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Institute for Statistics

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REPORT ON THE ACTIVITIES OF THE UNESCO INSTITUTE FOR STATISTICS

LIST OF ACRONYMS

AMPLs	Assessments for Minimum Proficiency Levels
BDDS	Bulk Data Dissemination Service
CLT Sector	UNESCO's Cultural Sector
ECLAC	UN Economic Commission for Latin America and the Caribbean
ERCE	*Estudio Regional Comparativo y Explicativo*
ESCWA	UN Economic and Social Commission for Western Asia
ESM	Education Standards and Methodology Section of the UIS
ESS	Education Survey Section of the UIS
FCDO / UKAID	Foreign, Commonwealth and Development Office (U.K.)
FIT	Foresight and Innovation team of the UIS
GAML	Global Alliance to Monitor Learning
GEM Report/GEMR	Global Education Monitoring Report
GEO	Global Education Observatory
GPE	Global Partnership for Education
ILO	International Labour Organization
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
ISCED-T	International Standard Classification of Teacher Training Programmes
ITS	Information Technology Services of the UIS
KPI	Key performance indicator
MILO	Monitoring Impacts on Learning Outcomes
MPL	Minimum Proficiency Level
OECD	Organisation for Economic Co-operation and Development
OPS	Operations Section of the UIS
PASEC	*Programme d'analyse des systèmes éducatives de la CONFEMEN*
PRILS	Progress In International Reading Literacy Study
R&D	Research and development
RFN	Regional Field Network of the UIS
SC Sector	UNESCO's Natural Science Sector
SCCI	Science, Culture Communication, and Information Section of the UIS
SDG	Sustainable Development Goal
SPC	Secretariat of the Pacific Community
SPC	The Pacific Community (Secretariat)
SQAF	Statistical Quality Assurance Framework
STI	Science, Technology, and Innovation
TCG	Technical Cooperation Group on the Indicators for SDG 4 – Education 2030
TES	Transforming Education Summit
TIMSS	Trends in International Mathematics and Science Study
UNGEI	United Nations Girls' Education Initiative
UOE	UIS-OECD-Eurostat data collection
WBG	World Bank Group

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Summary

In 2022, the UNESCO Institute for Statistics (UIS) made significant progress in the following key areas of work.

SDG 4 Benchmarks: International and regional organizations supported the benchmarking process and 88% of Member States set national commitments for 2025 and 2030. In addition, the SDG 4 High-level Steering Committee opted to use the SDG 4 benchmarking process for Transforming Education Summit (TES) initiatives. The UIS and GEM Report were given responsibility for annual monitoring and reporting on TES outcomes.

Foundational Learning: New data on reading and mathematics achievement provided a compelling argument for action on foundational learning, particularly after the COVID-19 crisis. To enable countries to report cross-nationally comparable learning data, the UIS and partners developed new methodologies: Policy Linking, Rosetta Stone, and AMPL (MILO), giving countries options for measuring learning, depending on data availability and assessments already in place (national, regional and/or international).

Out-of-school children: The UIS and the GEM Report released new estimates, by country, for out-of-school children using a new methodology incorporating both administrative and survey data. All data are available on the VIEW website.

Partnerships: Collaboration led to several high-level reports: *State of Global Learning Poverty: 2022 Update* (with UNESCO, UNICEF, and the World Bank), *Education Finance Watch* (with the World Bank and the GEM Report), *G7 Global Objectives on Girls' Education: Baseline report* (with UNGEI, UKAID, and the GEM Report), *From learning recovery to education transformation: Insights and Reflections from the 4th Survey on National Education Responses to COVID-19 School Closures* (with UNESCO, OECD, UNICEF, and the World Bank).

Data Release: New data were released in March, June, and September. The UIS database has a coverage rate of 57% for SDG 4 global indicators and 56% for SDG 4 thematic indicators. The SDG 4 Data Explorer provided better accessibility and the Global Education Observatory expanded viewing options. Within the UIS mandate to collect data for Science Technology and Innovation-R&D, 155 countries reported on SDG 9.5. Fifty-one countries reported on SDG 11.4.1 for Culture.

Data Collection: Expanding the use of Dynamic Templates to 28 countries in Asia and sub-Saharan Africa filled data gaps and improved dialogue with countries. This contributed to the validation of indicators and a greater understanding of cross-country data comparability and data use in national monitoring.

Funding challenges: Despite wide acknowledgment of the critical UIS role in the global education agenda, funding for UIS regular programming was 29% lower in 2022 compared with 2021, leading to a budgetary deficit of USD 2 million. This will be mitigated by delays in recruitment and deferment of activities to 2023.
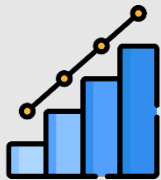
Key Achievements in 2022

47 SDG indicators
published, including data for SDG 1 (1 indicator),
SDG 4 (43 indicators), SDG 9 (2 indicators),
and SDG 11 (1 indicator)

88% of Member States
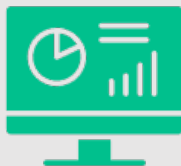set national benchmarks/commitments
for 2025 and 2030

25 reports and tools
produced to monitor progress towards
Sustainable Development Goals

89 countries
supported in reporting against the SDG 4 agenda,
through virtual and in person meetings and
workshops

60+ outputs
by multi-lateral, regional, sub-regional and national
partners used UIS statistics and products

Influencing education development

- **The UIS and GEM Report are jointly responsible for annual monitoring and reporting on Transforming Education Summit (TES) outcomes.** The SDG 4 High-level Steering Committee confirmed the key role of the UIS and GEM Report, accepting their proposal to use SDG 4 national benchmarks for TES initiatives. The UIS-led the benchmarking process, resulting in a consensus among 88% of countries on benchmark levels for at least one indicator. In March 2022, the UN Statistical Commission endorsed[1] the benchmark process. **Key publications**: The 2021 SDG Data Digest *National SDG 4 benchmarks: Fulfilling our neglected commitment* and *Setting Commitments: National SDG 4 benchmarks to transform education[2]* for the UN High-Level Policy Forum in July and the updated version for the Transforming Education Summit in September 2022. **Benchmark dashboards:** Measuring achievement toward SDG 4 benchmarks group countries by their rate of progress. These categories will feature in a dashboard on the Global Education Observatory.

- **The UIS collaborated with partners on several high-level reports focusing on key areas related to the global education agenda. Key publications**: *State of Global Learning Poverty: 2022 Update* in collaboration with UNESCO, UNICEF, and the World Bank; *Education Finance Watch* in collaboration with the World Bank and the GEM Report; and the *G7 Global Objectives on Girls' Education: Baseline report* in collaboration with UNGEI, UKAID, and the GEM Report.

Mission Recovery and emerging areas

- **The UIS has the capability to collect data in response to crises or new areas of concern.** In 2020 and 2021, the UIS worked with partners to collect new data on Covid-related school closures and evaluate the impact on learning losses. This year, adding to the Covid-19 response, the UIS considered the impact of the war in Ukraine on education. **Key publications***: What is at stake for education in Ukraine?* Factsheet*: From learning recovery to education transformation,* a joint report with UNESCO, OECD, UNICEF, and the World Bank based on the fourth round of the Survey on National Education Responses to COVID-19 School Closures.

1 See Report of the Commission on its fifty-third session (Item 53/114. Education statistics)
2 The report included 12 SDG 4 benchmarking case studies that reflected how countries approached the challenge of setting benchmarks and how they linked them to their national strategies, plans and policies.

New methodologies to measure and compare learning, out-of-school children, and teacher training

- **Measuring learning for SDG Indicator 4.1.1:** Three innovative methodologies for reporting cross nationally comparable data on SDG 4.1.1 give countries choices based on the type of assessments already available. A new microsite Learning Data Toolkit: Measure What Matters with a promotional video offers data users and partners easy access to the studies and resources on the new methodologies. A key document *Reporting learning outcomes in basic education: country's options for indicator 4.1.1* provides insight into the measurement strategy for minimum proficiency levels in reading and mathematics from the following studies completed in 2022:
  a. **Monitoring Impacts on Learning Outcomes (MILO)** was launched in January 2022. Reports and toolkits included Assessments for Minimum Proficiency Levels (AMPLs), ground-breaking tools for measuring the attainment of a single proficiency level for each of the reading and mathematics domains at a given level of the education cycle.
  b. The **Rosetta Stone**, launched in June 2022, links regional assessments ERCE and PASEC to two IEA international assessments (TIMSS for mathematics and PIRLS for reading) to build concordance tables. The tables enable countries to compare outcomes, based on case studies with three African and two Latin American countries.
  c. A **Policy Linking** study in Zambia (May 2022), was the last of five evaluations of this methodology in which teachers and curriculum experts assess the alignment of test scores to global standards established by the Global Proficiency Framework. Ongoing collaboration with USAID will enable updates to the supporting materials including translation of the Global Proficiency Frameworks into Spanish and Arabic.

- **Teacher training:** The ISCED Technical Advisory Panel approved a proposal to develop a global minimum standard for teacher qualifications (SDG global indicator 4.c.1) the ISCED-T Manual was launched in the six UN official languages in October 2022. The proposal is summarized in a blog published by the Teacher Task Force.

- **Out-of-school children**: The UIS and the GEM Report improved measurement estimates for the number of children out of school by applying a model that combines and harmonizes both administrative and survey data. The new data are available on the VIEW website, hosted by the GEM Report. It disaggregates data estimates by country, sex, and level of education.

Out-of-school population by age group, 2000–2021
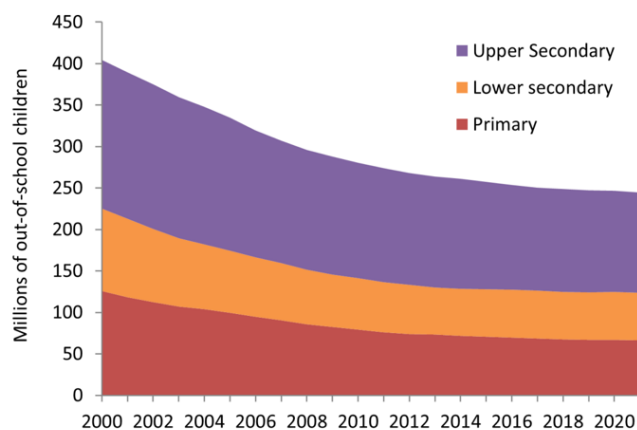
Increasing data coverage and diversifying data collection and validation tool and strategies

- **Expanding the number of SDG 4 indicators available in the new SDG 4 Data Explorer is a critical goal as this data helps countries monitor progress and provides evidence for education policies**. As of the data release in September 2022, the UIS publishes SDG 4 global indicators for 57% of counties (2023 target: 54%). Regionally, coverage ranges from 66% in LAC to 25% in Oceania, with sub-Saharan Africa at 55%. SDG 4 thematic indicator coverage is 56% (2023 target: 57%). The minimum target of 35% was exceeded in all regions. Of all countries reporting, 98% provided disaggregation by sex for the eight relevant SDG 4 global indicators while 55% also provided data disaggregated by at least one additional dimension for four out of five relevant global SDG 4 indicators.

- Data coverage for SDG 9.5 on R&D expenditure and the number of researchers is based on the response of 94 countries to the 2021 survey (2023 target: 118). All regions other than Europe and North America were below target.

- SDG 11.4.1 measuring government expenditure on cultural heritage, was reported for 45 countries based on the response rate from the 2021 Survey (2023 target: 63).

The 2022 education data production included:
- Learning outcomes data, which is publicly available or was provided to the UIS by international, regional, and national assessments; or produced by the UIS and its partners.
- Administrative and expenditure data, obtained through the UIS Survey of Formal Education as well as via the UIS Dynamic Template filled by countries.
- Household survey data made available by partners or calculated by the UIS using microdata provided by partners.

Figure 1. Data collection and release by collection method and school year

Percentage of data points reported by collection method and school year

Data released for SDG 4 indicators by collection method
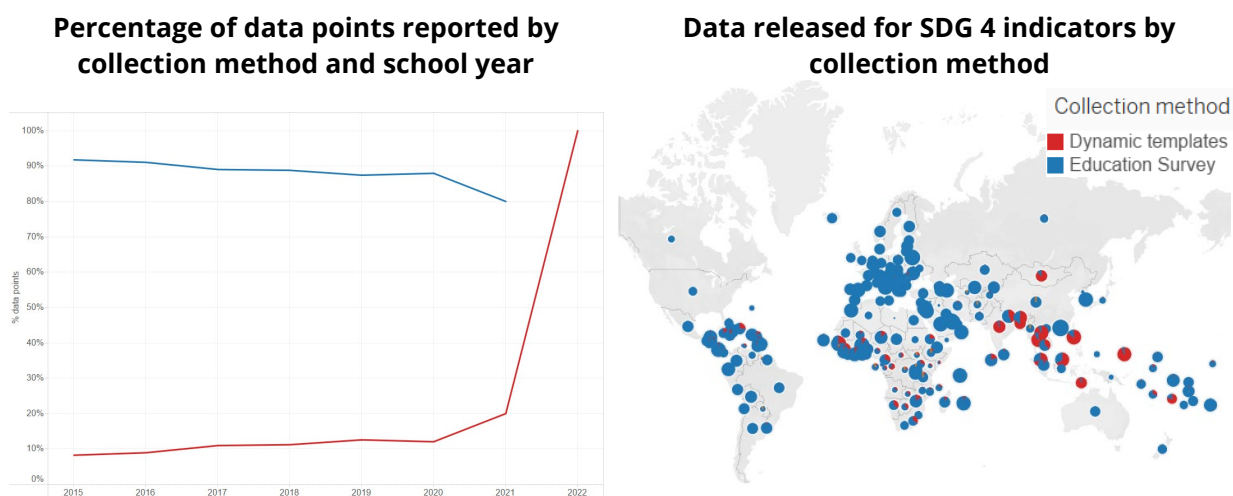
The UIS continues to explore partnerships at the regional level with ECLAC, Eurostat, SPC, and ESCWA, to further augment data availability and identify novel approaches / sources to expand SDG 4 reporting.

Challenges in 2022

Data collection, production and dissemination processes must be stabilized to ensure the quality and timeliness of data releases.

While **data coverage** is improving for SDG 4 and 11.4 indicators, the response rate to Education and STI Surveys is declining. A strategy has been put into place following the required order to improve data coverage and utilization of UIS data for policy development.

- In **Education**, the low rate of response to UIS Surveys must be mitigated through the expansion of the Dynamic template pilot, intensifying the use of alternative sources of data with a focus on increasing the coverage for SDG 4 benchmark indicators.

- In **Science and Culture**, the UIS must finalize and implements its strategy for increasing data coverage in SDGs 11.4 and 9.5 in collaboration with the CLT and SC Sectors of UNESCO, clearly defining what is feasible and where investment is required at the country level.

Data production and quality assurance processes and tools require revision and documentation to ensure efficiency, consistency, and rigor, which are essential to assuring the credibility of UIS data and its fitness for policy decisions.

- **Implementation of a Statistical Quality Assurance Framework (SQAF)** must be prioritized. Processes to produce Survey data need to be reviewed and documented. Documentation of methodologies (e.g., regional averages) needs to be updated.

  While an independent report on the SQAF was finalized in March 2021, the recommendations have yet to be implemented. Queries from Member States and other stakeholders highlighted the urgency of documenting the processes and monitoring compliance.

- **Overreliance on highly customized and obsolete systems** that are supported by one staff member put business continuity at risk.

  An urgent decision was taken to replace the UIS.Stat browser and the concept design is underway with a planned delivery date of June 2023. A programme led review of survey tools and data production tools is proposed in 2023, once processes have been reviewed and documented.

Funding of UIS operations remains unstable due to lack of commitments in 2023 beyond the UNESCO Regular Programme allocation and the host country contribution to running costs.

The deficit of USD 2.01 million can be managed through the reserves, however the funding outlook is not encouraging with few commitments in 2023 beyond the UNESCO Regular Programme allocation and the host country contribution to running costs.

A transition period will be proposed to implement the Governing Board's decision of July 2022 to align the cost of core UIS work to the estimated long-term funding of USD 6 to 7 million per annum that now seem to be coherent with the lowest value. The use of reserves is envisioned for strategic investment to upgrade and reinforce UIS capacities.

Annex I. Progress towards UIS 2023 targets

✅ 2023 targets are on track

⚠️ 2023 targets are partially on track

❌ 2023 targets are likely not on track

UIS output 1: Global leadership in SDG 4 monitoring enhanced through the development of internationally agreed norms and standards and the collection, production, and distribution of timely and high-quality data

2023 Targets	Progress in 2022	2023
KPI 1.1 Establish and maintain a global SDG 4 data platform and set or support a # of regional mechanisms to monitor progress toward SDG 4.		
Target 2023: • T1: Global Education Observatory (GEO) established as a hub for education data and a repository of policies and practices.	**T1: Work on the next version of GEO is ongoing.** A concept design of GEO 2.0 will achieve greater integration between UIS and GEM Report shared data, based on an analysis of stakeholder needs. The replacement of the current data browser will cover all UIS data and will complete the suite of visualization tools.	✅
• T2: Monitoring mechanisms in all regions is operational.	**T2: Nomination of focal points in all countries and regions for the Technical Cooperation Group (TCG) is in progress.** These focal points are expected to facilitate regional and national monitoring mechanisms and improve communication and cooperation.	✅
KPI 1.2 (i) coverage of SDG 4 global indicators; (ii) coverage of SDG 4 thematic indicators; (iii) overall response rate to UIS Education Survey (iv) response rate by region.		
Target 2023: • T1: 54% coverage rate for SDG 4 global indicators, with rate for each region of at least 40%.	**T1: 57% coverage rate for SDG 4 global indicators**, with rate for each SDG region: Africa (Sub-Saharan) 55% Asia (Central and Southern) 64% Asia (Eastern and South-eastern) 53% Latin America and the Caribbean 66% Northern America and Europe 49% Oceania 25% Western Asia and Northern Africa 53% WORLD 57%	✅

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2023 Targets	Progress in 2022	2023
• T2: 57% coverage rate for SDG 4 thematic indicators, with rate for each region at least 35%.	**T2: 56% coverage for SDG4 thematic indicators, with rate for each SDG region:** Africa (Sub-Saharan) 49% Asia (Central and Southern) 61% Asia (Eastern and South-eastern) 55% Latin America and the Caribbean 61% Northern America and Europe 57% Oceania 47% Western Asia and Northern Africa 53% WORLD 56%	✅
• T3: Response rate: 79% for QA; 53% for QB; 59% for QC.	**T3: Response rate as of November 2022: 55% for QA; 26% for QB; 41% for QC.**	❌
• T4: Response rates for the UIS Survey of Formal Education by region and questionnaire: **Region QA QB QC** Sub-Saharan Africa 71% 42% 46% Asia 88% 71% 88% Pacific 93% 36% 44% LAC 73% 61% 58% Arab States 85% 55% 70%	**T4: Response rates for the UIS Survey of Formal Education as of November 2022:** **Region QA QB QC** Sub-Saharan Africa 41% 15% 24% Asia 42% 24% 55% Pacific 60% 0% 7% LAC 55% 40% 38% Arab States 75% 20% 60%	❌

KPI 1.3 (i) Number of SDG 4 global indicators disaggregated by sex by at least x% of countries reporting; and (ii) number of SDG 4 global indicators disaggregated by at least one other dimension for at least y% of countries reporting.

2023 Targets	Progress in 2022	2023
Target 2023: • T1: 8 global SDG 4 indicators, out of 8 relevant indicators, disaggregated by sex by at least 90% of all countries reporting.	**T1: 8 global SDG 4 indicators, out of 8 relevant indicators, disaggregated by sex by 98% of all countries reporting.**	✅
• T2: 4 global SDG 4 indictors, out of 5 relevant indicators, disaggregated by at least one other dimension by at least 65% of all countries reporting.	**T2: 4 global SDG4 indicators, out of 5 relevant indicators, disaggregated by at least one other dimension by 55% of all countries reporting.**	✅

KPI 1.4 Percentage of countries with national benchmarks, by either submission or national plans, for at least one SDG 4 indicator.

2023 Targets	Progress in 2022	2023
Target 2023: • T1: 82% of countries with national benchmarks for at least one SDG 4 indicator.	**T1: 88% of countries with national benchmarks for at least one SDG indicator**	✅

UIS output 2: Member States capabilities to design and implement the SDG 4 Education Agenda supported through strengthening capacity to monitor and report against SDG 4 targets

2023 Targets	Progress in 2022	2023
KPI 1.5 Number of tools, guidelines or training resources provided to meet the capacity building needs of countries.		
Target 2023: • T1: 7[4] tools, guidelines, or training resources	**T1: 9 tools, guidelines, or training resources:** 1. Monitoring SDG 4 using Large-Scale International Assessments (guideline) 2. International Item Library (IIL) Project (procurement has been agreed) 3. Training material on new UIS template for producing internationally comparable education data 4. Training material on the establishment of SDG 4 benchmark indicators 5. Rosetta Stone policy brief and two technical reports 6. Reporting learning outcomes in basic education: country's options for indicator 4.1.1 (Paper on learning outcomes) 7. ISCED-T Manual in the 6 UN official languages 8. Survey materials for ISCED-T feasibility test 9. Five guideline documents for the Survey of Formal Education[5]	✅
KPI 1.6 Number of countries supported to improve reporting against the SDG 4 agenda.		
Target 2023: • T1: 55 countries supported (i): 10 countries in Asia and 25 countries in Africa supported in reporting and analysing SDG 4 indicators using Dynamic Template and responses to the UIS Survey (ii) 20 countries with piloted Policy and Statistical Linking methodologies.	**T1: 89 countries supported, though virtual and in person meetings and workshops including**: 1. 13 countries in Asia and the Pacific and 15 countries in Africa supported in reporting and analysing SDG 4 indicators using a Dynamic Template 2. 40 countries met to discuss on benchmarks setting 3. Regional workshops on benchmark setting with the Arab countries (in collaboration with GEMR) and the Caribbean 4. Policy Linking implemented in two countries	✅

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4 (i) Toolkits established for data gap filling; Household Surveys, Administrative Data and Learning Outcomes, appropriate to the development needs of countries; (ii) Bank of Items for Students Assessments implemented and piloted with 5 countries; (iii) 10 countries with weak reporting to the UIS Formal Survey of Education that have strengthened the quality of reporting through adopting the UIS guidelines for production of SDG 4 data from EMIS.

5 These are the supporting methodological documents that are annually made available to Member States with each survey round to help them complete the questionnaires.

2023 Targets	Progress in 2022	2023
— KPI 1.7 Number of reports/data tables/other tools produced/maintained to monitor on progress of the Regional and SDG 4 frameworks.		
Target 2023: • T1: 18 reports/data tables/other tools produced/maintained	**T1: 24 reports/data tables/other tools produced or maintained**: 1. SDG 4 Data Browser and new features, including the ability to view and download country profiles, ISCED mappings, and regional averages 2. Global Education Observatory (GEO), including progress monitoring dashboards 3. Microsite on learning and promotional video: *Learning Data Toolkit: measure what matters* 4. *SDG 4 Data Digest 2021: National SDG 4 Benchmarks: Fulfilling our neglected commitment* 5. *Setting commitments: national SDG 4 benchmarks to transform education* (Report prepared for the High-Level Political Forum and updated and translated into the 6 UN languages for the Transforming Education Summit in collaboration with GEMR) 6. *From learning recovery to education transformation: insights and reflections from the 4th survey on national education responses to COVID-19 school closures* (Report in collaboration with WBG, OECD and UNICEF) 7. *G7 Global Objectives on Girls' Education: Baseline report 2022* (Report in collaboration with UNGEI, UKAID and GEMR) 8. *Reporting learning outcomes in basic education: country's options for indicator 4.1.1* (Paper on learning outcomes) 9. *Establishing a concordance between regional (ERCE/PASEC) and international (TIMSS/PIRLS) assessments* (Rosetta Stone policy brief in EN, FR, SP) and two analysis reports (ERCE, PASEC) (in collaboration with CONFEMEN, LLECE, and IEA) 10. *Assessing Learning Proficiency Levels and Trends for Sustainable Development Goal 4.1: A focus on Africa* (Information paper) 11. *Trends in learning proficiency in the last twenty years: How close are we to reliable regional and global SDG 4.1.1 trend statistics?* (Information paper on regional learning averages) 12. Out-of-School children data (in collaboration with GEMR) • **A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: Out-of-School Rates* (Technical background paper by the UIS and GEMR) • **New estimation confirms out-of-school population is growing in sub-Saharan Africa* (Fact sheet 62/Policy paper 48, in collaboration with GEMR) • *Visualization on Out-of-School Children (in the Visualizing Indicators of Education for the World (VIEW) site) 13. Chapter for the GPE report 2022 (in collaboration with GEMR) 14. Data Coverage Dashboard 15. Data Submission Dashboard 16. Partial School Closure due to the COVID-19 Pandemic dashboard and visualizations	✅

2023 Targets	Progress in 2022	2023
	17. *Spotlight on Bridging Regional and Global Education Monitoring Frameworks*	
	18. *What is at Stake for Education in Ukraine* (Factsheet)	
	19. *Assessments for Minimum Proficiency Levels (AMPLs): Ground-breaking tools to produce internationally comparable data on SDG 4.1 indicators* (Brochure on learning assessments in English and French)	
	20. List of SDG 4 indicators in all UN languages (available from https://tcg.uis.unesco.org/)	
	21. *Countries' SDG 4 benchmarks forecast more than 80 million children and youth will still be out of school by 2030* (Blog, July 2022, in collaboration with GEMR)	
	22. *We need to transform education for this generation to be prepared for the future* (Blog, September 2022, in collaboration with GEMR)	
	23. *Brochure Higher Education at a Glance* (produced for WHEC 2022)	
	24. *The State of Global Learning Poverty: 2022 Update* (in collaboration with WBG, UNICEF, USAID, FCDO, BMGF)	

UIS output 3: Response for relevant policy needs provided to develop the global education agenda, based on research, foresight, and innovation

2023 Targets	Progress in 2022	2023
KPI 1.8 Number of indicators, methodologies, tools, guidelines, or reports developed to address relevant current and emerging policy issues from the Global Cooperation Mechanism for Education.		
Target 2023: • T1: Network of partnerships established with academia and other organizations to strengthen research and foresight capacity	**T1: 14 outputs resulting from established networks of partnerships:** 1. *Monitoring of the SDGs Using Large-Scale International Assessments* (Guidelines) 2. Learning Data Compact flyer and donors' proposal (in partnership with the World Bank and UNICEF) 3. *Education Finance Watch*, (in collaboration with the WBG and the GEMR) 4. *The State of Global Learning Poverty: 2022 Update*, (jointly with the WBG, UNICEF, USAID, FCDO, BMGF) 5. G7 Target Reports: *G7 Global Objectives on Girls' Education: Baseline report 2022* (collaboration with UNGEI, UKAID and GEMR) 6. Analytical publication *Setting Commitments: national SDG 4 benchmarks to transform education* (collaboration with GEMR) 7. Paper on learning outcomes: *Reporting learning outcomes in basic education: country's options for indicator 4.1.1* Work on out-of-school (in collaboration with GEMR): 8. *A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: Out-of-School Rates* (Technical background paper by UIS and GEMR) 9. *New estimation confirms out-of-school population is growing in sub-Saharan Africa* (Fact sheet 62/Policy paper 48, in collaboration with GEMR)	✅

2023 Targets	Progress in 2022	2023
	10. *Visualization on Out-of-School Children (in the Visualizing Indicators of Education for the World (VIEW) site) 11. *Establishing a concordance between regional (ERCE/PASEC) and international (TIMSS/PIRLS) assessments* (Rosetta Stone policy brief in EN, FR, SP) and 2 analysis reports (ERCE, PASEC) (in collaboration with CONFEMEN, LLECE, and IEA) 12. Chapter for the GPE report 2022 (in collaboration with GEMR) 13. *Countries' SDG 4 benchmarks forecast more than 80 million children and youth will still be out of school by 2030* (Blog, July 2022, in collaboration with GEMR) 14. *We need to transform education for this generation to be prepared for the future* (Blog, September 2022, in collaboration with GEMR)	
• T2: Establish a framework of indicators relevant to providing evidence on educational system resilience in response to COVID-19	**T2: 1 survey completed and 1 report produced** 4th iteration of the Survey on National Education Responses to COVID-19 School Closures, providing evidence on education system resilience. Report: *From learning recovery to education transformation: insights and reflections from the 4th survey on national education responses to COVID-19 school closures* (partnership with WBG, OECD and UNICEF)	✅

UIS output 4: Evidence-based policy formulation and monitoring of progress towards SDGs facilitated through the provision of timely and globally comparable data for science

2023 Targets	Progress in 2022	2023
KPI 4.1. In collaboration with UNESCO Sectors, develop and deliver a sustainable strategy to: **a) improve coverage of SDG indicators; b) establish a fully funded medium-term work programme for the production of data, indicators and analysis in response to UNESCO Sector needs, framed within the Sector's Medium-Term Strategy and UIS capacity and priorities based on full cost recovery; c) produce science, data, and analysis to support the UNESCO World Science Report.**		
Target 2023: • T1: Strategy Document developed with Sectors and planned activities for 2022-2023 successfully completed for implementation.	**T1: Review of sector work plans and other key documents in progress**	⚠️
KPI 4.2 Number of countries for which the STI SDG Global indicators are available with number of countries responding to the latest UIS Survey, by region.		
Target 2023: • T1: 118 countries, as per the 2022 R&D Survey.	**T1: 94 countries from the response to the 2021 R&D Survey.** STI SDG Global indicators are currently available for 155 countries.	✅
• T2: Region/Countries/Percentage Sub-Saharan Africa: 16 (36%) Arab States: 2 (57%) Asia: 27 (77%) Pacific: 4 (36%)	**T2: Region/Countries/Percentage** Sub-Saharan Africa: 6 (13%) Arab States: 8 (38%) Asia: 22 (63%) Pacific: 2 (18%) Europe and North America: 42 (91%)	✅

2023 Targets	Progress in 2022	2023
Europe and N.America: 42 (91%) LAC: 17 (46%)	Latin America and Caribbean: 14 (38%) The 2022 R&D Survey was successfully launched in August 2022. Responses from the countries are being collected now. The response rate will be available in March 2023.	

KPI 4.3 Number of countries for which STI SDG indicators disaggregated by gender[6] are available in the UIS database.

Target 2023: • T1: 118 countries, as per the 2022 R&D Survey.	**T1: STI SDG indicators disaggregated by gender are currently available for 149 countries.**	✅

UIS output 5: Evidence-based policy formulation and monitoring of progress towards SDGs facilitated through the provision of timely and globally comparable data for culture

2023 Targets	Progress in 2022	2023
KPI 5.1 In collaboration with UNESCO sectors, develop and deliver a sustainable strategy to:		
a) improve coverage of SDG indicators; b) establish a fully funded medium-term work programme to produce data, indicators, and analysis in response to UNESCO Sector needs, framed within the Sector's Medium-Term Strategy and UIS capacity and priorities, including support for global monitoring of the UNESCO thematic framework approved for Culture | 2030 Indicators based on resource mobilization and data and analysis support to flagship publication *Re|Shaping Cultural Policies Report*.		
Target 2023: • T1: Strategy document developed with Sectors and planned activities for 2022–2023 successfully funded and implemented.	**T1: Review of sector work plans and other key documents in progress**	⚠️
KPI 5.2 Number of countries for which the CLT SDG Global Indicator or one of its disaggregation's are available.		
Target 2023: • T1: 63 countries from the response to the 2022 Survey.	**T1: 45 countries from the response to the 2021 Survey.** CLT SDG Global indicators are currently available for 51 countries.	✅
• T2: Region/Countries/Percentage Sub-Saharan Africa: 5 (11%) Arab States: 3 (16%) Asia: 9 (30%) Pacific: 3 (18%) Europe and N. America: 33 (65%) LAC: 10 (24%)	**T2: Region/Countries/Percentage** Sub-Saharan Africa: 2 (4%) Arab States: 2 (10%) Asia: 4 (13%) Pacific: 1 (6%) Europe and North America: 25 (49%) Latin America and Caribbean: 11 (27%) The 2022 CLT Survey was successfully launched in August 2022. Responses from the countries are being collected now. The response rate will be available in March 2023.	✅

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6 Note: 9.5.1 – gender is not applicable.9.5.2 – gender is applicable. The new reduced R&D Survey permits the production of a gender disaggregation.

2023 Targets	Progress in 2022	2023
5.3 Number of countries for which at least one of the CLT|2030 Indicators is available (excluding SDG Global).		
Target 2023: • T1: Subject to medium term workplan supported by resource mobilization.	Data collection for these indicators is frozen and continuation is subject to funding.	⚠

Annex II. UIS publications

Reports

COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes. Main report (EN)

COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes. Burkina Faso report (EN)

COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes. Burundi report (EN)

COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes. Cote d'Ivoire report (EN)

COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes. Kenya report (EN)

COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes. Senegal report (EN)

COVID-19 in Sub-Saharan Africa: Monitoring Impacts on Learning Outcomes. Zambia report (EN)

Shaping investments to safeguard cultural and natural heritage across the world (EN, FR)

Reports in collaboration

SDG 4 Data Digest 2021. National SDG 4 benchmarks: Fulfilling our neglected commitment (EN)[7]

Executive summary of the SDG 4 Data Digest 2021(FR, SP, RU, CH, AR)[8]

Setting commitments: National SDG 4 benchmarks to transform education (EN, FR, SP, AR, CH, RU)[9]

From Learning Recovery to Education Transformation, Insights and Reflections from the 4th Survey of National Education Responses to COVID-19 School Closures (EN)[10]

Education Finance Watch (EN)[11]

Education Financing in Asia-Pacific (EN)[12]

The State of Global Learning Poverty: 2022 Update (EN)[13]

G7 Global Objectives on Girls' Education: Baseline report 2022 (EN)[14]

Policy Brief: Establishing a Concordance Between Regional (ERCE/PASEC) and International (TIMSS/PIRLS) Assessments (EN, FR, SP) [15]

Technical report: Establishing a Concordance between ERCE and TIMSS/PIRLS (EN)[16]

Technical report: Establishing a Concordance between PASEC and TIMSS/PIRLS (EN)[17]

Information/Research Papers

ISCED-T: International Standard Classification of Teacher Training Programmes (EN, FR, SP, AR, CH, RU)

Monitoring of the Sustainable Development Goals Using Large-Scale International Assessments (EN)

Reporting learning outcomes in basic education. Countries' options for indicator 4.1.1 (EN)

Background Information on Education Statistics in the UIS databases (EN, FR)

UIS R&D Database Background Information (EN, FR)

UIS SDG 11.4.1 Database Background Information (EN, FR)

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[7] With GEM Report
[8] With GEM Report
[9] With GEM Report
[10] (With UNESCO, UIS, UNICEF, WBG, OECD
[11] With the WBG and GEM Report
[12] With UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific
[13] With the World Bank Group, UNESCO, UNICEF, FCDO, USAID, BMGF
[14] With UNGEI, UKAID and GEM Report
[15] With IEA, CONFEMEN, and LLECE
[16] With IEA and LLECE
[17] With IEA and CONFEMEN

Brochures/Factsheets

Assessments for Minimum Proficiency Levels (AMPLs): Ground-breaking tools to produce internationally comparable data on SDG 4.1 indicators (EN, FR)

Higher education figures at a glance (EN, FR, SP)

New estimation confirms out-of-school population is growing in sub-Saharan Africa (Sept. 2022) – factsheet (EN)[18]

Blogs

1. *National SDG 4 benchmarks: fulfilling our neglected commitment* (January/February 2022, in collaboration with GEM Report)
2. *Measuring learning in Africa is now more achievable than ever, even in COVID times* (January/February 2022, in collaboration with ACER)
3. *To mitigate the impact of COVID-19 schools need adequate facilities* (April 2022
4. *Unleashing the potential of international learning assessments to monitor SDG 4* (May 2022)
5. *Countries' SDG 4 benchmarks forecast more than 80 million children and youth will still be out of school by 2030* (July 2022, in collaboration with GEM Report)
6. *Rosetta Stone: Improving the global comparability of learning assessments* (July 2022)
7. *New measurement shows that 244 million children and youth are out of school* (September 2022, in collaboration with GEM Report)
8. *We need to transform education for this generation to be prepared for the future* (September 2022, in collaboration with GEM report)
9. *ISCED-T - a new monitoring tool for helping global efforts to improve teacher quality* (October 2022)
10. *Measure what matters: Making progress on a common framework to measure learning* (October 2022, in collaboration with USAID, UNICEF, FCDO, GPE, BMGF, and the World Bank)

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[18] With GEM Report

Annex III. Meetings and events organized by the UIS in 2022

Training/capacity-building events
Presentations/launches/outreach events
Consultations/expert meetings
Partner/Governance events

Date	Event	Location	Partners (if co-organized)	Scope
January–July	Training / consultations on new data collection- template on SDG 4 and education expenditure, metadata of SDG 4 and data analysis (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka, Thailand, Malaysia, Brunei, Timor-Leste, Lao PDR, Mongolia, Fiji, and Federation of Micronesia)	Hybrid		National
21 January	Webinar: Monitoring Learning Outcomes: Towards Understanding the Impacts of the COVID-19 Pandemic	Virtual		Global
25 February	Arab States – Regional benchmark SDG 4 – 2nd Phase	Virtual		Regional
28 February	II Extraordinary Session of the UIS Governing Board	Virtual		
7 March	Antigua and Barbuda – Webinar on SDG 4 Tools and Indicators	Virtual		National
10–11 March	Uzbekistan National Training on Science, Technology and Innovation (STI) Statistics	Virtual	UNESCO Tashkent; Ministry of Innovative Development of Uzbekistan	National
14 and 24 March	Technical meetings on SDG 11.4.1 Data and methodology	Virtual	DANE	National
March 22	Africa – Regional benchmark SDG 4 – 2nd Phase	Virtual	African Union	Regional
March 23	Africa – Regional benchmark SDG 4 – 2nd Phase	Virtual	African Union	Regional
March 28	LAC – Regional benchmark SDG 4 – 2nd Phase		OREALC	Regional
March - May	National benchmarking (Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka, Lao PDR, the Philippines, Cambodia, Timor-Leste)	Hybrid		National:
7 April	Ethiopia – SDG 4 Benchmark Process	Virtual		National
11 April	Angola – SDG 4 Benchmark Process	Virtual		National
12 April	Comoros – SDG 4 Benchmark Process	Virtual		National
14 April	Zambia – SDG 4 Benchmark Process	Virtual		National
14 April	Namibia – SDG 4 Benchmark Process	Virtual		National
21 April	Arab States – Benchmarks process	Virtual	Beirut Office	
25 April	Montserrat – SDG 4 Benchmark Process	Virtual		National
May	Zambia Policy Linking Workshop for Reporting on SDG 4.1	Hybrid		National
2 May	Netherlands – SDG 4 Benchmark Process	Virtual		National
3 May	South Africa - SDG 4 Benchmark Process	Virtual		National
4 May	Caricom – SDG 4 Benchmarks Update	Virtual	CARICOM	Regional
4 May	Grenada- SDG 4 Benchmark Process	Virtual		National

Date	Event	Location	Partners (if co-organized)	Scope
9 – 11 May	ESCWA – UIS SDG Series of Webinars for the Arab Region – SDG 1.a.2, 4.1.2, 4.2.2, 4.3.1, 4.4.1, 4.6.1, 4.7.1/12.8.1/13.3.1, 9.5.1, 9.5.2 and 11.4.1	Virtual	ESCWA	Regional
9 May	Antigua and Barbuda – SDG 4 Benchmark Process	Virtual		National
10 May	Turks and Caicos – SDG 4 Benchmark Process	Virtual		National
10 May	Jamaica – SDG 4 Benchmark Process	Virtual		National
11 May	Guyana – SDG 4 Benchmark Process	Virtual		National
11 May	Guatemala – SDG 4 Benchmark Process	Virtual		National
12 May	British Virgin Islands – SDG 4 Benchmark Process	Virtual		National
12 May	Suriname – SDG 4 Benchmark Process	Virtual		National
13 May	Belize – SDG 4 Benchmark Process	Virtual		National
13 May	Namibia – SDG 4 Benchmark Process	Virtual		National
13 May	Bahamas – SDG 4 Benchmark Process	Virtual		National
16 May	Algeria – SDG 4 Benchmark Process	Virtual		National
17 May	Ghana – SDG 4 Benchmark Process	Virtual		National
18 May	Mexico – SDG 4 Benchmark Process	Virtual		National
19 May	Mali – SDG 4 Benchmark Process	Virtual		National
20 May	Mexico – SDG 4 Benchmark Process	Virtual		National
20 May	Mozambique – SDG 4 Benchmark Process	Virtual		National
24 May	Angola – SDG 4 Benchmark Process	Virtual		National
25 May	Senegal – SDG 4 Benchmark Process	Virtual		National
31 May	Guatemala – SDG 4 Benchmark Process	Virtual		National
3 June	Sierra Leone – Training on UIS Dynamic Template for producing internationally comparable data on education	Virtual		National
8 June	Ethiopia – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
10 June	Kenya – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
14 June	Malawi – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
16 June	Ghana – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
21 June	United Republic of Tanzania – First training on UIS New Template for producing internationally comparable data on education	Virtual		National
22 June	Madagascar – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
23 June	Rosetta Stone Project in Latin America	Virtual		Regional
23 June	Rosetta Stone Project in sub-Saharan Africa	Virtual		Regional
27 June	Webinar: Rosetta Stone. Linking assessment programmes for reporting SDG 4.1.1	Virtual		Global
29 June	Uganda - Training on UIS New Template for producing internationally comparable data on education	Virtual		National
30 June	Side event at the Pre-Summit "National SDG 4 benchmarks – fulfilling our neglected commitment"	Hybrid (Paris)	GEM Report	Global

Date	Event	Location	Partners (if co-organized)	Scope
5 July	Namibia – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
7 July	Side event at the 2022 High-level Political Forum Setting commitments: National SDG 4 benchmarks to transform education	Hybrid (New York)	GEM Report	Global
13 July	XXIII Session of the Policy and Planning Committee of the UIS Governing Board	Hybrid (Montreal)		
18 July	United Republic of Tanzania – Second training on UIS New Template for producing internationally comparable data on education	Virtual		National
26 July	Cote d'Ivoire: Capacity building on education expenditures indicators	Virtual	Ministry of education	national
27 July	Lesotho – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
4 August	Zimbabwe – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
10 August	Botswana – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
11 August	Burundi – Training on UIS New Template for producing internationally comparable data on education	Virtual		National
September	Data Quality Assessment Exercise for strengthening Thailand Education Data system (Thailand)	Bangkok, Thailand	OEC, Ministry of education	National
7 September	Comoros - Training on UIS New Template for producing internationally comparable data on education	Virtual		National
17 September	Side event at the Transforming Education Summit "Data/ Accountability to our promises"	Hybrid (New York)	GEM Report	Global
22 September	Regional training webinar on the 2022 UIS Survey of Formal Education for the Caribbean Region	Virtual		Regional
26 September	UIS Webinar Series on the 2022 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) for Latin America	Virtual	--	Regional
27 September	DRC – Capacity building on education expenditures indicators	Virtual	UNESCO	national
27 September	Liberia – First training on UIS New Template for producing internationally comparable data on education	Virtual		National
27 September	UIS Webinar Series on the 2022 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) for Europe, North America and the Caribbean	Virtual	--	Regional
30 September	Liberia – Second training on UIS New Template for producing internationally comparable data on education	Virtual		National
3 October	UIS Webinar Series on the 2022 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) for Arab States	Virtual	--	Regional
3 – 5 October	East and Southeast Asian Regional training workshop on international education and data and statistics and monitoring SDG 4	Bangkok, Thailand	UNESCO Bangkok	Regional:
4 October	UIS Webinar Series on the 2022 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) for sub-Saharan Africa	Virtual	--	Regional

Date	Event	Location	Partners (if co-organized)	Scope
6 October	UIS Webinar Series on the 2022 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) for Eastern, South-Eastern Asia and Pacific	Virtual	--	Regional
13 October	UIS Webinar Series on the 2022 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1) for Central and Southern Asia	Virtual	--	Regional
19 – 21 October	South Asia Regional training workshop on international education data and statistics and monitoring of SDG 4	Kathmandu, Nepal	UNESCO Bangkok and New Delhi	Regional
21 October	Technical meeting on SDG 11.4.1 survey instrument and methodology for Cote d'Ivoire	Virtual	--	National
29 October	Gambia – Training on calculation of Government expenditure as a % of GDP for primary education	Virtual		National
3 November	National training webinar on the UIS questionnaire B on Educational Expenditure and the related SDG indicator for Moldova	Virtual		National
21 – 25 November	Pacific Regional training workshop on international education data and statistics and monitoring of SDG 4	Nadi, Fiji	SPC	Regional
22 November	TCG Working Groups Meetings	Virtual		Global
23 November	Meeting of the Global Alliance to Monitor Learning (GAML)	Virtual		Global
24 November	9th Annual Meeting of the Technical Cooperation Group on SDG 4 indicators (TCG)	Virtual		Global
29 – 30 November	XXVII Ordinary Session of the UIS Governing Board	Hybrid (Montreal)		
29 November – 1 December	Central Asia Regional training workshop on international education data and statistics and monitoring of SDG 4	Almaty, Kazakhstan	UNESCO Bangkok and Almaty	Regional

Annex IV. UIS impact

The table below shows some examples of the outputs that used UIS data in 2022

Outputs, where UIS products were used/featured	Output producer
1. ALECSO Observatory (online database)	ALECSO
2. ALECSO periodical Statistical Bulletin	ALECSO
3. ALECSO' Second Statistical Report on Education, Science and Culture for the Arab States (2015-2021)	ALESCO
4. GEMR Gender report 2022 "Deepening the debate on those still left behind"	GEM Report
5. GEMR Youth report 2022: Non-state actors in education: who chooses? who loses?	GEM Report
6. The World Inequality Database on Education (WIDE)	GEM Report
7. Bangladesh Education Statistics. Yearbook 2021[19]	Government of Bangladesh
8. Bhutan: Annual Education Statistics 2022	Government of Bhutan
9. Chad: National Education Plan	Government of Chad
10. Djibouti: Voluntary National Reviews (VNR)	Government of Djibouti
11. El Salvador: Voluntary National Reviews (VNR)	Government of El Salvador
12. Equatorial Guinea: Voluntary National Reviews (VNR)	Government of Equatorial Guinea
13. Jordan: Voluntary National Reviews (VNR)	Government of Jordan
14. Kazakhstan: Voluntary National Reviews (VNR)	Government of Kazakhstan
15. Liberia: National Education Plan	Government of Liberia
16. Sao Tome and Principe: Voluntary National Reviews (VNR)	Government of Sao Tome and Principe
17. Senegal: Voluntary National Reviews (VNR)	Government of Senegal
18. Seychelles: National Education Plan	Government of Seychelles
19. Sudan: Voluntary National Reviews (VNR)	Government of Sudan
20. Suriname: Voluntary National Reviews (VNR)	Government of Suriname
21. Dominican Republic: Voluntary National Reviews (VNR)	Government of the Dominica Republic

19 Launched in April 2022

	Outputs, where UIS products were used/featured	Output producer
22.	United Arab Emirates: Voluntary National Reviews (VNR)	Government of the UAE
23.	Uruguay: Voluntary National Reviews (VNR)	Government of Uruguay
24.	Online report on international students and the Migration Data Portal	International Organization for Migration
25.	Legatum Prosperity Index (2023 report)	Legatum Institute
26.	Millennium Challenge Corporation Scorecards	Millennium Challenge Corporation (MCC)
27.	Science and Engineering Indicators Report	National Science Foundation, USA
28.	Education at a Glance 2022	OECD
29.	OECD Science, Technology and Innovation Scoreboard	OECD
30.	Pacific Education Status Report	Pacific Community Secretariat (SPC)
31.	Global SDG Indicator Database	UN DESA
32.	Multidimensional Vulnerability Index	UN DESA
33.	UN E-Government Survey - E-Government Development Index (EGDI)	UN DESA
34.	Africa UN Data for Development Platform	UN ECA
35.	African Statistical Yearbook | Annuaire Statistique pour l'Afrique 2021	UN ECA
36.	Halfway to 2030: How many targets will be achieved in the UNECE region? Snapshot and insights in 2022	UN ECE
37.	Anuario Estadístico de América Latina y el Caribe / Statistical Yearbook for Latin America and the Caribbean 2022[20]	UN ECLAC
38.	Anuario Estadístico de América Latina y el Caribe / Statistical Yearbook for Latin America and the Caribbean 2021[21]	UN ECLAC
39.	Latin America and the Caribbean statistical databases	UN ECLAC
40.	Asia and Pacific SDG progress report- widening disparity amid COVID-19.	UN ESCAP
41.	Asia and the Pacific SDG Progress Report	UN ESCAP
42.	Annual SDG Review 2022 (Arab States)	UN ESCWA
43.	Arab Forum for Sustainable Development (AFSD 2022): Background Note on SDG 4	UN ESCWA

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[20] Published in 2023
[21] Published in 2022

	Outputs, where UIS products were used/featured	Output producer
44.	SDG 11 Synthesis Report, High Level Political Forum 2023: Tracking Progress towards Inclusive, Safe, Resilient and Sustainable Cities and Human Settlements[22]	UN Habitat
45.	Global Knowledge Index	UNDP
46.	Human Development Index (HDI)	UNDP
47.	Human Development Report 2021-2022	UNDP
48.	2022 Global Report Re|Shaping Policies for Creativity	UNESCO
49.	International Literacy Day and Prizes 2022: transforming literacy learning spaces; background paper	UNESCO
50.	Leave no child behind: global report on boys' disengagement from education	UNESCO
51.	UNESCO Global Observatory of Science, Technology and Innovation Policy Instruments (GO-SPIN)	UNESCO
52.	Education financing in Asia-Pacific	UNESCO Bangkok
53.	e-PASS on the 30 countries of the *Global Alliance for Literacy within the framework of lifelong learning (GAL)*	UNESCO Institute for Lifelong Learning (UIL)
54.	Women in teaching: Understanding the gender dimension	UNESCO, International Task Force on Teachers for Education 2030
55.	Education in Africa: Placing equality at the heart of policy[23]	UNESCO/African Union
56.	The Sustainable Development Goals Report 2022	UNSD
57.	UN Statistical Yearbook	UNSD
58.	Global Observatory on Health R&D	WHO
59.	Global Innovation Index (GII)	WIPO
60.	World Development Indicators/Data Bank	World Bank
61.	Global Gender Gap Report	World Economic Forum
62.	The Global Talent Competitiveness Index	World Economic Forum
63.	The State of School Feeding Worldwide 2022	World Food Programme

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22 2023 Report
23 Launched in 2023