eight meeting of the TCG was held virtually in early November. It reviewed the outcomes of work by the TCG five Working Groups ¹⁰ , highlighted the global, thematic and regional methodological developments to fill data gaps, presenting status, finalization, and next steps for SDG 4 benchmarks, and discussed regional and national engagements within the TCG working arrangements. |
| Finalizing the setting of national and regional benchmarks for selected SDG 4 indicators | The work on the adoption of SDG 4 national commitments progressed successfully with an update to the Global Education Meeting in November 2021 reporting that. 62% of countries have submitted - or are in the process of submitting their national and regional benchmarks for 2025 and 2030 on at least some indicators and another 18% of countries have sector plans with targets . Thanks to the work it was also possible to report how the world would progress towards 2025 and 2030 in 6 of the 7 th benchmark indicators. |
| Monitoring implementation of missions emerging from | The global pandemic continued to remain the major negative influence for attainment of SDG 4 targets. The UIS, tasked with reporting against selected |

¹⁰ Administrative data/EMIS, Household surveys, Education finance, Teachers, and GAML

| GECM Strategy | UIS actions |
|---------------------------------------|--|
| review of progress against benchmarks | commitments for the 2020 Global Education Meeting declaration provided much needed data on national responses to school closures ¹¹ , rapid assessment of most essential education variables for immediate use ¹² , and issued a Monitoring GEM Commitments Report in July in time for the High Level Ministerial Segment of the GEM 2021. The UIS also started an innovative project to evaluate the impact of COVID-19 on learning ¹³ . |

Collaboration with key partners increases outreach and capacity to broker solutions.

The joint work with the World Bank on the [Learning Poverty indicator](#), allowed the release of the latest country-level estimates for 120 countries, including 19 from sub-Saharan Africa.

The [Learning Development Compact](#), announced in July 2021 by UNESCO/UIS in collaboration with UNICEF and the World Bank as a commitment to ensure that all countries, especially low- and middle-income countries, have measurements of learning in at least 2 subjects, in 2 grades, for 2 rounds (2 x 2 x 2) by 2030. The project aims to guide funding and technical support to countries, while building and strengthening national permanent capabilities to produce and use data on learning and other educational outcomes. A series of events including at the GPE Global Education Summit in July, and a Development Partner Meeting in October aimed towards securing partnership and financing commitments in January 2021

In addition, the UIS Director supported education work within the G20 (Italy) and G7 (UK). For the G20, the Italian Ministry of Education convened the Education Working group, which was particularly interested in education systems and the challenge of rethinking the educational offer. For the G7, the UK Foreign, Commonwealth and Development Office focused on girls' education in developing countries and invited the UIS Director, as a technical expert, to the Informal Girls' Education Technical

Working Group. The contribution to the G7 Accountability framework ([UK's Five years of global action](#)) was specifically acknowledged by the UK Minister of for the European Neighbourhood and the Americas in her [letter](#) to ADG/Education.

The UIS Director has been invited to co-chair the [Task Force on COVID-19 and household surveys](#) of the Inter-secretariat Working Group on Household Surveys, along with the UNSD and the World Bank. The 52nd session of the UN Statistical Commission received the [report of the Group](#) and welcomed its timely support to countries in addressing the challenges of the COVID-19 pandemic on national household survey programmes, including by sharing innovative methodological solutions, and stressed the need for continued support.

Among other significant achievements in 2021 there is support to the [Global Education Forum](#), collaboration with the World Bank on [Learning Accelerator Council](#), providing input to the Global Partnership for Education (GPE) on its strategy and results framework, work with the UK Foreign, Commonwealth and Development Office (FCDO) on the programme completion review related to the UIS participation in the Better Education Statistics and global Action to improve learning (BESTA) project in 2018-2021, and partnership with the UNESCO Division for Policies and Lifelong Learning Systems (EDP/PLS) for the report "The Right to Education: What's at stake in [Afghanistan](#) ", published by UNESCO in September in response to the political situation in the country.

¹¹ The third iteration (March-July 2021) of the [Survey on National Education Responses to COVID-19 School Closures](#) was launched by the UIS in collaboration with the World Bank, UNICEF, and OECD.

¹² The survey to Monitoring Impact on Main Education Data Aggregates ([MIMEA](#)) was implemented in early 2021.

Mission Recovery

In March 2021, UNESCO with World Bank and UNICEF launched a Mission Recovery (MiR) of world-wide efforts to enable all children to return to school safely and to learn in a supportive environment.

The UIS was tasked with reporting against selected commitments for the 2020 Global Education Meeting declaration and published a first [report](#) at the time of the July 2021 ministerial segment of the Global Education meeting. The report covered the GEM Commitments: 7.1, Education as a proportion of total government spending (Indicator 1.a.2); 8:1 Safely Reopening Schools; 8.2, Support to Teachers and Educational Personnel frontline workers; 8.3 Investment in skills development including social and emotional wellbeing; 8.4 Narrowing the digital divide in Education.

following the third iteration of the Survey on National Education Responses to COVID-19 School Closures. The survey was launched in five languages in March 2021 by the UIS in collaboration with the World Bank Group, UNICEF, and OECD. It covered the COVID-19 impact on various aspects of education systems, the policies implemented to assess and remediate them, including strategies to ensure equity and safe reopening of schools for all. The results were released in July 2021 at the GEM meeting.

A report on [School Closures and Regional Policies to Mitigate Learning Loss due to COVID-19: A Focus on the Asia-Pacific](#) was published with UNESCO/Bangkok, breaking down the effects of school closures across the Asia-Pacific, and the effects on different levels of education from early childhood education, through to primary and secondary school. It analyses country efforts to implement remote learning, and strategies to mitigate learning losses as the proportion of students expected to fall below minimum proficiency levels is expected to rise.

“[The COVID-19: Monitoring Impacts on Learning Outcomes \(MILO\)](#)” toolkit was implemented in Burkina Faso, Burundi, Cote d’Ivoire, Kenya, Senegal, and Zambia in partnership with the Conference of Ministers of Education of French-Speaking Countries (CONFEMEN) and the technical support of the Australian Council for Educational Research (ACER). The aim of this study is to determine the impact of COVID-19 on learning outcomes at the end of primary school. The knowledge about current and prior learning outcomes will lay the foundation for the participating countries to compare future learning outcome and ideally to determine learning loss due to COVID-19 and learning recovery following COVID-19. Capacity building workshops have been held with the countries to inform a way forward and the final toolkit and report are anticipated in January 2022.

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

unesco | unicef | THE WORLD BANK | oecd

[What's Next? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic](#) was published

SDG 4 Benchmarks and Regional Frameworks

The work on the adoption of SDG 4 regional benchmarks and national commitments started in August 2019 when the Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG) endorsed seven SDG 4 indicators for benchmarking. The regional benchmarks process, initiated by the UIS and the GEMR, was successfully completed earlier in 2021 through collaboration among UNESCO (UIS, GEMR, and Regional Bureaux), regional organizations (African Union, ASEAN, CARICOM, CECC-SICA, European Union, Forum of Education Ministers Meeting, SEAMEO, SAARC and SPC/EQAP) and Member States. Regions have their own frameworks to set, monitor and report on SDGs and the benchmarking process has offered an opportunity to regional organizations with an education agenda to add indicators they may wish to benchmark at the regional level.

As the final step, for each of the seven global and thematic benchmark indicators, countries were invited to submit their national benchmark values for 2025 and 2030. To facilitate this exercise the UIS and the GEM Report provided a template with projected values to serve as a basis for discussion. Five orientation regional/sub-regional webinars were organized by the UIS, and 33 Member States were supported through bilateral meetings, emails, and phone calls.

Due to the [global mobilization](#), by the end of October 2021:

- National benchmark values had been submitted by 39% of countries. On average, 11 of the requested 19 benchmark values were submitted.
- Another 14% of European Union and CARICOM member states committed to their respective regional targets, which have been aligned to SDG 4 for at least some indicators.
- In addition, 10% countries had committed to submit the template in the coming weeks and months.

- National plans yielded at least some targets for the benchmark indicators for 18% of countries.
- About 12% of countries had plans without targets.
- Finally, the search found that 8% of countries had no plans.

The information on submitted national benchmark values, the baseline values, and the implications for where regions and the world will be in 2025 and 2030 if these benchmarks are achieved, feature in a new [observatory on benchmarks](#), which will be a focal point on the follow-up process. The UIS and the GEM Report prepared a baseline report on the results of this process, which was released in January 2022.



Dissemination

The UIS has developed several visualizations during the year 2021 and this was done using Tableau, Flourish or even special tailored tools. The results of the 'Survey on National Education Responses to COVID-19 School Closures' and subsequent monitoring of the impact of the pandemic were presented in the TCG microsite in the form of [interactive maps](#) and country [dashboards](#). [Global](#), [regional](#) and [country](#) dashboards were created to

present the values of the minimum and feasible regional SDG 4 benchmarks along with other values relevant to the benchmarking process. The Global Education Observatory (GEO) website hosts newly developed dashboards on the [COVID-19 impact](#) on school closures and [SDG national benchmarks](#). The UIS has also developed interactive maps on school closures for the GPE.

Table 2. Summary of visualizations developed by UIS in 2021

| Topic in the TCG microsite | Type of visualization | Data tables |
|--|--|-------------|
| COVID-19 impact on education | Interactive maps: -Global monitoring of school closures due to COVID-19 -Total duration of school closures -Where are teachers prioritized for the COVID-19 vaccine? Dashboards: -Status of school closures by country and distance learning modalities | Yes |
| Benchmarks | Dashboards: -Global benchmarks -Regional benchmarks -Country benchmarks | Yes |
| GEO | Dashboards: -COVID-19 impact -SDG 4 benchmarks | Yes |
| GPE Replenishment – London UK | Interactive maps on school closures | Yes |

The [Global Education Observatory](#) (GEO) launched in November 2021, 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 commitment.

The Observatory compiles and integrates a collection of information from different sources to track and monitor SDG4 progress and commitments on quality education for all by estimating main indicators and presenting education data through various visualizations and maps for relevant indicators as regional and national dashboards. It is composed of

observatories on various themes, also accessible by country, displaying the latest statistics and information on each of the themes, such as [Covid-19 Impact](#) and [SDG Benchmarks](#). The GEO also provides direct links to:

- World Inequality Database on Education – [WIDE](#)
- Key facts and trends in education around the world– [SCOPE](#)
- Laws and policies on key themes in education - [PEER](#)
- International Standard Classification of Education - [ISCED](#)

Other dissemination platforms include:

- International Standard Classification of Education ([ISCED Mappings](#)) which are the outputs of a collaborative process between the

UIS and Member States to map national education systems according to ISCED. These mappings are essential tools for organizing information on national education systems, their programmes and related qualifications in order to ensure the cross-national comparability of education statistics and indicators and to assist analysts to understand and interpret them. The accompanying country

diagrams provide a visual image of the structure of national education systems.

- New resources on the Technical Cooperation Group site including two repositories of national sources to enable access to data on expenditure ([Education Expenditure Reports](#)) and other data ([Education Indicators Reports](#)) that can be used to calculate SDG 4 indicators.

Methodological Development and Data Releases

Education statistics

The UIS Foresight and Innovation team under the leadership of the UIS Director continued to develop methodologies and provide solutions for accurate and policy-relevant monitoring of the SDG agenda. To this end:

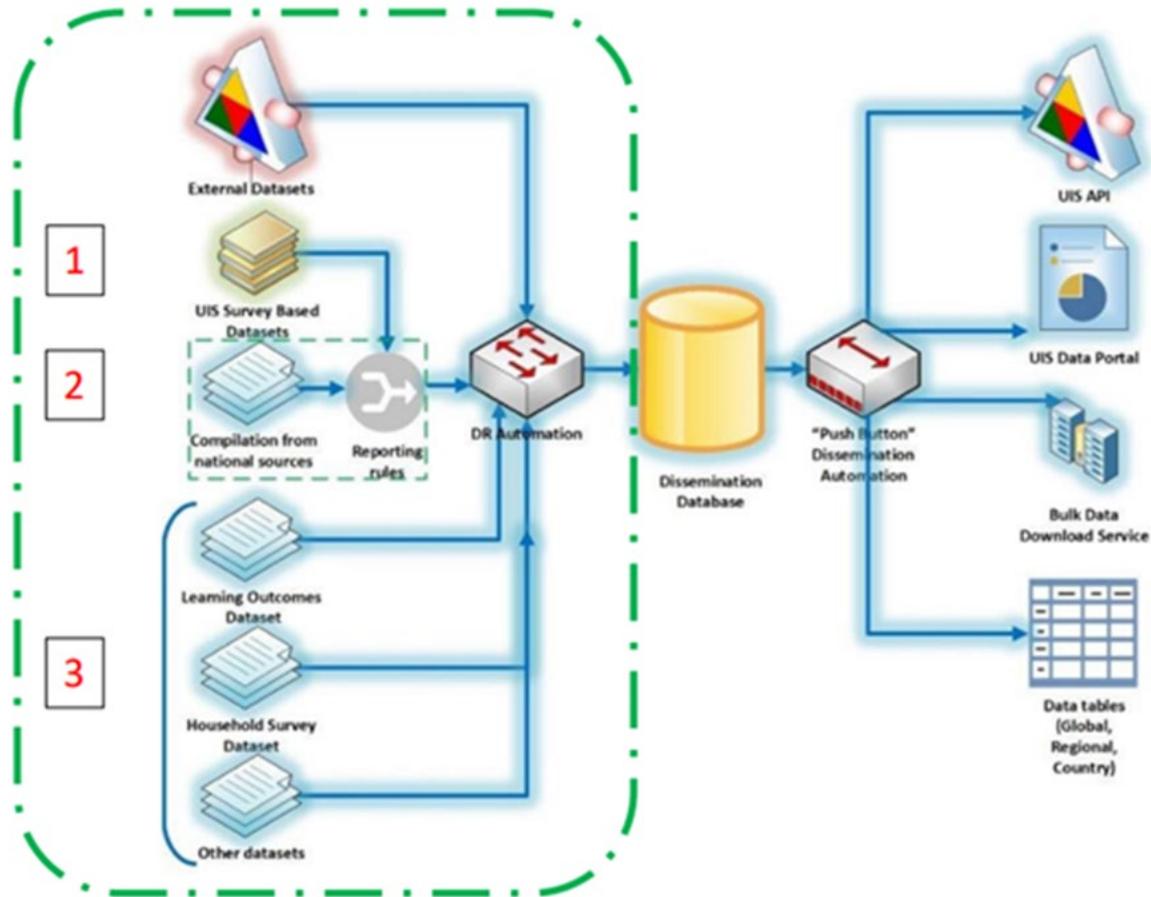
- A [proposal on regional average and the equity benchmark](#) was developed with the Global Education Monitoring (GEM) Report and presented at the [TCG meeting in June](#).
- Sixteen methodological developments/refinements were prepared and presented to the [8th annual TCG meeting in October](#). This included three proposals on statistics regarding teachers, three proposals regarding use of household surveys to measure equity and learning; two proposals for administrative data/EMIS; two for expenditure data; and six for learning indicators.
- Two new dynamic templates to collect national data on education, from administrative and expenditure sources, have been built. The templates allow for the calculation of 16 SDG indicators from national raw data as they have embedded the indicators formulas and the extra datasets needed to do so, such as the information on the ISCED mapping, population data from UNPD, GDP data from the WB, and the Total government expenditure from the IMF. Additionally, a special template was built for Africa collecting some CESA indicators.

- Methodology for reporting indicator 1.a.2¹⁴ was developed and submitted to the Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs).
- Two repositories of national sources were compiled and launched to enable access to data on expenditure ([Education Expenditure Reports](#)) and other data ([Education Indicators Reports](#)) that can be used to calculate SDG 4 indicators.
- The 4.1.1.Review Panel was established to overview the implementation of Policy Linking Toolkit and make recommendation for the improvement of the tool and/or the processes.
- A Technical Advisory Panel was established, and a global consultation was held for the development of an International Standard Classification of Teacher Training Programmes (ISCED-T), envisaged to support the monitoring of SDG target 4.c on teachers. The [draft ISCED-I](#) was presented and approved by the 41st General Conference of UNESCO in November 2021 .

Several UIS teams contributed to the **data refresh** in early March and the **global education data release** in September 2021.

For the **data refresh**, the UIS updated economic data, as well as indicators on literacy and educational achievement. Datasets for eight indicators were updated. Data was published for the first time for the urban and rural illiterate populations.

¹⁴ Proportion of government spending on essential services (education)

Figure 2. Production and dissemination of UIS education data

The global education [data release](#) featured data for 44 SDG indicators, including the global indicator 4.7.1 and new thematic indicator 4.1.0. Data was published for the first time also for Indicator 4.4.2 and 4.7.6. Additional disaggregation was introduced for six indicators, including by disability for indicators 4.1.2 and 4.1.4.

The main feature of the release was considerable gain in data coverage as well as timeliness of data due to innovative methods applied by the UIS. Thus, incorporating data from national official sources resulted in adding over 6,000 data points with significant improvements in coverage for sub-Saharan Africa, East Asia, and Small Island States. In terms of data for expenditure, a careful analysis of not only national but also international data sources was mapped, integration of different sources was proposed leading to a dramatic increase in coverage and the timeliness of reporting, with information for more recent years.

Data gap analysis and filling is a necessary step to ensure the UIS supports countries in making the best use of available data. This fits within a broader concerted UIS initiative that seeks to make education data collection, data use and dissemination more efficient and accessible and to reduce the burden of reporting for countries.

The COVID-19 pandemic has led to an increasing demand for data on out-of-school children (Indicator 4.1.4) however given the data published in September 2021 refers to the school year ending in 2020 more likely to reflect the initial enrolment in September 2019 and in March 2020 for split and calendar years system, is still not showing the potential impact on enrolment of the sanitary crisis. Data on out-of-school rates have been updated for over 100 countries, and new countries have been added.

In addition to SDG 4 indicators, at the “Other Policy Relevant Indicators” level, the global education data release also included regional averages for *Total Net Enrolment for primary education*.

STI, Culture, and Communication statistics

The results from the first UIS Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) and an accompanying short [analytical report](#) were disseminated in June with 29 countries reported. From the 62 countries which responded to the UIS questionnaire more than half were not reported, 13 indicated that they did not collect these data and the remaining were not reported due to quality issues including incompleteness, inadequate coverage, or confidentiality. This is a difficult indicator to produce requiring a level of detail in the accounts/financial statistical system that many countries do not have and need to develop. Some countries indicated that they should be able to respond for the next data collection cycle and the UIS anticipates improvements to the response rates and data usability over time. Among a number of activities planned for 2022, SCCI is proposing to produce an SDG 11.4.1 country data compilation guide that provides support to countries on the potential sources of data for the indicator, and the continuation of the SDG 11.4.1 webinars

The data collection process for the 2021 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) was successfully launched in August'. In 2021, as a first step to improve response rates, the UIS

- Held an online country consultation meeting in July 2021 (over a 3-day period) to learn about the experience of countries in completing the survey.
- Carried out 5 webinars that offered countries a chance to learn about the survey and how to complete it, 50 countries participated of the 195 invited,
- A country compilation guide will be produced in 2022.

Finally, a chapter for the forthcoming 2005 Convention Global Monitoring Report was prepared and submitted.

The 2021 Survey of Research and Development (SDG 9.5.1 and 9.5.2) was launched at the end of October and will collect data for the reference years 2019 and 2020. As part of the UNESCO Science Sector funded STEM Education project, the section anticipates the finalization of eight STEM Education situational analysis reports, covering all Member States, by the end of 2021. .

Although the custodianship of SDG 16.10.2 is with UNESCO CI, the UIS continued to provide technical advice as needed. UIS worked in collaboration with UNESCO CI on revising the indicator methodology and resulting metadata and was responsible for liaison with the IEAG-SDG. The new indicator methodology and metadata were successfully approved by the Inter-Agency and Expert Group on the Sustainable Development Goal Indicators (IAEG-SDGs).

Innovation: Improving Data Coverage and Capacity to Report against SDG 4

In 2021 the Institute continued working on identifying data gaps in the reporting of SDG4 indicators and identifying solutions to fill them. Following validation of the [methodology](#), The UIS produced data for 16 SDG 4 Indicators, including 14 indicators on students, teachers, and schools; and 2 indicators on education expenditure, based on compiling data from national annual digests or statistical yearbooks. Pilot data collection for the 2021 Data Release included 162 countries for education indicators and 170 countries for educational expenditure.

In addition, the UIS piloted and presented to the 8th TCG meeting [Expanded data collection tools and options](#) which included a new approach to providing data for SDG 4 monitoring, whereas countries can work with user-friendly UIS templates to compile the data already available from national sources and immediately calculate indicators with embedded formulae supplied by the UIS. This new production process strengthens capacity by working with countries to build back from indicator definitions and metadata to the raw data needed to estimate indicators. The proposal was the outcome

of pilot workshops held with Cambodia, India, Lao PDR, Thailand, Vietnam, and The Gambia in 2021 and will be extended to other countries. Based on the pilots the UIS proposed to the 8th TCG a combined indicators production workflow according to countries choice and UIS prioritization:

- a. Workflow 1 - UIS questionnaire: for the countries reporting using the UIS questionnaire they could preserve this reporting strategy. This is the reporting strategy for all countries reporting to OECD.
 - Advantages: relies on established UIS process to collect data and produce indicator (i.e.: some recurrent cost to UIS).
 - Disadvantages: subject to country's questionnaire submission.

b. Workflow 2 - Dynamic Template, data mining and country's validation: this is to be agreed with the countries that prefer to engage with this new approach.

- Advantages: increases government ownership over statistics; allows capacity development on spot; alternatives based on needs (such as use of national population) could be enabled; and values of indicator are validated jointly.
- Disadvantages: changes, as always, cause some disruption

The UIS has implemented this approach in more than 100 countries and created two repositories for expenditure and educational digest national publications available at the TCG.

Case Studies of Methodologies

The UIS and its partners deploy different strategies to improve the alignment of learning outcomes to the GMPL, such as statistical linking (Rosetta Stone), policy linking, subject linking (MILO project) and item linking (Global bank of items). The approaches were discussed at the 8th TCG meeting by the [Global Alliance to Monitor Learning](#).

Policy linking workshops aimed at harmonization of learning assessments were conducted by the UIS with a technical partner, CITO, in 2021 in India, Lesotho, Cambodia, and Nepal, with Zambia planned for December. The Policy Linking Toolkit is also being implemented in selected countries by the USAID, the World Bank Group and by the ICAN/PAL Network.

The Rosetta Stone project, undertaken in collaboration with the International Association for the Evaluation of Educational Achievement (IEA), aims to measure progress towards SDG target for quality education (Target 4.1) by linking regional assessment results (PASEC and ERCE) to TIMSS and PIRLS International Benchmarks of Achievement. The overarching goal is to develop a concordance table that translates scores resulting from regional mathematics and reading assessments on the TIMSS and PIRLS scales. Pilot data collection for the project was completed 2020 and the methodology

report with the concordance table is to be finalized by the first quarter of 2022.

Monitoring Impacts on Learning Outcomes (MILO) project implemented with the technical support of the Australian Council for Educational Research (ACER), strives to determine the impact of COVID-19 on learning outcomes at the end of primary school. An assessment of reading and mathematics is administered to students at the end of primary school in 2021 and knowledge of current and prior learning outcomes will lay the foundation for the participating countries to compare future learning outcomes and ideally to determine learning loss due to COVID-19 and learning recovery following COVID-19. The project is implemented in Burkina Faso, Burundi, Cote d'Ivoire, and Senegal in partnership with the Conference of Ministers of Education of French-Speaking Countries (CONFEMEN) as well as in Kenya and Zambia.



Out-of-school studies have been completed in Cameroon, Kenya, Madagascar and are underway in Bangladesh and Lao PDR. The objective of the studies is to provide national policy planners, donors, and other stakeholders more reliable evidence for the design of interventions aimed at reducing the out-of-school population, and to make full use of existing data. National studies and a summary cross-national report will have sections on the effect of COVID-19 on national education systems and the government response thereon. The results of the studies will be disseminated to government partners in the participating countries and are also used by other agencies and development partners, e.g., UNICEF, to guide their programs.

Global Item Bank. In order to improve the quality and availability of data for SDG target 4.1.1, a proof of concept was elaborated for a comprehensive

Item Bank platform designed to meet the varying needs of educators, administrators, and policymakers related to the development, delivery, scoring, and reporting of assessments in reading and mathematics. It is critical that Member States have reliable and valid assessments that will yield the scores and data needed by policymakers to understand and monitor student performance. To this end a Memorandum of Understanding has been signed with the Direction de l'Évaluation, de la Prospective et de la Performance (DEPP), which is the Statistical Department of the French Ministry of Education with the purpose of collaborating on the development, maintenance and promotion of the international item library. The partnership with the DEPP promotes a joint vision on strategy and governance - and will enable access to networks with countries and institutions that will be able contribute items, practices, expertise and funding to make the platform sustainable and effective

Annex III. SDG 4 indicators published by the UIS 2021¹⁵

| Global Indicators | Indicators published for the first time in 2021 | |
|--|--|--------------------------|
| Education 2030 Framework for Action | | Published in 2021 |
| 1.a.gdp | Government expenditure on education as a percentage of GDP | YES |
| Target 1.a By 2030, ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions | | Published in 2021 |
| 1.a.2 | Proportion of total government spending on essential services (education) | YES |
| 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 | | Published in 2021 |
| 4.1.0 | Proportion of children/young people prepared for the future, by sex | YES |
| 4.1.1 | Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex | YES |
| 4.1.2 | Completion rate (primary education, lower secondary education, upper secondary education) | YES |
| 4.1.3 | Gross intake ratio to the last grade (primary education, lower secondary education) | YES |
| 4.1.4 | 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 | YES |
| 4.1.5 | Out-of-school rate (primary education, lower secondary education, upper secondary education) | YES |
| 4.1.6 | Percentage of children over-age for grade (primary education, lower secondary education) | YES |
| 4.1.7 | Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks | YES |
| Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education | | Published in 2021 |
| 4.2.1 | Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex | YES |
| 4.2.2 | Participation rate in organized learning (one year before the official primary entry age), by sex | YES |
| 4.2.3 | Percentage of children under 5 years experiencing positive and stimulating home learning environments | YES |
| 4.2.4 | Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development | YES |
| 4.2.5 | Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks | YES |

¹⁵ For more information see [Background Information on Education Statistics in the UIS Database](#)

| | | |
|--|--|--------------------------|
| Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university | | Published in 2021 |
| 4.3.1 | Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex | YES |
| 4.3.2 | Gross enrolment ratio for tertiary education by sex | YES |
| 4.3.3 | Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex | YES |
| Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship | | Published in 2021 |
| 4.4.1 | Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill | YES |
| 4.4.2 | Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills | YES |
| 4.4.3 | Youth/adult educational attainment rates by age group, levels of education and programme orientation | YES |
| Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations | | Published in 2021 |
| 4.5.1 | Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated | YES |
| 4.5.2 | Percentage of students in primary education who have their first or home language as language of instruction | YES |
| 4.5.3 | Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations | YES |
| 4.5.4 | Education expenditure per student by level of education and source of funding | YES |
| 4.5.5 | Percentage of total aid to education allocated to least developed countries | YES |
| Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy | | Published in 2021 |
| 4.6.1 | Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex | YES |
| 4.6.2 | Youth/adult literacy rate | YES |
| 4.6.3 | Participation rate of illiterate youth/adults in literacy programmes | YES |
| Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development | | Published in 2021 |
| 4.7.1 | Extent to which (i) global citizenship education and (ii) education for sustainable development-are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment | YES |
| 4.7.2 | Percentage of schools that provide life skills-based HIV and sexuality education | YES |

| | | |
|-------|--|-----|
| 4.7.3 | Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113) | NO |
| 4.7.4 | Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability | YES |
| 4.7.5 | Percentage of students in the final grade of lower secondary education showing proficiency knowledge of environmental science and geoscience | YES |
| 4.7.6 | Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems | YES |

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all **Published in 2021**

| | | |
|-------|--|-----|
| 4.a.1 | Proportion of schools offering basic services with access, by type of service Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) | YES |
| 4.a.2 | Percentage of students experiencing bullying in the last 12 months | YES |
| 4.a.3 | Number of attacks on students, personnel and institutions | YES |

Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries **Published in 2021**

| | | |
|-------|--|-----|
| 4.b.1 | Volume of official development assistance flows for scholarships by sector and type of study | YES |
|-------|--|-----|

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States **Published in 2021**

| | | |
|-------|---|-----|
| 4.c.1 | Proportion of teachers qualified in basic education by education level | YES |
| 4.c.2 | Pupil-trained teacher ratio by education level | YES |
| 4.c.3 | Percentage of teachers qualified according to national standards by education level and type of institution | YES |
| 4.c.4 | Pupil-qualified teacher ratio by education level | YES |
| 4.c.5 | Average teacher salary relative to other professions requiring a comparable level of qualification | YES |
| 4.c.6 | Teacher attrition rate by education level | YES |
| 4.c.7 | Percentage of teachers who received in-service training in the last 12 months by type of training | YES |

Annex IV. UIS publications

Reports

SDG 4 Data Digest 2020 ([English](#), [French](#), [Spanish](#))

Using ISCED to Compare Education Systems ([English](#), [French](#), [Spanish](#)), accompanied by online diagrams available on the new [ISCED website](#)

Tracking Investment to Safeguard the World's Cultural and Natural Heritage: Results of the 2020 UIS Survey on Expenditure on Cultural and Natural Heritage (SDG Indicator 11.4.1 ([English](#), [French](#), [Spanish](#)))

Continental Overview: Bridging SDG 4 and Education Monitoring Frameworks Series:

- Africa ([English](#), [French](#))
- Arab States (forthcoming in English, French)
- Asia Pacific ([English](#))
- Latin America and the Caribbean ([English](#), [Spanish](#))
- Europe, North America, and the Caucasus (forthcoming in English)

Education Baseline for Africa – Expanding the Coverage of CESA indicators- 2021 (forthcoming)

Assessing Learning Proficiency Levels and Trends for Sustainable Development Goal 4.1: A focus on Africa ([English](#))

Reports in collaboration

WHAT HAVE WE LEARNED? Overview of findings from a survey of ministries of education on national responses to COVID-19¹⁶ ([English](#))

WHAT'S NEXT? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic¹⁷ ([English](#), [French](#))

Information/Research Papers

Pandemic-Related Disruptions to Schooling and Impacts on Learning Proficiency Indicators ([English](#), [French](#), [Spanish](#))

Guidelines for Data Collection to Measure SDG 4.7.4 and 4.7.5 ([English](#))

School Closures and Regional Policies to Mitigate Learning Loss due to COVID-19: A Focus on the Asia-Pacific¹⁸ ([English](#))

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

Blogs (UIS website only)

Disruptions to Schooling and the Need for Recovery ([English](#))

Bridging CESA 16-25 and SDG 4: Using Regional Benchmarks to Meet Education Objectives ([English](#))

Using Household Surveys to Achieve the SDG 4 Objectives of Inclusivity and Equity ([English](#))

¹⁶ In collaboration with the World Bank, UNICEF

¹⁷ In collaboration with the World Bank, UNICEF, OECD

¹⁸ Co-branded paper with UNESCO Bangkok

Blogs (cross-published)

How the SDG 4.1.1 Framework and Learning Poverty Can Help Countries Focus Their Education Policy Response ([Arabic](#), [English](#), [French](#), [Portuguese](#), [Russian](#), [Spanish](#))

Building Back Better After COVID-19: The Importance of Tracking Learning Inequality ([English](#), [French](#), [Spanish](#)) – (World Bank Group)

Visualizing Education Systems around the World ([English](#)) (GEM Report)

Global Education Meeting commitments in the wake of COVID-19: where do we stand? ([English](#)) (GEM Report)

Blogs (authored by UIS/Director and published on external websites)

Gender Equality in the Global Return to School (Think Global Health) ([English](#))

Will Every Child be Able to Read by 2030? (World Bank) ([English](#))

Have we underestimated the Number of Students Affected by School Closures? (GEM Report) ([English](#))

Recognizing the Power of Foundational Learning Data (Center for Global Development) ([English](#))

TCG 8: Improving monitoring of SDG 4 through country collaboration (GEM Report) ([English](#))

A promise kept: more than half of countries set SDG 4 national benchmarks (GEM Report) ([English](#))

Is learning improving fast enough in Africa? (GEM Report) ([English](#))



For more information on the UIS products see: <https://tcg.uis.unesco.org/uis-products/>