UIS Strategic Repositioning Project

COMBINED PHASE 1 REPORT (EXTERNAL SCAN AND STRATEGIC POSITIONING RECOMMENDATIONS) AND PHASE 2 REPORT (OPERATIONAL IMPLICATIONS)

SUBMITTED: 16TH MARCH 2020

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Contents Page

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Executive Summary

The leadership of the UIS has commissioned a review of its strategic positioning in light of its evolving external environment

A. UIS context and project approach:

- **In recent years, the increased volume and complexity of demands on the UNESCO Institute of Statistics (UIS, 'the Institute'), as well as a challenging financial environment has put the organization under pressure and led to financial precarity.** In parallel, a lack of clarity in the relationship between UNESCO and the UIS has led to mismatched expectations on both sides, and a challenging working environment internally has contributed to low staff morale and change management issues.

- **While the UIS has already taken some steps in response to these issues, its leadership recognizes the need to undertake a strategic review of its positioning.** As such, it has commissioned Dalberg Advisors to deliver this strategy project, to recommend a value proposition for the UIS that takes account of its changing external landscape and positions it for sustainability.

- The project began in September 2019 and was delivered over two phases, one conducting an external landscape scan and developing recommendations on the components of the UIS' future strategic positioning, and the second fleshing out several implications of this new value proposition for the organization. As part of the process, two workshops were held with the UIS staff: one towards the end of the inception period on 30th September 2019 to introduce the project to staff and allow the Dalberg team to build their understanding of UIS, and another held on 24th January 2020 to discuss the draft findings from both project phases.

- The reports from both phases are included in this document. The Phase 1 report presents an external scan of UIS users, funders and external landscape and recommends promising options for components of the UIS' value proposition. The approach is based on the premise that **the UIS should position itself at the intersection between its users' needs, its ability to generate revenues, its internal strengths and capabilities, and where it can add most value complementing other actors' activities**.

- The second part of the report covers the implications of this value proposition for the UIS' products and services, partnerships and resource mobilization. It covers **benchmarking of other statistical organizations with similar value propositions to learn about the types of products, services and partnerships they undertake to deliver.** Based on these benchmarks, the report **makes recommendations for the UIS' products and services and models the partnerships** that will allow it to deliver on the four recommended strategic positions. The report also benchmarks other statistical organizations' funding models to generate a potential model for the UIS, then **details a resource mobilization plan, providing guidance on how to target priority funders** to support the proposed strategy.

- The final combined phase 1 and phase 2 report was submitted on 16th March 2020 following incorporation of UIS comments.

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The changing landscape for data is putting new pressures on the UIS; it is under many competing demands and cannot meet them all

PHASE 1 REPORT – LANDSCAPE SCAN AND STRATEGIC POSITIONING

B. Changing context for data for development

- **The context for data for development in which the UIS operates is changing considerably.** Whilst the SDGs have brought a common global agenda for the international community to coordinate around, there is a considerable increase in the scale and complexity of the measurement challenge. The focus on outcome-level and disaggregated data requires a significant amount of methodological work which, beyond the technical challenge, also requires the alignment and agreement of many varied partners.

- **Whilst global funding for statistics has increased, it still falls far short of the amount needed to meet these demands, leading to increased competition for funding across all sectors.** The SDG agenda calls for greater coordinated action and collaboration across sectors to meet the goals. At the same time, UN and UNESCO reforms are focusing development cooperation efforts increasingly at country level, prioritizing country ownership.

- **Other statistical organizations in the landscape are adapting to this context by focusing on their unique strengths; exploiting new sources of data** to meet new demands and answer pressing questions; **embracing emerging technologies** with applications in data collection, processing and publication; **entering new innovative partnership models**; and **'productizing' their flagship work** to differentiate their products in the market, make them more accessible to policy makers and attract funding

C. Findings regarding diverse stakeholder demands on the UIS and implications for its positioning:

- **The UIS is under many competing demands from its users and funders and cannot meet them all.** Its priority stakeholders have very diverse, and sometimes divergent, expectations of the UIS, ranging from focusing on the global education monitoring agenda, to supporting member states to use data in domestic education policy-making, to delivering statistical support for all UNESCO sectors. According to our analysis, **to fulfill all these demands would require from the UIS to take on and invest in nine distinct roles.** [1] This is more than the UIS has the operational capacity or financial resources to deliver.

- Failure to articulate and deliver on a central value proposition amongst these roles has resulted in the organization being stretched too thinly today. In consequence, **users, funders, and partners urge the UIS to develop a clear and compelling central value proposition, communicating explicitly on what can and cannot be expected of it**.

- **Benchmarking best practices of peer statistical organizations highlights the importance of presenting one central positioning, combined with up to two further, 'value-added' roles.** We thus recommend that the UIS builds its value proposition around two to three complementary roles chosen from the nine identified. It is crucial to select roles that have clear synergies to help address stakeholders' requests for a stronger sense of consistency across the UIS strategy, operations, and communications.

[1] See page 52 for descriptions of the nine roles in this longlist

Four potential roles emerged from the analysis; the UIS has a potential unique value add within each one

D. Defining a value proposition: strong potential roles for the UIS and its unique value-add

- The roles that emerged most strongly from the analysis of other actors in the landscape and the UIS's unique value were:

  - **Trusted Producer: There is a clear case for the UIS to focus primarily on the 'backbone' role of producing reliable, trusted, globally-comparable education data.**[1] This was strongly demanded by the international education community and fellow data agencies. **This should be the UIS' central positioning.**

    - *UIS unique value-add:* Although other actors are producing rich, high-quality, country-level education data (e.g., UNICEF, the World Bank), the UIS should leverage its unique value: its custodianship of several SDG indicators as well as its mandate as an intergovernmental organization to collect data from member states, allowing it to report globally comparable statistics

  - **Expert Voice: A second high-potential role is as the standard-setter, expert advisor, and technical convener on education methodologies.** This is particularly valued by stakeholders that focus on the global monitoring agenda who see the need for a central point of methodological coherence for the education sector. The UIS has had recent successes to build upon, e.g., through convening actors around learning outcomes harmonization (GAML) and through partnering with the World Bank and others to influence the creation of the new Learning Poverty Indicator.

    - *UIS unique value-add:* Although others such as the World Bank and OECD are positioning themselves as experts in some areas, the UIS should leverage its role as formal custodian over SDG 4, its ability to deploy its deep technical sector expertise and its perceived neutrality / lack of agenda, to set standards and advise others on education measurement.

  - **Capacity Builder: There is some potential for a role supporting capacity building for member states**, which is highly demanded by member states and UNESCO regional actors. However, there is low willingness to pay for the volume of work needed to make a difference on data quality, and globally, donor funding to statistical capacity building has been stagnating.

    - *UIS unique value-add:* The UIS's comparative advantage is as a neutral broker as well as in providing guidance and training frameworks that can be delivered by other implementers to enable wider impact

  - **Coalition Builder: A final medium-potential role is to build a coalition to coordinate the agenda in education data**. There is an unmet need for more coordinated agenda setting and program activity, confirmed recently at a meeting of multilateral education partners.[2] The UNSD validated the UIS' potential to lead this by supporting a proposal to add a brokering role to its mandate.[3] However, some stakeholders questioned how a coalition would be distinct from and avoid duplication with existing coordination mechanisms (e.g., TCG, GAML), as well as the UIS' credibility and coalition management capabilities to lead it.

    - *UIS unique value-add:* Compared with others that could play this role, the UIS' perceived neutrality and its convening power as part of the intergovernmental organization are assets

High potential (side label)

Medium potential (side label)

[1] In this report, the phrase 'backbone' is used to refer to the UIS' core work in order to avoid confusion with the parallel exercise it is undertaking to define its core work. It was also chosen to help communicate the fundamental importance of this routine work to the rest of the organization's activities [2] Jointly Accelerating Progress for SDG 4, Paris Outcome Statement, July 2019 [3] United Nations Statistical Commission (UNSD) resolution 50/121

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E. Defining a value proposition: strong potential roles for the UIS (continued)

- **At the end of Phase 1, Dalberg recommended that the UIS should therefore develop a central value proposition with a 'backbone' as a 'Trusted Producer' combined with up to two complementary 'value-added' roles, one being 'Expert Voice'.**

| Trusted Producer	✚	Expert Voice	OR	✚ Capacity Builder
				✚ Coalition Builder
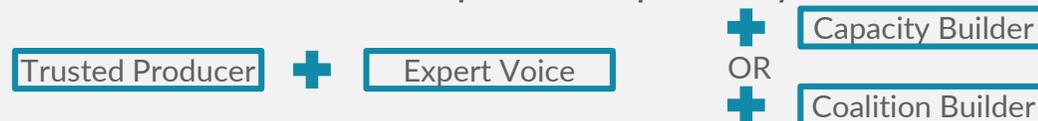
- Following submission of these Phase 1 recommendations, subsequent discussions with the UIS Governing Board, leadership and staff concluded that both Capacity Builder and Coalition Builder are essential to the UIS' strategic positioning. Capacity Building work should be done in service of strengthening the UIS' role as a 'Trusted Producer', therefore focusing on building MS capacity to report improved quality of data on UIS indicators. Therefore, all four positions were included in Phase 2.

- **Regarding the UIS' mandate across all UNESCO sectors, it will struggle to be an effective 'Trusted Producer' for the sectors outside of education if funding is not increased**. Given the different stages and data needs of each sector, the UIS jointly with UNESCO could consider different modes of service provision for each. In subsequent internal discussions, the UIS team identified the following primary positions as having highest potential for each of these sectors, based on their needs, their competitive landscapes, and the UIS' niche and capacity: For Science, Technology, and Innovation, the UIS' could be an 'expert voice' on niche topics and specific geographies; for Culture, the UIS can be an 'expert voice' convening on foundational methodological development and standard setting for a small number of areas where it has potential to deliver impact; for Communication and Information the UIS can be a coalition builder, continuing to help build alignment on the data priorities across the broader sector.

F. Defining a value proposition: Identifying synergies between potential roles

Benchmarking the positioning choices of peer organizations highlights several synergies between these different roles:

1. Securing the credibility to be an 'Expert Voice' must be built on the production of reliable, quality data. In return, being an 'Expert Voice' enables access to sector-wide perspectives on methodologies, improving internal data production.

2. Producing quality SDG data as a 'Trusted Producer' requires coalition building: to secure approval of its SDG indicators by the IAEG-SDG, the UIS must ensure sector actors agree to the priorities and approaches. In return, the credibility to lead a coalition is strengthened if the statistical organization is known to produce reliable data.

3. Ensuring trust in the data the UIS collates from official sources may require either 'Capacity Building' to improve the quality and coverage of member state data or an 'Expert Voice' role on new sources/methods to improve quality.

Coalition Builder	2	Trusted Producer	1 & 3	Expert Voice
		Capacity Builder	3	
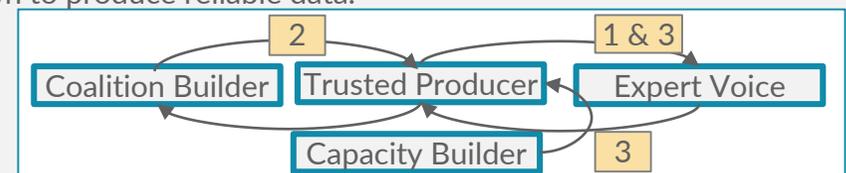
To improve its credibility as Trusted Producer, the UIS should focus its resources on improving the quality of the most important indicators

PHASE 2 REPORT – BENCHMARKING AND OPERATIONAL MODE

G. Delivering on the value proposition

- Dalberg developed recommendations for operationalizing the four positions by assessing external perceptions of current UIS performance in these roles and benchmarking how 12 peer statistical organizations are delivering similar value propositions. The recommendations address what the UIS must do to deliver on these positions and the implications for its products and services.

- **Across all its work, the UIS will need to address a key concern of funders about the way it is internally organized around priorities.** Funders expressed significant concerns that beyond its regular data production work, the UIS does not have staff resources focused on the 'value-added' work most critical to the education agenda (e.g., defining new methods for harmonizing learning outcomes data, establishing methodologies for critical Tier 3 SDG indicators). They see this work led mainly by the Director, with little sign of middle management or technical staff taking this strategic technical work forward. Funders see this failure to organize internal resources around the top strategic priorities as an institutional risk and a barrier to increasing funding.

Trusted Producer

- *Stakeholder perceptions:* The UIS's credibility as a Trusted Producer is uncertain, given that several stakeholders raised concerns about data quality (accuracy, coverage, quality assurance) and the perceived lack of ability / willingness to upgrade its data approaches to meet demands for better data on priority areas, particularly in countries at risk of being left behind.

- *Peer organization benchmarks:* Other Trusted Producers are focusing on fewer indicators (e.g. WHO TB team cut the number indicators collected by 50%) and reorganizing internally around the SDG agenda (e.g. FAO reprioritized all its data activities around the SDG agenda.) They are strengthening quality assurance and streamlining data collection and production, simplifying data reporting for countries and entering proactive partnerships on dissemination.

- *Imperatives for the UIS:* The UIS must increase trust in the reliability and quality of its data. It should prioritize getting the most important indicators to a high-level of quality, coverage and global comparability, ceasing data production that is not a priority to external stakeholders and funders. The UIS' ability to achieve this is highly dependent on the mandate conferred on it by its Member States and their willingness to report quality data. It will therefore need to develop strategies for demonstrating value to MS from reporting data to the UIS. The UIS should also strengthen quality assurance and embrace new sources/approaches to the inherent quality and coverage challenges associated with official statistics, particularly from developing countries.

- *Implication for Products and Services:* The UIS should rationalize its products and services and strengthen quality

  - **Simplify data collection tools** and adapt them to different country capacities where feasible. Explore the use of new data (cont)

(cont) data collection tools e.g. online data entry. Develop a country engagements strategy to make MS relationships more mutually beneficial through providing clear value to MS from reporting data to the UIS (See p.12 for recommendations)

– **Rationalize and strengthen data production to improve quality (including coverage):** Explore options for automating more of the data production process and for imputing/estimating missing data points. Assess gaps in QA and design improvements, explore the potential for quicker release of data (without compromising quality) and for more timely error correction

– **Strengthen communications with external stakeholders** to build trust in the data and increase the visibility of the UIS through: increased transparency in data documentation/metadata; reviewing the accessibility of data products (e.g., .Stat). Increase the visibility of UIS' work through proactive partnerships (see Partnerships section)

Expert Voice

- *Stakeholder perceptions:* the UIS' recent work on learning outcomes through GAML is highly valued by the global education community. However, funder concerns about internal organization around priorities (see page 8) were particularly relevant to its 'expert voice' work around defining methods for high priority indicators etc. External stakeholders would like more UIS leadership on emerging data challenges in the sector and several data producers request UIS to advise more on the use of new sources and approaches to improving e.g. the timeliness and coverage of data.

- *Peer organization benchmarks:* Expert Voice organizations in other sectors are leading mechanisms to coordinate sector actors around technical issues, helping minimize overlap between coordination mechanisms. They are organizing their teams and workplans to stay abreast of emerging data challenges and innovative solutions so they can advise others on them.

- *Imperatives for the UIS:* **The UIS needs to show that it is reorganizing its strategy and operations (e.g. team structures, staffing, work plans) around the highest sector priorities. It will also need to prioritize tightly on a small number of critical methodological / technical challenges to lead on, based on its expertise, as it cannot address all issues given its resources and scale.**

- *Implication for Products and Services:*

  – **Backbone[1]: Continue leading key technical convenings** (e.g. TCG, GAML) to convene sector actors around critical methodological issues; **ensure more complete documentation** of indicators and methodologies, and make them more accessible through the website and documents; Establish an internal cross-team process to **identify emerging methodological challenges** in the sector, **prioritize and agree UIS's action on them.** Where addressing those challenges aligns with the UIS' strategic priorities as a trusted producer and is within the capacity of the in-house UIS team, then lead on solution generation.

  – **Value added: Where new R&D is needed to develop solutions to challenges that are beyond the technical or time capacity of in-house staff, this 'value-added' activity** would require additional HR and donor funds for the methodological development

The UIS should delineate its products and services between its 'backbone' (activities that are essential to delivering its value proposition) and 'value-added' (activities that are aligned with its strategy, but not essential to delivering its core mandate).

Dalberg 9

To have impact as a Capacity Builder, the UIS will need to prioritize countries and deliver through partners

Capacity Builder

- *Stakeholder perceptions:* MS highly value capacity building support from the UIS. However, some funders and global actors are concerned that the UIS has insufficient capacity and resources to deliver meaningful capacity building at country level. Some questioned whether given its size and the challenges it has delivering in other areas, the UIS has the ability and methodology to make a difference to system-level capacity given the modest progress made by other historic initiatives, even by major agencies.

- *Peer organization benchmarks:* Other Capacity Builders are delivering in partnership, deploying non-traditional approaches to building capacity, ranging from train-the-trainer to building major multi-partner, system-wide CB initiatives.

- *Imperatives for the UIS:* The UIS should focus on capacity building for data reporting against its indicators as its 'backbone' role. To ensure that MSs feel their needs are met and to deliver any meaningful impact on data reporting capacity at scale, the UIS will need to work with partners to deliver its capacity building support, focusing on its unique value add of developing the methods and guidelines for support. It should focus its efforts on highest priority countries that funders have an interest in supporting.

- *Implications for Products and Services:*

  - **Backbone:** Strengthen the current model of CB support on data reporting through segmenting countries based on an assessment of their needs, and develop strategies and tailored packages of support capacity development to improve data reporting in the short term. Focus on development of standards and CB materials to be delivered by partners; where feasible broker / advocate for additional technical and funding support from others [See Partnerships section]

  - **Value-added:** Investigate the potential to attract funding for and launch a large, multi-partner capacity building initiative targeted at improving data quality and systemic statistical capacity in specific high-priority countries with tangible / measurable outcomes aligned with the biggest priorities of the donor community (e.g. learning outcomes)

Coalition Builder

  - *Stakeholder perceptions:* Stakeholder see the UIS' neutral mandate and perceived lack of agenda as valuable for coalition building. However, some (though not all) partners raised difficulties in their day-to-day collaboration with the UIS, e.g. a desire for the UIS to be more client-facing and have clearer communication lines. This questions the UIS' capacity for effective partnership management which is essential to coalition building. Some also questioned whether all actors would accept the UIS' authority and credibility in this coordinating role. Certain UN stakeholders noted their wish for a more collaborative / less sector-siloed approach from the UIS in global fora and in country, signaling a need to strengthen the collaboration culture

UIS should broker no more than one major coalition to begin with; Overall, the UIS will need to adapt to deliver the performance boost needed to deliver on these positions

Coalition Builder (continued)

- *Peer organization benchmarks:* Benchmarked Coalition Builders in other sectors us strong senior-level liaison and partnership management skills to build mutually-beneficial coalitions, focused on a clear goal and leveraging the varied expertise of partners.

- *Imperatives for the UIS*: The UIS should focus on brokering and providing support to no more than one major coalition initiative – proposed as the Global Coalition for Education Data. This role is beyond the UIS traditional organizational capabilities so it is crucial not to take on too much. Focusing on brokering one coalition well will help generate lessons that can be taken forward in the future. The UIS also needs to continue building credibility and influence in the sector, in particular through showing excellence in its collaboration and partnership practices.

- *Implications for Products and Services:*

  - **Help shape the GCED action agenda** and p**rovide a neutral, technical perspective** on prioritization of data issues; **Recommend joint products for the GCED** to produce and provide technical leadership to their development

  - Build a team to **deliver partner engagement, secretariat and coordination support services to the GCED**

- **In summary, external stakeholders' views on the UIS highlight gaps between current UIS performance and the requirements of these roles.** The UIS is spreading its constrained resources too thinly, and needs to focus on doing 'less but better' in the areas that matter the most. Lessons of adaption and good practice from benchmarked statistical organizations in other sectors **suggest that it needs to do more to adapt to the changes in the external data environment.**

- **Successful adaptation will rely on the UIS focusing on the areas where it can offer unique value**, rather than trying to compete with other major agencies that have stronger reputations and resource mobilization capabilities. It will require identifying fewer strategic priorities in areas that funders are willing to fund, ensuring it delivers to a higher standard. It will require the reallocation of resources towards these priorities and where possible, given its size and constrained resources, it should amplify its impact by working in partnership or by influencing the activities of others.

- In a global context of vastly increased demand for statistics, new data producers and increasing competition for funding, **the risk of failing to adapt is high**. To build and/or retain the trust of funders, **the UIS needs to demonstrate that it can use its unique assets to help to answer the sectors' most pressing questions and provide a reasonable picture of progress against global goals**. If it does not, it risks losing further funding as funders look elsewhere for data providers that can do this.

The UIS should focus on strengthening the performance of a small number of highly-strategic partnerships

H. Delivering on the value proposition: Partnerships

- Given multiple strong players in education data and constrained resources, the UIS must work increasingly through partnerships to achieve its goals, as benchmarked statistical agencies are doing.

- The UIS will need to work with a range of **strategic and tactical partners at global, regional and local levels** to deliver its new value proposition. Strategic partnerships are long-term, high-intensity relationships linked to the UIS' main strategic objectives. Tactical partners are engaged for specific activities and projects. **The UIS should prioritize strengthening a small number of key strategic partnerships** rather than expanding its partnerships too widely when it has limited management capacity to do so effectively.

- **Strategic Partnerships:** For its **'backbone' work,** the UIS should strengthen the strategic partnerships with:

  Trusted Producer

  - *Member States* which provide both the data and mandate that enable the UIS' work. The UIS should make these relationships more mutually-beneficial by demonstrating value to MS through i) sharing value back from the data they provide (e.g. sharing the results of analysis done) ii) brokering external support, including capacity building support, for the countries including through the GCED. Establishing country engagement plans will help clarify and strengthen lines of communication.

  - *GEMR:* the UIS should continue with the good recent progress to work more collaboratively. It should continue publishing joint articles with the GEMR to emphasize the close partnership and the UIS's role in providing the data. The partners could also present a joint plan to funders for addressing data quality / coverage and reporting issues

  Expert Voice

- The WB, UNICEF and OECD each have the scale, budget, expertise and credibility to allow the UIS to advance its agenda in ways it would be unable to do alone. Funders would like to see stronger strategic partnerships with these actors.

  - *WB:* Collaborate to jointly leverage the World Bank's rich in-country data for monitoring priority indicators. Combine both organizations' comparative advantages to develop solutions to improving data quality and coverage.

  - *UNICEF:* Jointly explore how UNICEF's recent HH survey data can be used for monitoring key indicators such as basic literacy.

  - *OECD:* continue joint leadership on learning outcomes; increase the visibility of UIS inputs on products like PISA and PIAAC

- *GPE:* funders would like to see a stronger partnership between the UIS and GPE. However, given any partnership would likely focus on GPE priority topics and countries, and would therefore be 'value added' work for the UIS, any initiatives would need to be carefully assessed to ensure they align with UIS priorities and do not draw resources away from backbone work

H. Delivering on the value proposition: Partnerships (continued)

Capacity Builder

- UNICEF and the WB are also strong potential strategic partners for capacity building

    - *WB / UNICEF:* For its **'backbone' work**, the UIS should seek regional-level partnership agreements with WB / UNICEF field offices to deliver cross-country capacity programs for which the UIS can provide standards and guidelines and the WB / UNICEF offices could provide funds, technical and implementation support. For its **'value-added' work**, the UIS can explore launching a more ambitious capacity building program with the WB & UNICEF HQs

- **Tactical Partnerships:** For **tactical 'backbone'** partners, the UIS can engage regional implementing and funding partners for capacity building, whilst also partnering with new data sources and with disseminators for its Trusted Producer role. As an expert voice it can build a strong network for collaborators. **Tactical partners for its value-added work** are a lower priority, but it could explore new partnerships in capacity building, design, funding and implementation, as well as collaborate on developing new technical solutions under its 'expert voice' role.

I. Capabilities and skills

- Assessing skills needs was beyond the scope of this report. However, benchmarking showed peer statistical agencies are:

    - building new technical capabilities / expertise to help improve data quality and solve issues like timeliness and gaps in data. These include both specialized technical skills relating to new statistical methods/technologies, allowing them to remain at the forefront of global conversations in their sector as well as broader technical skills in adaptability, systems thinking etc.

    - working in coalitions and partnerships to strengthen their collaborative capabilities, emphasizing soft skills like partnership management

    - relying on a combination of in-house staff and external consultants to bring in fresh thinking and specific skills. They emphasized the importance of permanent staff being able to engage with and learn from expert consultants and 'volunteer' experts both to build skills and to encourage new ways of working / thinking

- To provide a comprehensive picture of the gaps between the current skills base and those needed to deliver its new positioning, the UIS management should conduct a skills assessment / audit, and explore the staffing models needed to fill these

- Given that staff surveys and interviews show that UIS staff morale is low, the necessary changes should be well designed with a clear strategic focus, a clear transition plan and a strong communication with staff.

Note: As the Coalition Builder role is inherently about the UIS' role in brokering partnerships of actors under the GCED, bilateral partnership recommendations have not been made

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J. Funding model considerations from benchmarked organizations

- An initial benchmarking of the UIS' funding model against other data producers and Category I Institutes suggests that **the UIS could pursue more funding for its 'backbone' work from UNESCO and a stable coalition of funders, whilst also approaching multilaterals and private foundations with compelling initiatives in line with its chosen value proposition**.

Types of funding

Non-earmarked 'backbone' funding	**Peer organizations receive a higher share of their operating costs from their 'parent organizations' and tend to have a more diverse donor pool for non-earmarked funding.** **UNESCO:** Whilst the UIS receives a higher proportion of its operating costs from its UNESCO contribution than other Category I institutes, it receives less than benchmarked statistical organizations. There is a strong call from funders and experts for UNESCO to fund a larger share of the UIS' 'backbone' work, which they view as primarily its responsibility. UNESCO could provide more sponsorship for the UIS, including a brokering and advocacy role with potential UIS funders. **Bilateral funders:** There could be an opportunity to increase the number of voluntary contributions from donors who recognize the value of UIS' work as a public good. Several donors commented that creating a stable multiyear coalition between existing regular funders and potential new funders could be feasible (See p,15 for possible new funders)
Earmarked funding for 'value added' activities in line with the chosen value proposition	**Peer organizations in other sectors have been successfully raising funds for larger flagship initiatives whilst education data producers are increasingly launching high profile products. The UIS could develop compelling 'value-add' initiatives to help attract more earmarked funds.** **Bilateral funders:** Whilst bilateral funders show interest in 'value-added' activities, this poses a risk of diverting their non-earmarked 'backbone' funds towards earmarked funding for these initiatives. The UIS could, therefore, promote 'value-added' projects to bilateral donors but should push for them to be tied to funding of 'backbone' work. **Private foundations and multilateral funds:** Private and multilateral funders could be approached to provide large-scale, stable support to strategic 'value-added' activities. The UIS should prioritize the development of compelling initiatives, where possible developed through close consultation with funders.
Earmarked funding for non-strategic activities	Overall the UIS should seek to eliminate small funding agreements earmarked for limited, specific projects, unless these clearly lie within broader strategic priorities, or if the funds can be used to cross-subsidize activities occurring as part of 'backbone' data production.

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1   In February 2019, the Governing Board approved a transition to a target funding model whereby the 'backbone' work would fully funded by UNESCO. The UIS is undergoing a process of clearly defining what that work consists of in order to make this case to UNESCO

2   This idea of a multi-year donor coalition was considered by UIS in the past, but faced some pushback from existing country donors. More in-depth analysis of donors' concerns around this is required

Resource mobilization should deliver targeted messages to identified donors with aligned interests; Next steps include converting these recommendations into organizational workplans

K. Resource mobilization plan

- To deliver on this funding model, approaching bi/multilateral donor agencies to build a stable coalition of funder for its 'backbone' work (with unrestricted funding where possible) whilst approaching multilateral funds and private foundations with compelling 'value-added' initiatives aligned with its strategy, the UIS can pursue both new and/or existing funders.

- For **new bi/multilateral donor agencies** for 'backbone' activities, the UIS can prioritize engagement with Denmark, Switzerland, the EU and Germany, with Japan being a second priority. It should engage them through messages targeted to each. The same donors can be prioritized for 'value-added' activities, as each shows specific interest in areas the UIS could deliver on. For **existing bi/multilateral agencies**, the UIS can encourage a stable coalition of 'backbone' funders by demonstrating improved institutional strength and strategic clarity, approaching each donor with messages tailored to their priorities.

- For **new multilateral funds and private foundations**, Dubai Cares and the Global Business Coalition for Education show potential based on their strategic alignment and historic funding activity. The UIS can shape specific proposals that align with their interests. Regarding **existing multilateral funds and private foundations,** over the longer term, the UIS could explore whether the BMGF can move to funding the 'backbone' work and join a multi-year coalition of established donors.

L. Next steps

Based on the findings and recommendations of the report, the UIS should undertake several actions to implement:
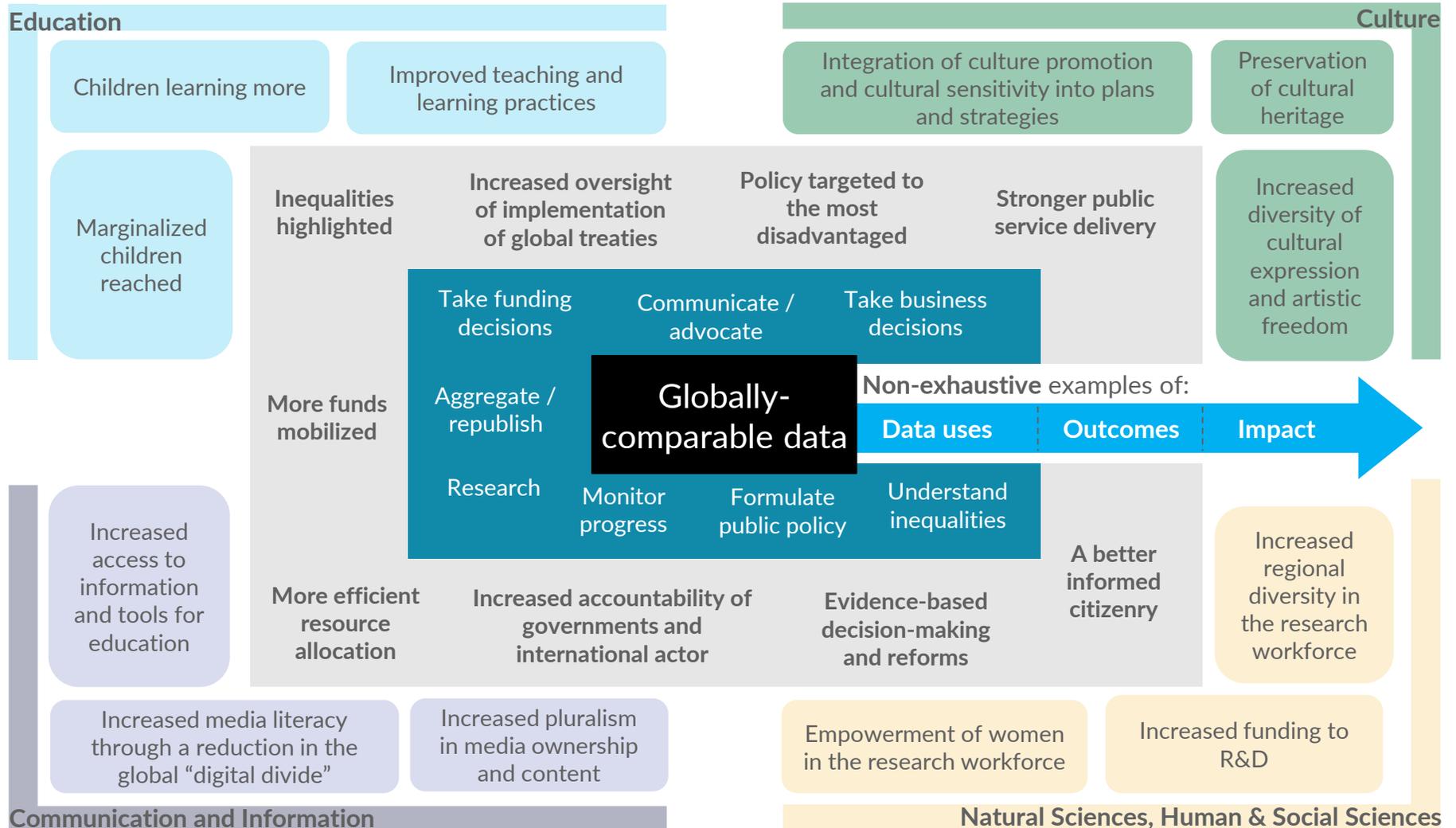
- Finalize the UIS' formal strategy around these value propositions, in close consultation with key stakeholders
- Conduct a skills assessment to identify the concrete skills needed to deliver and the current skills gaps. On the basis of this, the UIS should review the internal allocation resources and consider reorganization to ensure that sufficient resources are dedicated to key strategic issues
- Develop workplan for the organization to update its product and services offering and define an organizational set-up to be able to deliver upon it, building upon the skills assessment
- Establish resource mobilization workplans aligned with the strategy and product /services offering, with clear responsibilities and deadlines
- Develop a communication strategy to communicate about the renewed positioning and product and services offering to its key stakeholders. This should include different engagement approaches for different stakeholder groups and objectives, with a particular focus on developing engagement plans for MS

Introduction: UIS Context and Objectives for this Report

Globally-comparable data can effect development impact through numerous pathways

Education

Children learning more

Improved teaching and learning practices

Marginalized children reached

Culture

Integration of culture promotion and cultural sensitivity into plans and strategies

Preservation of cultural heritage

Increased diversity of cultural expression and artistic freedom

Inequalities highlighted

Increased oversight of implementation of global treaties

Policy targeted to the most disadvantaged

Stronger public service delivery

Take funding decisions

Communicate / advocate

Take business decisions

More funds mobilized

Aggregate / republish

Globally-comparable data

Non-exhaustive examples of:

Data uses · **Outcomes** · **Impact**

Research

Monitor progress

Formulate public policy

Understand inequalities

Increased access to information and tools for education

More efficient resource allocation

Increased accountability of governments and international actor

Evidence-based decision-making and reforms

A better informed citizenry

Increased regional diversity in the research workforce

Increased media literacy through a reduction in the global "digital divide"

Increased pluralism in media ownership and content

Empowerment of women in the research workforce

Increased funding to R&D

Communication and Information

Natural Sciences, Human & Social Sciences

Dalberg

The UIS plays a pivotal function in the system through setting standards, collating, publishing, and analyzing data used by others for impact

The UNESCO Institute for Statistics (UIS) is the **official and trusted source of internationally-comparable data on education, science and technology, culture, and communication**. Established in 1999 as the official statistical agency of UNESCO, the UIS has the mandate to define international standards, methodologies, and norms for the collection of data within UNESCO's fields of action, to produce globally comparable data for use in benchmarking countries' progress towards development goals, and to help improve the statistical capacity of its member states. Increasingly, it is also working on data analysis and use.[1] To deliver this mandate, it works closely with national statistical offices, line ministries, other statistical organizations, technical partners, and influential members of the global community, as well as with the different units within UNESCO (sectoral, regional, Category 1 Institutes etc.).

Given its position within UNESCO, an intergovernmental organization, the UIS has three main constituent groups – the UNESCO member states, UNESCO itself and the wider UN system, but also offers value to intergovernmental and non-governmental organizations, research institutes, universities and citizens around the world. These actors make use of the UIS' globally comparable data for a wide range of purposes, e.g. monitoring of development targets, formulating and influencing policy, research, etc.

As the only Category I institute with a cross-cutting mandate, the UIS is responsible for delivering across all UNESCO sectors but was given functional autonomy from UNESCO. This was designed to address previous challenges with statistical quality at UNESCO and to enable "better efficiency and the mobilization of new partnerships and extrabudgetary support...necessary to achieve its objectives."[2,3] Despite this autonomy, its work is "strongly guided by the priorities set out in UNESCO's medium term strategy (C/4) and biennial programme and budget (C/5)."[4]

In its role as an intergovernmental organization, the UIS is the only UN body with the mandate to collect official statistics across the whole education sector, which makes the involvement and official validation of member states intrinsic to its outputs, thus securing a degree of national buy-in and transparency. Unlike several other UN statistical bodies, the UIS does not collect primary data itself.

In 2015, the UIS' mandate was expanded when it was appointed to act as the custodian agency for a significant number of SDG indicators, particularly SDG 4, which focuses on education.[5] Education, and particularly learning, is a top development priority for many countries and donors, demonstrated by the 2018 World Development Report's focus: "Learning to Realize Education's Promise". **The UIS played a prominent role in the development of the monitoring framework around SDG 4**, as well as the thematic framework for education (Education 2030 Framework for Action). The UIS has an explicit mandate from the international system to continue to develop and operationalize these education indicator frameworks and ensure that countries can report against them. The organization has a smaller SDG mandate in the other sectors of UNESCO's competence, as custodian of two indicators in research and development and one in cultural heritage.
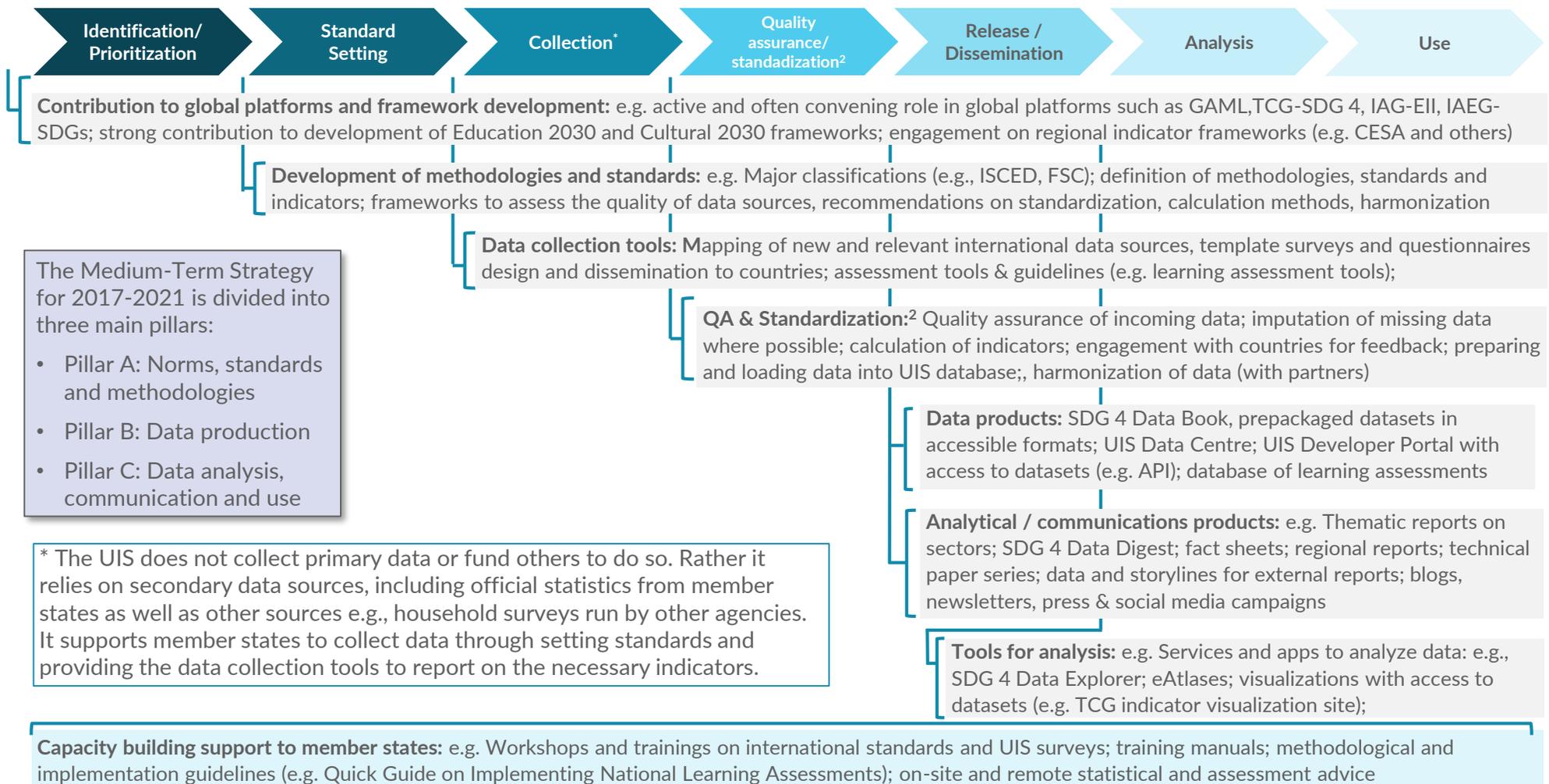
The UIS has increasingly been recognized for its convening role and takes a lead role in several important fora for coordinating actors and driving progress under the SDG agenda, including acting as the Secretariat for the Technical Cooperation Group on the Indicators for SDG4 – Education 2030 (TCG) and the Global Alliance to Monitor Learning (GAML).

[1] Data analysis and use was added as a pillar under its Medium-Term Strategy Plan, revised in 2017; [2] IOS Evaluation of the UNESCO Institute for Statistics, 2007 [3] 30 C/22, Adoption of the statutes of the UNESCO Institute for Statistics, July 1999; [4] IBID, IOS; [5] The UIS is implicated in a total of 7 out of 17 SDGs, with 17 indicators under those goals relying on UIS data
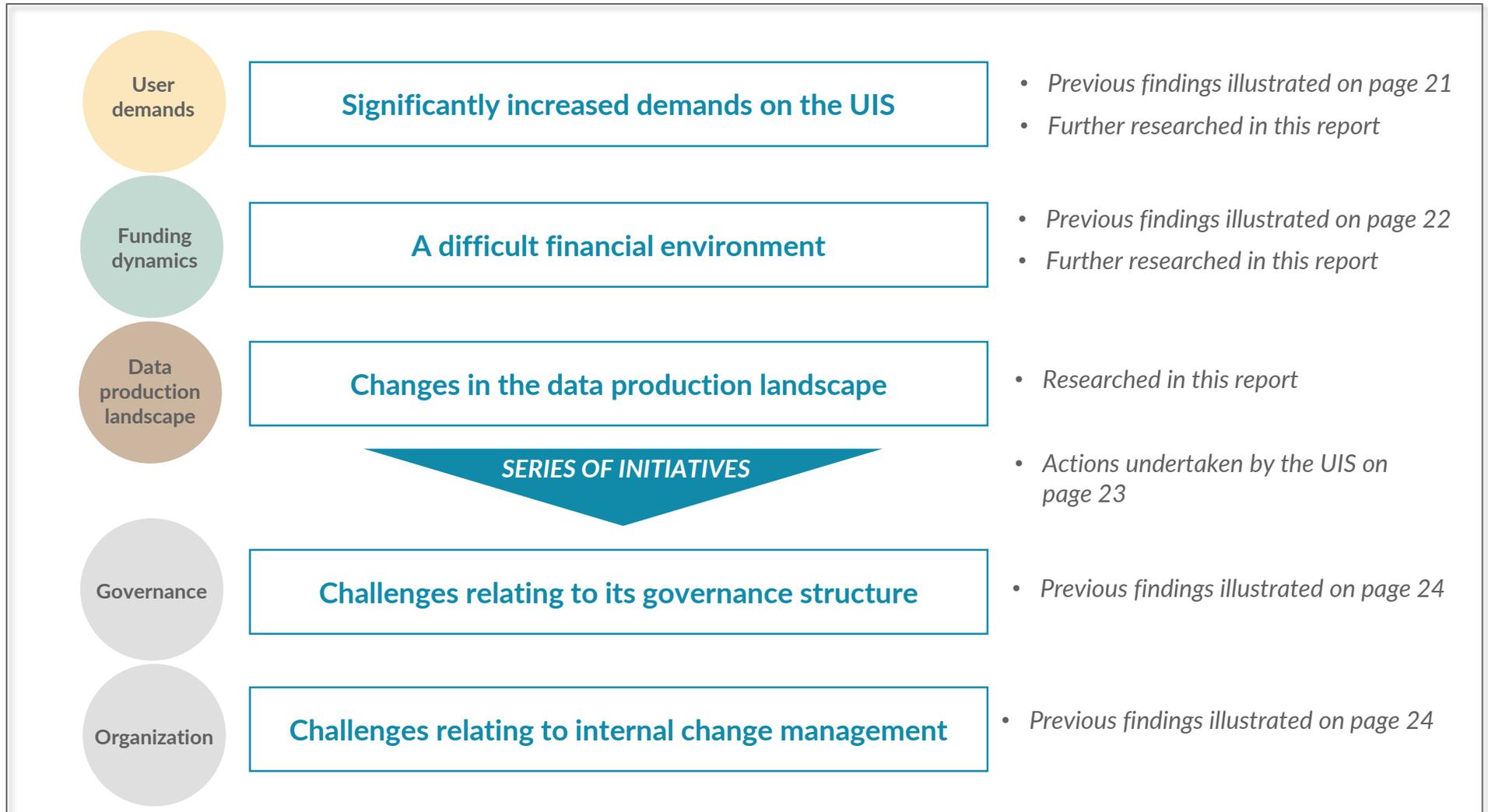
Dalberg

To achieve this, UIS produces a series of products and services along the data production chain, in line with its Medium-Term Strategy 2017-2021

Value chain for global data, including a mapping of a selection of UIS activities, products, and services at each stage (non-exhaustive)[1]

Identification/ Prioritization	Standard Setting	Collection*	Quality assurance/ standadization[2]	Release / Dissemination	Analysis	Use

Contribution to global platforms and framework development: e.g. active and often convening role in global platforms such as GAML,TCG-SDG 4, IAG-EII, IAEG-SDGs; strong contribution to development of Education 2030 and Cultural 2030 frameworks; engagement on regional indicator frameworks (e.g. CESA and others)

Development of methodologies and standards: e.g. Major classifications (e.g., ISCED, FSC); definition of methodologies, standards and indicators; frameworks to assess the quality of data sources, recommendations on standardization, calculation methods, harmonization

Data collection tools: Mapping of new and relevant international data sources, template surveys and questionnaires design and dissemination to countries; assessment tools & guidelines (e.g. learning assessment tools);

The Medium-Term Strategy for 2017-2021 is divided into three main pillars:
- Pillar A: Norms, standards and methodologies
- Pillar B: Data production
- Pillar C: Data analysis, communication and use

QA & Standardization:[2] Quality assurance of incoming data; imputation of missing data where possible; calculation of indicators; engagement with countries for feedback; preparing and loading data into UIS database;, harmonization of data (with partners)

Data products: SDG 4 Data Book, prepackaged datasets in accessible formats; UIS Data Centre; UIS Developer Portal with access to datasets (e.g. API); database of learning assessments

Analytical / communications products: e.g. Thematic reports on sectors; SDG 4 Data Digest; fact sheets; regional reports; technical paper series; data and storylines for external reports; blogs, newsletters, press & social media campaigns

* The UIS does not collect primary data or fund others to do so. Rather it relies on secondary data sources, including official statistics from member states as well as other sources e.g., household surveys run by other agencies. It supports member states to collect data through setting standards and providing the data collection tools to report on the necessary indicators.

Tools for analysis: e.g. Services and apps to analyze data: e.g., SDG 4 Data Explorer; eAtlases; visualizations with access to datasets (e.g. TCG indicator visualization site);

Capacity building support to member states: e.g. Workshops and trainings on international standards and UIS surveys; training manuals; methodological and implementation guidelines (e.g. Quick Guide on Implementing National Learning Assessments); on-site and remote statistical and assessment advice

[1] Value chain adapted from Open Data Watch with reference to the revised UIS Medium-Term Strategy 2017-2021; for a full set of acronyms, please see the annex [2] Processing is not a separate product or service, but a vital stage in the production of the UIS' globally-comparable data sets

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In recent years, the landscape in which the UIS operates has been rapidly changing, putting pressure on the organization

User demands	**Significantly increased demands on the UIS**	• *Previous findings illustrated on page 21* • *Further researched in this report*
Funding dynamics	**A difficult financial environment**	• *Previous findings illustrated on page 22* • *Further researched in this report*
Data production landscape	**Changes in the data production landscape**	• *Researched in this report*
	SERIES OF INITIATIVES	• *Actions undertaken by the UIS on page 23*
Governance	**Challenges relating to its governance structure**	• *Previous findings illustrated on page 24*
Organization	**Challenges relating to internal change management**	• *Previous findings illustrated on page 24*

The increased volume and complexity of work under the SDGs has left the UIS unable to meet all demands

The SDG mandate brought a large increase in work for the UIS:

- *"The SDGs changed everything for the UIS"* UIS Stakeholder;
  "Under the SDGs, the measurement task … has grown by a factor of at least ten"[1]

- The UIS has 14 indicators under its custodianship which comes with considerable responsibility

This represents not just a shift in volume, but a strategic shift in the way data are produced and used and, as a result, a significantly more complex measurement task:

- There is emphasis on measuring outcomes, rather than outputs, which have not been measured at scale before and so have had no agreed concepts, definitions or methodologies for their indicators.[3]

- The agenda is now global rather than developing-country focused, which requires monitoring to be implemented at the global, regional, thematic, and national level

- A strong focus on measuring inequality requires the collection of disaggregated data

It has also required considerable coordination and partnership management:

- The need to lead the definition and development of globally-accepted indicators and monitoring requires significant coordination, consultation and partnership across actors

In addition, reforms in the wider UN system and within UNESCO are contributing to increased demands on the UIS:

- The UNESCO strategic transformation aims to, amongst other goals, ensure UNESCO is a global leader in its areas of competence and that it can regain its prominence as an influential global thought leader. Both of these roles require quality data, leading to sustained demand from across all of the UNESCO sectors for the data needed to maintain the organization's competence and prominence

- The transformation is also putting more prominence on the role of data at the regional level, increasing demands to focus on different geographic levels

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Role of an SDG custodian:

- Develop international standards and methodologies to help countries in monitoring

- Compile and verify country data and metadata

- Submit the data, along with regional and global aggregates, to the United Nations Statistics Division (UNSD)

- Ensure that the data are internationally comparable

Findings of the 2018 Audit and Evaluation of the UIS:

- Demands and expectations on the UIS exceed its capacity to deliver

- There are competing demands to focus more on national capacity building but also the global monitoring agenda

- There is a desire for more support from non-education sectors in UNESCO

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[1] Correct as of Aug. 2019 – UIS Strategic Transformation: Strengthening Means of Action and Management Culture
[2] There are 7 indicators under UIS custodianship that are currently Tier 3, which therefore require significant methodological work
Sources: Audit of the UIS 2018, Evaluation of the UIS 2018, Stakeholder interviews

Dalberg

As the demands on the UIS increased, the organization faced a challenging financial environment leading to financial precarity

The UIS' increased mandate has not been matched by a corresponding increase in funds to deliver on it [1]

$10M — 2013
$13M — 2014
$12M — 2015
$10M — 2016
$11M — 2017
$14M — 2018
$11M — 2019E
$11M — 2020E
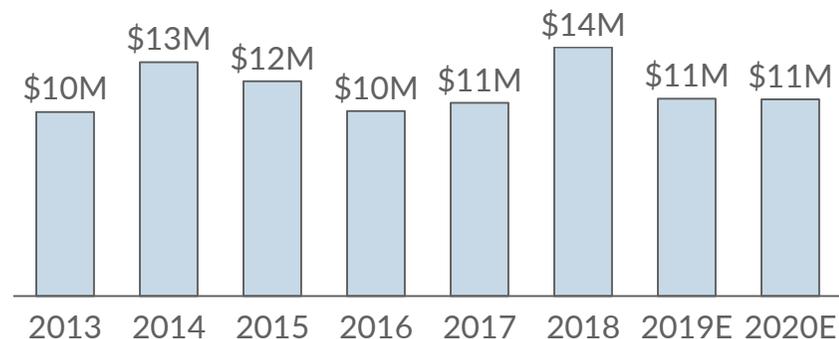
Commencement of the SDG period

Instead, the UIS faced challenges with falling revenues and changing funding patterns

- **Voluntary donations fell by 20%** from 2014-17, and its financial reserves, which had been absorbing its annual deficits since 2009, fell to its lowest level since 2002. This resulted in the UIS requesting one-off crisis funds from UNESCO and Norway

- **Some donors changed their funding patterns**, with some ending core funding to the organization (e.g. Australia) and others preferring to earmark their funds for sectors, regions, or projects. (e.g. Norway, France). This reduced the UIS' flexibility to cover its core work costs, which were not fully covered by its contribution from UNESCO

Internal audits in 2018 concluded that the UIS was not financially sustainable at that time

Select findings of UIS reviews and assessments [2]

- Challenges with financial sustainability

- Unstable funding year-on-year and lack of funding to cover core activities

- Requirement to secure more sources of funds and implement cost recovery

- Misalignment of funding and mission/mandate/commitments/work plans

- Stagnating ODA, increased regionalization of funding to support countries

[1] UIS Internal Finances
[2] UIS/GB/XX/3, Audit of the UIS 2018, Evaluation of the UIS 2018, Guidelines for a Resource Mobilization Strategy, Feb 2019; UIS Risk Management UIS/GB/XXII/4

The UIS has taken several measures to respond to these challenges – however, these have been somewhat reactive

A selection of the steps taken by the UIS to address challenges

March '17: Launched revised Medium Term Strategy, which highlighted the greater prominence of setting global norms, standards and methodologies; emphasized its role in each part of the data production system, including its role supporting countries to report and partner strategically to improve data efficiency; and put a greater focus of data dissemination and use.

Jun '17: Updated the Theory of Change, which highlighted its role in a system centered on the education sector. Later moved to report directly to the UNESCO ADG of Education for clear oversight.

H1 17

Dec '17: Governing Board cost recovery policy implementation from Jan 2018. By the end of 2018, it had recovered 416,000 USD in Staff Cost Recovery and Program support costs.

'17: Restructured the organization to match staffing resources and team structure more closely to the goals of the strategy, including a reduction in staff from ~100 in 2017 to ~57 today.[1]

H2 17

'18: Intensive fundraising, resulting in multi-year funding agreements with major donors (BMGF, DFID) amongst others.

'18: Secured additional one-off funding from UNESCO and donors (e.g. Norway) in response to its acute financial challenges.

H1 18

Feb '19: Presented a new funding model which was approved by the Governing Board, built on: i) UIS core work being exclusively funded by UNESCO contribution, ii) upscaling and replicating core work results funded through voluntary contributions, iii) non-core / project work being solely funded by specific agreements which must fully cover all related costs.

Nov '18: Began a process of defining its core work, at the request of the Governing Board to define the core work that should be sustained through longer term and more predictable funding, in order to strengthen its fundraising position relative to UNESCO and donors. The core work exercise has been discussed at each subsequent Governing Board meeting.

H2 18

H1 19

Mar '19: Introduced a new regional strategy approach to the Governing Board focused on improving data quality through stimulating national and regional demand for data use, working through regional partnerships, and playing a "brokering" role.

Jun '19: Updated the regional strategy to ensure maintained focus on improving data reporting by countries.

H2 19

[1] Some of these staff departures were voluntary
Sources: Governing Board Papers from meetings XX, XXI, XXII, and PPC meeting XXI; UIS Theory of Change, UNESCO Staff Survey 2018, UIS Medium-Term Strategy 2017-2021

This approach, whilst driven by necessity, has contributed to several challenges with governance and organizational change management

Governance

- Although the revised medium-term strategy has focused efforts towards updated strategic pillars, the UIS had not fundamentally revisited its scope of work and communicated with its stakeholders what it could and could not do

- There is a lack of clarity in its governance relationship with UNESCO, with no clear agreement on what the UIS is meant to deliver for its regular contribution

- This has led to challenges from UNESCO that its needs are not being met: the dominance of education in the UIS' activities, which is in line with UNESCO priorities, the SDG mandate and donor priorities, has led other UNESCO sectors to feel under-supported in their statistical needs

- The lack of clarity has also meant the UIS has found it difficult to push back on demands

- As a result, UIS and UNESCO both experience concerns about their institutional relationship

"Before the SDG mandate, the UIS was able to say, 'Yes, we will do this but no we can't do that', but now they can't"
UIS Stakeholder

"Structure and cooperation practice commensurate to their formal and operational relationship"
2018 Evaluation of the UIS

Organization

- The internal changes, including staff reductions and two restructurings[1], have contributed to a challenging working environment for staff which has impacted on staff morale

- Across the UN System, there has been an increasing recognition of the need for statistical agencies to modernize and adapt, but the UIS (like several other agencies) has had difficulty making the necessary changes: *"To meet this unprecedented statistical challenge and exploit the opportunities it presents, the UN needs to modernize the way that data are collected, processed, integrated, disseminated, and communicated, ... changing the ways that we produce global and regional information"[2]*

"In a recent independent staff survey, only 33% of respondents responded positively to the question 'My morale is high'
UNESCO Global Staff Survey 2018

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Over time, the UIS has considered various strategic directions, but has not defined a central value proposition that responds to its context

Work / documents	Directions considered	References

Medium-term strategy	1. Producing high-quality international norms, standards, and methodologies
	2. Producing high-quality data and indicators for all UNESCO fields of competence
	3. Providing analytical outputs and promoting data users
		• *"The Medium-Term Strategy for 2017-2021 is divided into three main pillars:*
		  • *Pillar A: Norms, standards, and methodologies*
		  • *Pillar B: Data production*
		  • *Pillar C: Data analysis, communication, and use*

Core work discussions	4. Defining a core mandate including data production and standard setting at a minimum 5. Agreeing on the role of capacity building within that core mandate	• *"Development and maintenance of the core system of indicators is clearly the first element in the definition of what the UIS core work should be. However, other areas of core work still need to be delineated and operationalized"*
Regional Field Network	6. Focusing capacity building support on improving data reporting by countries 7. Focusing capacity building support on data use and analysis for policy making in order to generate demand	• *"The strategy will be based on promoting data usage and analysis at the country and regional levels"* • *"The proposed strategy focuses on improving data reporting by countries as well as facilitating national and regional SDG 4 monitoring and promoting data use"*
Concept note on functions to support global data coordination, innovation, & foresight	8. Managing innovation in methodology and capacity development 9. Hosting a knowledge platform 10. Coordinating a coalition	*"The GD-CIF [Global Data Coordination, Innovation, and Foresight Section] will:* • *Manage innovation and research for data products and build capacity in member states (for SDG reporting);* • *Provide a knowledge platform for innovation, research and best practices; and* • *Coordinate a Global Coalition for Education Data"*

Recognizing the need for a more strategic assessment of its positioning, the UIS leadership has commissioned a repositioning review

About the UIS Strategic Repositioning Project

- The leadership of the UIS launched the 'UIS Strategic Repositioning Project' to help it articulate a positioning that takes account of its environment, allows it to leverage its unique assets and strengths for impact, meet the needs of its users, and secure its financial sustainability

- The project will also help to identify the business and operating model changes needed to deliver on its positioning

- The project is structured in 3 phases:

  1. Inception and data collection phase
  2. External analysis and strategic positioning phase
  3. Strategic implications

Project objectives

The Governing Board and leadership of UIS have engaged Dalberg Advisors to:

- **Redefine UIS strategic positioning:** to recommend a strategic positioning for UIS that strengthens its capacity to meet emerging demands and maintain its relevance, whilst ensuring financial sustainability

- **Review UIS business model:** assess the products and services portfolio in light of the strategic positioning and understand options for financing both from donors and from other funding sources

- **Outline the organizational changes needed to deliver on the strategic positioning:** with a focus on the realignment of the operational model and recommendations for stakeholder engagement

- **Develop a resource mobilization strategy to deliver on the new positioning:** assess the current fundraising strategy and outline a future plan including i) mapping potential partners and funders, ii) identifying the UIS products and services they could fund, iii) recommending approaches to secure funding

Approach

We will investigate the roles that the UIS should prioritize in its value proposition, given its stakeholder demands and the landscape

The UIS should focus its strategy at the intersection between its users' needs, its ability to generate revenues, where it can add value / be complementary to what other actors are doing, and what it has the capabilities to do

Research questions for this report

FOCUS OF PHASE 1 REPORT:

1. What do the UIS' users need?

2. For what is there potential to raise funds?

3. How can the UIS position itself to be complementary to other actors in the broader data production landscape?

4. Which strategic positioning options, therefore, align best with the UIS' strengths, assets, and current capabilities (or those that could be developed)?

FOCUS OF PHASE 2 REPORT:

5. How are peer statistical organizations delivering similar positionings?

6. What are the implications for the UIS' product and services and partnerships?

7. Which funding model should the UIS explore?

8. Which funders can the UIS engage for support?

2. The ability to generate funding

1. Needs from users

3. Complementarity with the ecosystem

Opportunities in the landscape

Assessment against UIS strengths and assets

Emerging opportunities for components of its strategic positioning
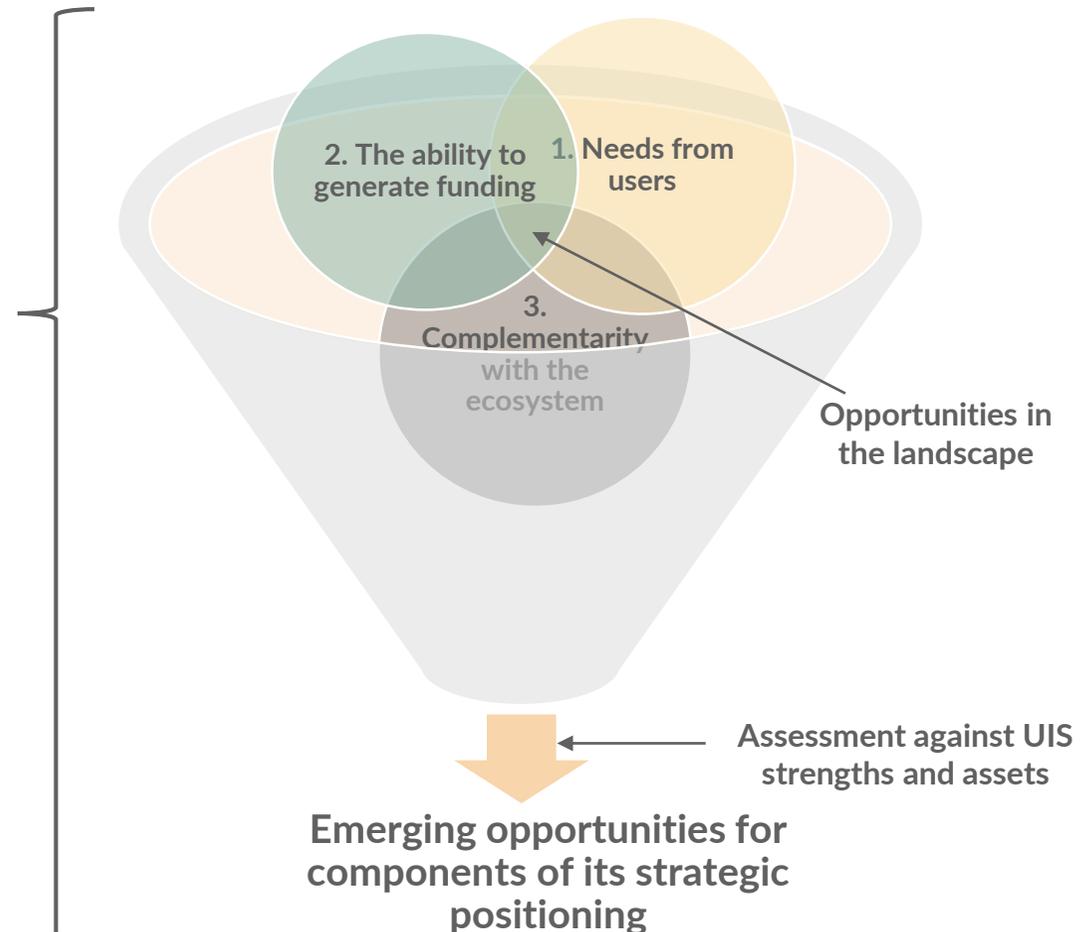
We have drawn on documentary and interview evidence to develop our insights

Desk research

- **Key documents received from the UIS**, including strategies, Governing Board papers, staff surveys, evaluations, audit reports, statutes, concept notes, user and product studies etc. as well as UNESCO policies and evaluations

- **Documents and websites of other stakeholders in UIS's landscape, including funders, other data producers, international institutions, research institutes, think tanks etc.** These include strategies, program documents, evaluations, web portal, websites and blog sites, annual reports and financial statements, reports etc.

Internal interviews

- **Phase 1: Interviews with 9 UIS staff members** based in UIS offices in Montreal or in UNESCO regional offices

External interviews

- **Phase 1: Interviews with 43 individuals who have observed and/or interacted with the UIS in different ways** (e.g., as a Governing Board member, funder/donor, fellow statistical agency etc.)

- **Phase 2: Interviews with 11 representatives** from peer statistical organizations in other sectors

We adopt some specific terminology through this interim report

Data production

Throughout the document, the term 'Data Production' will be used to refer to the full process for producing internationally comparable statistics, from defining what needs to be measured through to dissemination and use

| Identification/ Prioritization | Standard Setting | Collection | Processing / Standardization | Analysis | Release / Dissemination | Use |
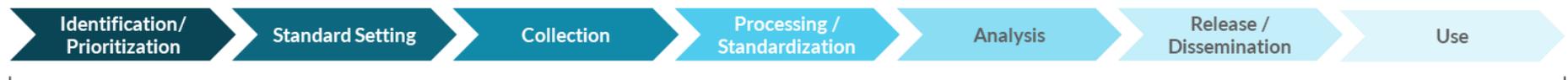
Data production value chain

Alternatives to the term 'core'

The term 'core' can have different meanings in the context of an organization like the UIS:
1. Core costs – referring to the overhead or indirect cost to run an organization
2. Core work – to refer to the fundamental / central work of an organization; in a separate process the UIS is currently defining which parts of its work constitutes its 'core work'
3. Core strategic focus – to refer to the heart of an organization's strategic focus

To avoid confusion amongst terms and to avoid preempting the outcomes of the core work / core indicators process, Dalberg will use the following terminology through this report:
1. Running costs
2. "Backbone" work – which we believe better captures the critical nature of this work as the underlying foundation for all other strategic work
3. Central value proposition

Phase 1: External Scan and Strategic Positioning Recommendations

UIS STRATEGIC REPOSITIONING PROJECT

Research Question 1: What do the UIS' users need?

The UIS has multiple user types that differ by the type of organization they come from and the ways they use UIS products and services

Breakdown of the UIS' users based on GEDP Needs Assessment *(%)[1]*

Dominant use types based on interviews

Users from the four most prevalent organization types were interviewed

Organization	Value
Government	25
NSOs	23
International organization	15
Academia / research institutes	15
General public	8
Donor organizations	5
Non-profit organizations	4
Media	3
Advocacy groups	1
Commercial companies	1
Total	100

Monitor

Monitor progress towards global, regional, and/or national goals

Develop or advise on policy

Use UIS data as the basis to influence, design, and/or implement evidence-based policy

Communicate / advocate

Use the UIS to advocate or tell a story

Take funding decisions

Evaluate the impact return on investments and select funding priorities based on statistical evidence

Research

Analyze UIS data, potentially along with other data sources, to make inferences, draw conclusions, and generate new insights

Aggregate / republish

Republish UIS data along with other statistics, possibly with additional visualizations or analyses

Four user groups emerge as being particularly important for the UIS to prioritize when considering its users' needs

User groups	Description	Typical uses[1]	Reasons for prioritize this user group
Developing country MS and UNESCO regional offices	Governments of the member states (and national and regional level UNESCO staff that work closely with them)	**Develop or advise on policy** / **Take funding decisions** / **Monitor**	• UNESCO is a member state organization, and is mandated to serve the needs of the member states[2] • Member states are the providers of data to UIS and so there is a need for a mutually-beneficial relationship • Developing country member states are further away from achieving the sustainable development goals and require more statistical capacity building and support
Global education community[3]	Influential actors in the global education agenda, for instance, GEMR, GPE, Education 2030, and other experts in the education sector	**Communicate** / **Monitor** / **Develop or advise on policy**	• The global education community is responsible for driving international engagement in the education sector, including running programs and generating significant amounts of funding • These actors rely on UIS data to monitor the global education agenda, particularly under the SDGs
UNESCO sectors	Representatives from the UNESCO sectors, particularly those beyond education	**Monitor** / **Develop or advise on policy**	• The UIS is the statistical institute of UNESCO with the mandate to cover all UNESCO sectors • There is a clear perception that education is the highest priority sector within UNESCO • Other sectors are lagging behind in terms of investment and engagement with the global agenda
International data agencies	Organizations who may produce their own data, republish and analyze UIS data, or work with UIS on methodological development	**Aggregate** / **Communicate** / **Take funding decisions**	• These actors are an additional channel through which others in the development sector access UIS data • These actors have an influence on the global agenda in their respective sectors • International agencies make up 55% of the UIS' power users[4]

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Developing country member states consistently demand capacity building from the UIS, mainly in data collection, but also for data use

Developing Country MS and UNESCO Regional Offices

Current uses of UIS data, products, and services *(non-exhaustive)*

- Relying upon methodologies and definitions established by the UIS to translate the demands of the international education agenda into measurable indicators
- Using data collection tools to make the data collection process more efficient, transparent, and comparable
- Attending regional training workshops to improve data collection capacity
- Using data to compare their progress against other regional or global peers countries' and set national priorities at regional meetings
- Using the data to monitor national and regional progress towards the SDG targets

Summary of consistent messages regarding user needs from interviews

Capacity building	• There is a consistent demand for capacity building support, but the substance of these demands varies among users:
	  • Some are looking to improve capacity to **collect data for indicators relating to newer trends** in the education agenda e.g. learning outcomes and financial data
	  • Others are looking to improve capacity to **translate the data to policy priorities**

Priority indicators / topics	• There is some demand for improved data quality for **indicators that are aligned with their specific regional agendas**
	  • For instance, the African Union's 2063 agenda has a much greater focus on higher education
	• There is an increasing demand to have access to **statistics that are more closely aligned with national priorities**.
	  • Since countries have to supply data to the UIS for the global SDG agenda but do not tend to use those indicators in their domestic policy, the relationship can feel one-sided

Data characteristics	• Regional actors tend to prioritize improvements to the **accuracy of data** over increasing coverage so that the data are informative for policymaking in these countries that do have data • Regional actors see the need the data to be **trustworthy and transparent** to compare countries and set priorities at a regional level

The global education community is increasingly demanding methodologies and data that address the most pressing policy issues

Global Education Community

Current uses of UIS data, products, and services *(non-exhaustive)*

- Reporting for SDG 4, the Education 2030 framework for action, and additional actor-specific thematic areas
- Producing flagship education reports
- Presenting at annual meetings and convenings
- Researching global education trends
- Receiving technical guidance on measuring thematic indicators of individual interest

Summary of consistent messages regarding user needs from interviews

Priority indicators / topics	• Many global actors want the UIS to **prioritize and reduce the breadth of indicators it is measuring** • Almost all actors **strongly expressed a demand for data relating to learning outcomes** • Many actors **expressed a demand for data relating to out-of-school children**
Data characteristics	• There is consistent demand to improve the **accuracy of the data reported by the UIS in the annual SDG indicators,** and a concern that, although the global community uses UIS data, it can be perceived to be unreliable
User interaction	• Some actors wanted more clarity in the relationship between themselves and the UIS due to: • **Confusion as to the UIS' responsibilities** either within a project or within an ongoing relationship • **Lack of clarity as to how they should communicate with the UIS more broadly**; whether they should communicate at a managerial or technical level
Capacity building	• Global actors consistently questioned the extent to which the UIS has the resources to directly engage with national capacity building but suggested it may be able to provide support in alternative ways: • Continue to **develop statistically rigorous, comprehensive, and freely-available methodologies that can be easily adopted by the global community** • **Set the standards and norms that developments in the field of capacity building must follow**, particularly relating to the use of data in policies and plans • **Improve the dissemination of UIS products** in areas where UIS' field presence has been reduced

UNESCO sectors are at differing stages of statistical development and so their needs can be varied and contrasting

UNESCO Sectors (beyond education)

Current uses of UIS data, products, and services *(non-exhaustive)*

- Monitoring progress towards their respective Sustainable Development Goals and sectoral goals
- Facilitating evidence-based policymaking using UIS data
- Developing thematic indicator frameworks using UIS expertise
- Using data to generate insights presented in flagship reports and at major events

The UNESCO sectors[1] are at different stages of statistical maturity, and so their needs are varied

Culture sector wants the UIS to:	Science, Technology, and Innovation (STI) wants the UIS to:

• **Help to define and operationalize the sector measurement agenda**
  • The recent Culture 2030 framework needs operationalizing and the sector wants UIS support on core challenges such as how to measure the impact of culture on development and society
• **Produce more up-to-date and relevant data**
  • Current UIS data are based on an out-of-date agenda that doesn't address modern issue (e.g. the gig economy)
  • Culture 2030 often requires city/site data rather than national
• **Prioritize culture, given it is the only international statistical agency with the mandate in the sector**
• **Address low data quality and coverage**
  • In particular to support countries to start collecting culture data
	• **Focus on producing globally-comparable data on the existing stable set of STI indicators**
	  • Views the UIS's comparative advantage as being in global comparability, not in responding to specific national demands
	  • Wants to ensure that, in considering new data sources, it does not compromise global and temporal comparability
	• **Engage in foresighting on the future of statistics**
	  • Believes the UIS will soon need to move beyond survey-based statistics to new statistical tools to remain relevant – but this needs much consultation
	• **Actively focus on and fundraise for STI statistics**
	  • Wants the UIS to raise STI proactively in funder discussions

However, there were some consistent needs across the sectors regarding their interaction with UIS

User interaction	• There is consistent recognition that **the UIS' positioning as a quasi-independent "service provider" has contributed to challenges within their relationship with the UIS** for the following reasons:
	  • **The interpretation of the relationship between UIS and UNESCO and their respective responsibilities is inconsistent** as they are unclear whether to regard the UIS as an internal unit or a service provider
	  • There is a **need for alignment between the UIS and the UNESCO sectors in their strategies and workplans**
	• Because of this, there is consistent demand either for **increased clarity on the nature of the relationship with UIS,** to be able to **increase statistical capacity in-house,** or to **source data from alternative agencies**

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International data agencies require more accurate data and support with harmonization and new methodologies

International Data Agencies

Current uses of UIS data, products, and services *(non-exhaustive)*

- Re-publishing UIS data in their own databases, dashboards, and data portals
- Using UIS data to calculate their own indicators or populate their flagship indices, e.g., the new World Bank Learning Poverty Index
- Collaborating on the development of new standards and methodologies
- Providing technical input on improving methodologies for indicators in overlapping mandate areas, such as early childhood education

Summary of consistent messages regarding user needs from interviews

Methodologies and standards	• These agencies would like the UIS to **lead methodological development,** in particular through: • The **harmonization and standardization of national learning assessments** across countries • There is also a demand for the UIS to **develop standards with respect to the use of new data sources**
Priority indicators / topics	• This user group would like the UIS to **focus on learning outcomes data, and move beyond output based indicators like school attendance**, and they recognize that the PISA survey has not entirely accounted for global demand in this respect • In light of the requirements of the SDG agenda, there is a need for **further disaggregation, particularly by geography (within countries) and socio-economic characteristics**
Data characteristics	• The most consistent need is to **improve the accuracy of the data:** there was a perception that, although the data agencies regularly use UIS data, there are quality issues, and that **improving credibility would lead to increased demand** • Some actors recognized that **higher-level policymakers increasingly demand real-time data** and that the UIS should try to address this demand before non-transparent private actors
User interaction	• There is a need for **further support or collaboration when trying to explain technical details to education counterparts**, particularly in the case of inconsistencies between UIS data and national-level data • Some actors also expressed the need **for increased clarity, consistency, and established responsibilities** in their relationship and communications with the UIS, which some reported to be ad hoc and inconsistent

In synthesis, across the UIS' priority users that are several demands for positions it can take

Research question 1: What do the UIS' users need?

User demands

Developing country MS and UNESCO regional offices

- For the UIS to prioritize capacity building efforts around data collection
- For the UIS to help make the connection between its data and its use in national policy

Global education community[3]

- For the UIS to strengthen its central data production function, improving the quality of its data

International data agencies

- For the UIS to advise on new data sources and other methodological advances

UNESCO sectors

- For the UIS to deliver on the needs of all UNESCO sectors

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Research Question 2: What is there potential to raise funds for?

Dalberg consulted with current and potential UIS funders to understand their funding priorities and needs from the Institute

	(Potential) funders interviewed
Bilateral donors	Australian Government Department of Foreign Affairs and Trade; Department for International Development; Sida [1] SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY; Norad
Multilateral funders	GLOBAL PARTNERSHIP for EDUCATION
Private foundations	EDUCATE A CHILD (A programme of education above all); C* Fonds Prince Claus Fund for Culture and Development; OPEN SOCIETY FOUNDATIONS *; BILL & MELINDA GATES foundation

Areas discussed with funders:

- Biggest concerns about gaps in data
- Funding priorities for data
- Expectations on the UIS (*for current funders*)
- Perspectives on the UIS' strategic positioning
- Likely future dynamics re funding to the UIS

See annex for individual funder profiles

[1] The interview regarding Sweden's perspectives was held with a Swedish member of the UIS Governing Board, not with a SIDA representative. Therefore, views are only indicative and cannot be taken to represent the official view of Sweden
* The UIS does not have a past or current funding relationship with these funders

Donors fund the UIS because they highly value its role and work; this is in line with the global increase in funding to statistics

Donors shared that they value the UIS for…

… its expertise and competence

"We recognize and value the specialist expertise that the UIS has at the global level, supporting the data that underpins SDG 4."

"The UIS has particular cachet – it has an image of competence."

… its central mandate and contribution to other parts of the sector

"The need for an organization like the UIS is very clear and compelling."

"If you took away the UIS, other platforms like World Bank products and the GEMR would collapse."

"If the UIS ended tomorrow you'd need to reinvent it tomorrow – you need a single central entity."

… its convening and coordination role

"We've appreciated the UIS' role in gathering different partners involved in education together for discussions."

"They have been instrumental in their convening capability around GAML, bringing diverse voices together."

… its technical leadership

"Under the SDG 4 work, we've seen the organization transform from one doing routine data collection to one leading technically, developing strategic partnerships. This is great from a donor perspective."

Funder recognition of the importance of data is in line with the **global increase in funding to statistics since the SDG agenda began:**

Global spend on statistics ($mn): 740, 586, 591, 623, 689
Spend on social and demographic statistics ($mn): 198, 122, 136, 174, 241
Years: 2013, 2014, 2015, 2016, 2017
17%, 97%

☐ Global spend on statistics ($mn)
☐ Spend on social and demographic statistics ($mn)
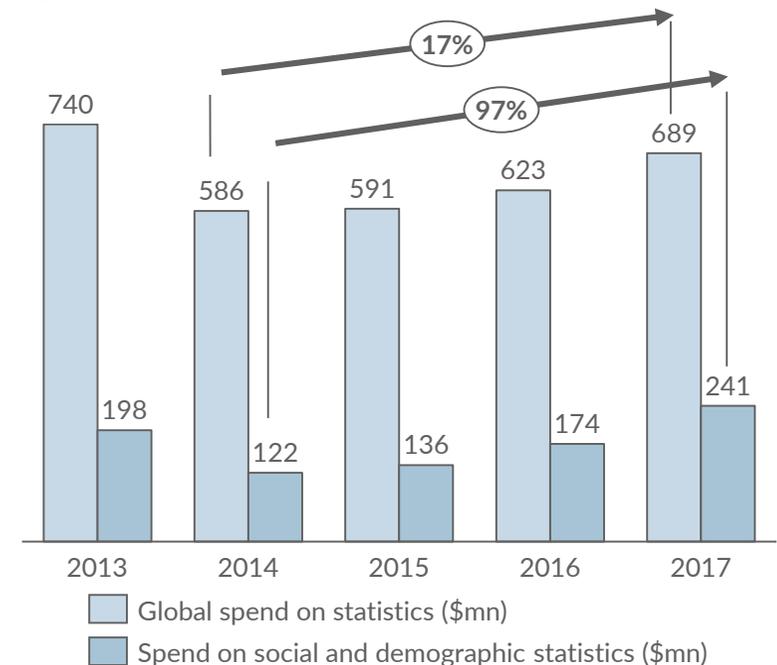
However, also in line with the global picture, **the increase in funding has not been sufficient to account for the increased workload**, either globally or within the UIS[1]
• The global target is for funding to statistics to make up 0.7% of ODA, but as of 2017 it was only 0.34%

Note: all quotes in this section of the report are from UIS funders
Source: PARIS21, The Partner Report to Support on Statistics (2019)
[1] See page 116 – 119 for more detail on trends in global funding to statistics

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Areas of agreement: Donors strongly urge the UIS to clarify its mandate, and to strengthen its "backbone" of standard setting and data production

Funders want the UIS to clarify its mandate and align it with its capabilities

"[The UIS] needs to consider what is in its mandate. What does it have the capacity to undertake and does it have the ability to fund it?" These three are misaligned."

"Instead of trying to compete against major actors, the UIS should be saying, 'This is our remit, this is how we'll do it, and we will do it well'."

"We would encourage UIS to define its core mandate and push back against unrealistic demands."

They value its "backbone" role of setting standards for the sector, and would prioritize this

"The standard setting-role is a critical service which needs to be provided to the international community that can't be provided by anyone else."

"UIS can be the leader in achieving methodological coherence across everyone's actions."

"No one else is better placed to play the umbrella role of setting standards for the work at country level."

But they also need to see the UIS put forward a plan for improving data quality

"If the data are not good, we have no way of knowing who is making progress and by how much. Some of the data points make no sense (for example, large unexplained jumps in the time series). We need the UIS to apply a stronger quality assurance filter."

"If people think the data are not rigorous, they won't value the UIS' work and therefore won't invest in it. It becomes a vicious cycle."

"Annual publication of comparable data has been important. However, there have been gaps and questions on the quality of data."

Areas of agreement: Several donors want the UIS to focus on a fewer number of more strategic topics, converging on a few priority areas

Priority area				
Learning outcomes	Australian Government — Department of Foreign Affairs and Trade	Department for International Development	EDUCATE A CHiLD — A programme of *education above all*	BILL & MELINDA GATES *foundation*
Out-of-school children	EDUCATE A CHiLD — A programme of *education above all*	GLOBAL PARTNERSHIP for EDUCATION	BILL & MELINDA GATES *foundation*	
Disaggregated data on the most marginalized	Australian Government — Department of Foreign Affairs and Trade	Department for International Development	Norad	Sida — SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY	GLOBAL PARTNERSHIP for EDUCATION
				(Several have a particular focus on disability)
Domestic finance to education		OPEN SOCIETY FOUNDATIONS	GLOBAL PARTNERSHIP for EDUCATION	
Teacher effectiveness	Department for International Development			

> *"There are only a few SDG indicators that are actually central, and some of those are still Tier 2/3. The UIS needs to focus on getting solid data with regular periodicity on these few indicators."*

Areas of agreement: Most donors want the UIS to focus on the countries that are furthest behind

Most donors prioritize countries in Africa or Asia Pacific, in line with global funding to statistics

Funding commitments to statistics by geographic region[1]

Legend:
- Africa
- Asia-Pacific
- Eastern Europe
- Latin America and Caribbean
- Unallocated

2013-15
- Unallocated: 11%
- Latin America and Caribbean: 5%
- Eastern Europe: 6%
- Asia-Pacific: 22%
- Africa: 56%

2014-16
- Unallocated: 15%
- Latin America and Caribbean: 8%
- Eastern Europe: 9%
- Asia-Pacific: 11%
- Africa: 56%

2015-17
- Unallocated: 13%
- Latin America and Caribbean: 10%
- Eastern Europe: 9%
- Asia-Pacific: 18%
- Africa: 50%
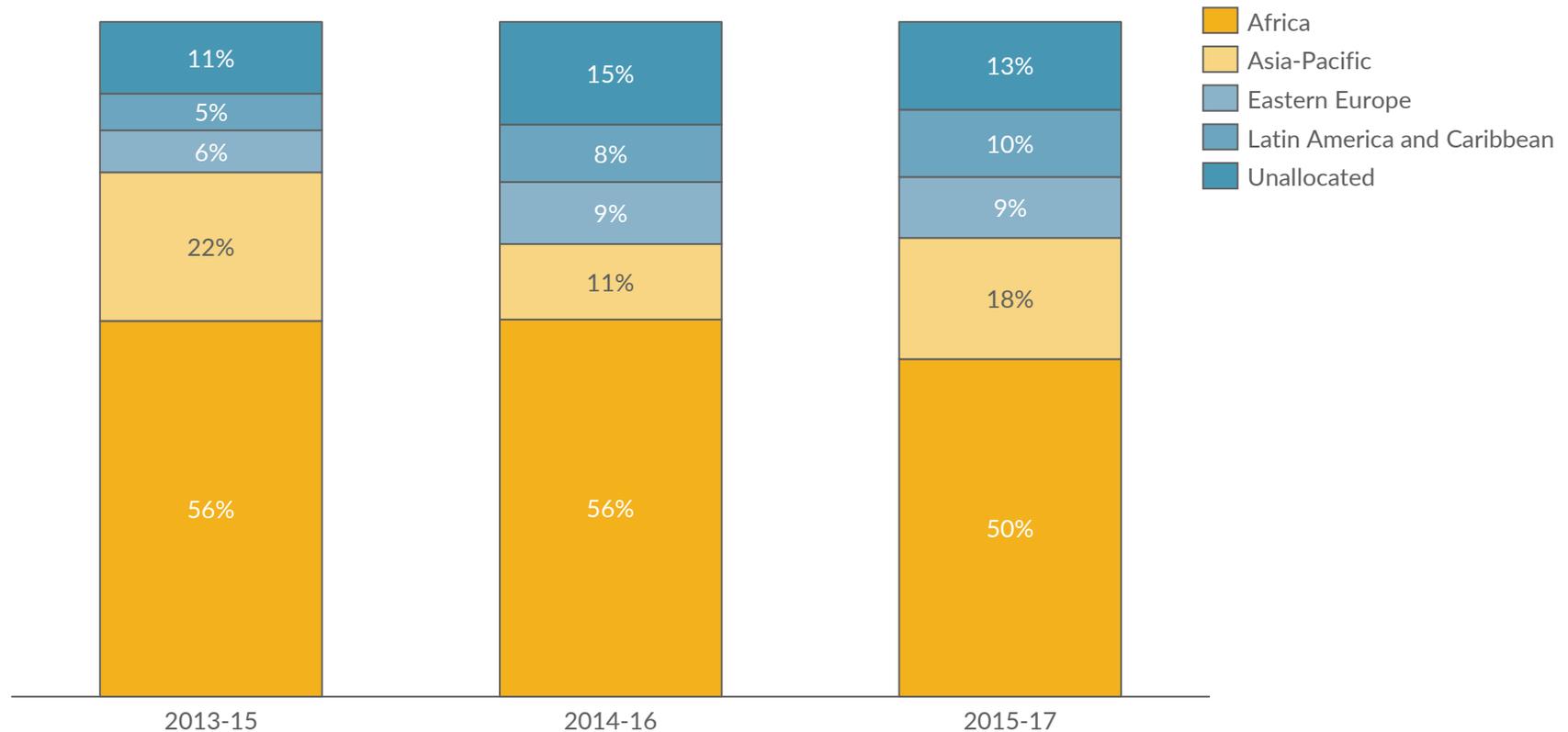
Areas of agreement: Several donors see great potential for the UIS to engage in more strategic partnerships

Certain funders think that the UIS should build its capacity to manage strategic partnerships

"The UIS is able to manage the methodological work but in terms of building partnerships to help countries – I don't know whether there is the vision and capacity to do that."

"The UIS is very technical which is what it should be, but that sometimes is a bit of a downfall. It needs to build up an internal capacity to manage these partnerships … this may mean occasionally conceding ground to others."

They particularly think these efforts should be focused on coherent partnerships with established actors in education

"UNICEF has boots on the ground who can support the implementation process and this is how I see partnerships between UIS and other organizations developing." [1]

"Collaboration with the World Bank is hugely important [including] linking them up technically." [1]

""We want to see better connections with existing partnerships. For example, GPE." [1]

These efforts are more likely to attract funding than the UIS can alone

"If one were to establish a fund and really home in on the importance of education management / EMIS systems and helping NSOs move forward, that could be very appealing to a coalition of donors."

[1] These are quotations from UIS donors and represent their views on the potential for the UIS to partner with the organizations highlighted

Sources of divergence: Most funders want the UIS to undertake strategic activity beyond its "backbone", yet priorities differ by donor

✓ Preference for the UIS **to act here**   ✗ Preference for the UIS **not to act here**

EMIS system strengthening

"The UIS could provide technical support to ministries to ensure that EMIS can capture the data that track inequality."

"In order to improve on the data, the UIS must help countries improve their systems."

"After 30 years investment by major players in EMIS and poor progress, I'm not sure the UIS will be able to make a difference here."

"I'm skeptical about extent to which UIS should be involved in capacity building."

Policy analysis

"The UIS should mine the data it has, examine trends, and use the data to draw more conclusions, perhaps in partnership with the other major education data actors"

"We'd like the UIS to play a stronger role in helping the sector link the data we have to the diagnostic and planning processes the sector uses."

"There's no need for the UIS to explain the policy relevance of their data; the GEMR and others play that role."

Convening power and influence

"The UIS has a role in ensuring everyone talks the same language – this is really crucial."

"We'd like to see the UIS use its convening power to influence the rest of the international system; to be a muscular presence within that system."

"As a strategic partner we want the UIS to be able to influence the wider system around our priority issues."

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Regardless of their priorities, donors worry that this important strategic work does not seem to involve staff below Director level

Donors are pleased that the UIS is leading on strategic issues but are concerned that its staff are not involved in driving that work forward[2]

50%

of donors interviewed volunteered **concerns about the extent to which this strategic work in embedded in the organization**

These donors cover

30-40%

of the UIS' voluntary contributions[1]
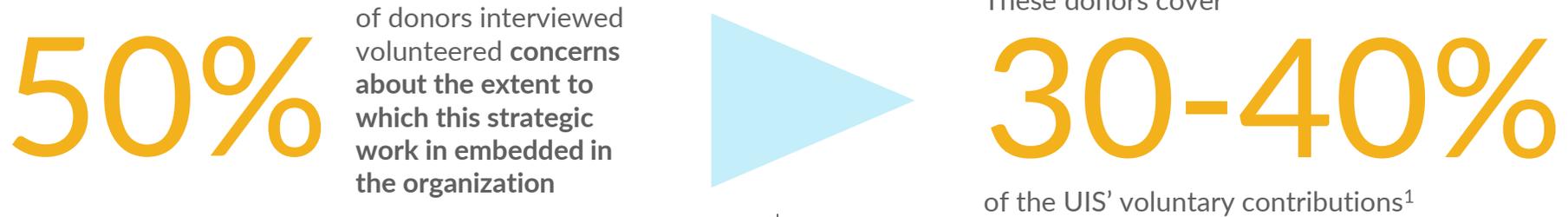
"A wider team approach at UIS would help them be more strategic and less reactive."

"It's not clear to us why their internal staff aren't working on important areas like the learning outcomes work."

"We'd like to see that there are mid-level managers who are able to carry the work forward delivering on the strategic vision."

"The UIS is contributing great value, but we're concerned that it is only sitting at the top."

"The UIS has built a reputation as the quality authority on education and it needs to protect that. The risk is that if this is not more deeply institutionalized, it will be taken over by other organizations."

"Concerns about the effectiveness of the institution may be preventing investment into the UIS."

This is seen as an institutional risk by donors who are very concerned about this work being concentrated in one person. Unless these concerns are addressed **there is reduced scope to approach funders for increased investment.**

[1] Based on the average contribution since 2015 [2] This work includes work on methodological issues like harmonization of learning outcomes, defining the SDG 4 monitoring framework, definition of Tier 3 SDG 4 indicators, building strategic partnerships on e.g. the WB learning poverty indicator etc.

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In summary, funders want the UIS to prioritize its "backbone" role and also lead other strategic value-add activities, but differ in priorities

Research question 2: What is there potential to raise funds for?

Funding dynamics

Perspectives of *most* funders

- For the UIS to focus on strengthening its central data production function, improving the quality of its data
- For the UIS to influence other actors in the sector in important data-related issues
- For the UIS to be the leading standard setter, bringing coherence across education actors

Perspectives of *some* funders

- For the UIS to support member states with capacity building, particularly strengthening EMIS
- For the UIS to help make the connection between its data and policy, particularly through helping create frameworks for doing so

Perspectives of *few* funders

- For the UIS to innovate with new data sources, ways to achieve more timely data etc.
- For the UIS to coordinate the data platform presented to the multilateral education platform at UNGA 2019
- For the UIS to analyze its data and draw inferences and policy implications from them
- For the UIS to make its data more interactive

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Summarized views of the UIS' stakeholders on its strategic positioning

Reviewing the needs of the UIS' users and donors shows that the organization is under diverse, and sometimes competing, demands

The demands of the UIS' key stakeholders result in tensions between...
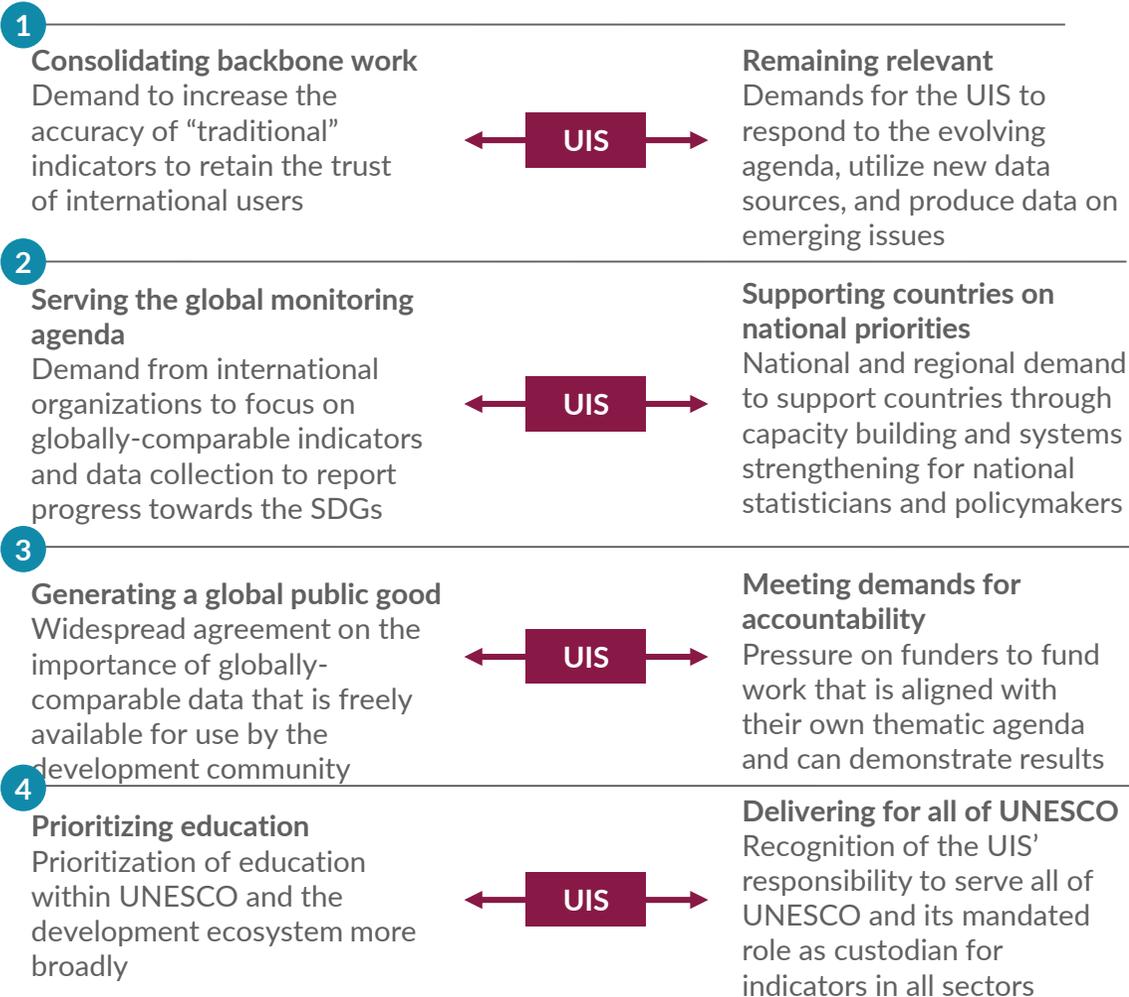
Currently, more resources are available for some demands than others

1

Consolidating backbone work
Demand to increase the accuracy of "traditional" indicators to retain the trust of international users

UIS ←→

Remaining relevant
Demands for the UIS to respond to the evolving agenda, utilize new data sources, and produce data on emerging issues

- While the "backbone" work is critical, it is under-resourced and increasingly donors are preferring to earmark funds for newer, future-facing work

2

Serving the global monitoring agenda
Demand from international organizations to focus on globally-comparable indicators and data collection to report progress towards the SDGs

UIS ←→

Supporting countries on national priorities
National and regional demand to support countries through capacity building and systems strengthening for national statisticians and policymakers

- National and regional users demand capacity building but lack resources to fund it
- Some funders value capacity building, but many prioritize the international SDG agenda

This results in **limited backbone funding** being **split across several competing priorities**

3

Generating a global public good
Widespread agreement on the importance of globally-comparable data that is freely available for use by the development community

UIS ←→

Meeting demands for accountability
Pressure on funders to fund work that is aligned with their own thematic agenda and can demonstrate results

- Whilst certain funders do provide funding for global public goods, the UIS is finding it increasingly hard to raise funds for this "backbone" work

4

Prioritizing education
Prioritization of education within UNESCO and the development ecosystem more broadly

UIS ←→

Delivering for all of UNESCO
Recognition of the UIS' responsibility to serve all of UNESCO and its mandated role as custodian for indicators in all sectors

- As education is the highest priority area for many of the UIS' current bilateral donors and partners, more resources are available for education work

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To satisfy all demands from UIS stakeholders, its positioning would need to comprise nine distinct roles, diluting its value proposition

Collated demands from UIS users and funders

- To strengthen its central data production function
- To support capacity building for member states in collection[1]

- To support capacity building for member states in data use in national policy formation
- To help member states strengthen EMIS

- To influence other data actors on methodologies and technical standards
- To set standards and bring coherence to sector data approaches

- To innovate to plug data gaps and make data more timely with new data sources

- To coordinate a coalition of education data actors
- To use its convening power to influence other actors in the sector around the agenda and priorities

- To deliver on the needs of all UNESCO sectors

- To develop frameworks linking data outcomes and national policy indicators

- To analyze its data and draw out perspectives and policy implications at the global level

- To make its data more interactive

Potential components of strategic value proposition

> Trusted Producer

> Capacity Builder

> Expert Voice

> Methodological Innovator

> Coalition Builder

> Organization-wide Deliverer

> Policy Linker

> Insight Generator

> Data Visualizer

To shape a strong value proposition, the UIS will need to prioritize amongst these roles.

To stop being stretched too thinly, it should select a positioning that is within with its operational capacity and financial resources to deliver.

This will allow it to convey clear messages about what can and cannot be expected of it.

Descriptions of these roles are provided on the next page

Because member state reporting is essential to producing quality data, this capacity building function is included under 'Trusted Producer'

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Each of these roles presents a different message about the organization's central value proposition

Trusted Producer	Being known for producing high-quality (e.g. accurate, timely), globally-comparable statistics in the education areas under the UIS mandate; developing the methodologies, indicators, and statistical approaches for those indicators as well as supporting member states to report on them
Capacity Builder	Being known for providing effective statistical capacity building activities for countries. Can be in two forms i) strengthening national EMIS systems for data collection and/or ii) supporting the use of data in national policy
Expert Voice	Being known as the standard setter, expert adviser and technical convener on measurement in education. Advising on standards, priorities and methodological coordination between actors in the sector and on the latest approaches to tackling emerging measurement challenges
Methodological Innovator	Being known as a leading innovator and pioneer of new methods (e.g. harmonization, comparability methods, estimations), approaches to new data sources, and applications of new technologies along the data production value chain for use in improving its own data production
Coalition Builder	Being known as the convener of a coalition of actors to set the education data priorities and agenda, and coordinate funding and program activities
Organization-wide Deliverer	Being known as the statistical body delivering on the statistical needs of all UNESCO sectors
Policy Linker	Being known as an advisor on how sector-wide data on education inputs, outputs and outcomes can guide countries to develop the best diagnostic, policy and planning levers to improve educational outcomes
Insight Generator	Being known for analyzing data to draw inferences, policy implications and tell stories
Data Visualizer	Being known for presenting data in accessible, interactive and visually-compelling formats

Research Question 3: How can the UIS position itself to be complementary to other data production actors?

We reviewed the activities of other data production actors to assess which positions would allow the UIS to best complement / add value

Dynamic reviewed

Position	Description	
Trusted Producer	• Reviewed the two major multilateral data providers that are producing data and data products in education	A
Capacity Builder	• Reviewed actors offering member states capacity building support in i) data systems (e.g., EMIS ii) data use	B
Expert Voice	• Reviewed other data actor promoting their expertise in the education space	C
Methodological Innovator	• Reviewed actors that are positioning themselves as innovators for improving data	D
Coalition Builder	• Reviewed emerging actors entering the education space along with the need for more coordination in the sector	E
Organization-wide Deliverer	• Reviewed others actors that are providing data to the individual UNESCO sectors	F
Policy Linker	• Reviewed actors working on how data can link to policy levers	G
Insight Generator	• Reviewed actors generating insights from education data	H
Data Visualizer	• Reviewed actors providing accessible visualizations around education data	I

Trusted Producer: Peer organizations are producing education data that responds to user needs; UIS' mandate cannot protect against that

Peer actors in the education are leveraging their unique assets to produce trusted education-related data

Implication for the UIS

	New indicators / indices and education-related measures	Data collection	Dissemination of whole datasets
WORLD BANK Is leveraging its primary data collection, linking poverty data to learning, launching unique branded data 'products' and publishing data via accessible tools	• The World Bank's **Learning Poverty Index** is intends to be the learning equivalent of the $1/day poverty line, measuring the % of children below a low learning threshold • Also developed the **Learning Assessments Platform** to improve measurement of learning outcomes	• The **Systems Approach for Better Education Results (SABER)** is a World Bank program which collects comparable data on education policies and institutions to benchmark them against best practice • SABER also collects data specifically on EMIS policy development and implementation	• **The World Bank EdStats dashboard** collates global education data • This includes data from the UIS, MICS and DHS surveys, OECD PISA, and World Bank Projects • Includes a visualizer and data finder app to make visualizations and trends more accessible and intuitive
unicef Is leveraging its ability to link education data to wider compelling issues around children, and collecting data on education through its respected household surveys	• UNICEF's MICS **Foundational Learning Module** is a tool to collect data for SDG 4.1.1.a on learning and quality of education data for 7 to 14-year-olds • It was developed for use in household surveys (e.g. MICS and DHS)	• Recent updates to the MICS **(MICS6 was launched in 2017)** make MICS the leading household survey in education globally • MICS data **can be used to fully or partially calculate 19 of the indicators under SDG4**[1]	• **The UNICEF data portal for children** contains global datasets for out-of-school rates, net attendance rates, completion rates, and literacy rates • This includes re-publishing data produced by the UIS

"UNESCO seems to have the attitude that "this is our mandate, stay off our turf", but the UIS won't be able to defend its ground [against these major players]. To hold their space, the UIS has to develop a product or set of assets that no one else has." (Education Expert)

Implication for the UIS

• The UIS's mandate as official source of SDG4 data is unique and protected – **it must produce trusted data for these**

• But for other data uses, other producers are providing education-related data and products

• Users will go to the provider that best answers their questions, is viewed as being reliable and is most accessible

• Therefore, **the UIS' SDG4 mandate is not sufficient to shore up its position as the Trusted Producer for education**

• **The UIS are unlikely to be able to compete with these well-funded actors without entering into partnerships or building unique products**

Capacity builder: Support to strengthening EMIS has been tried by major actors; progress has been challenging. UIS partners are building capacity for data use

Trusted Producer
Capacity Builder
Expert Voice
Methodological Innovator
Coalition Builder
Organization-wide Deliverer
Policy Linker
Insight Generator
Data Broker

Several well-funded actors are engaged in **capacity building to improve data collection systems**, but many have faced challenges making lasting systems change

Description	Challenges faced
PAN-African Statistical Training Centre (PANSTAT) • Its mandate includes capacity building, training and research in statistics and demography	• Limited resources – particularly low staff numbers • Limited awareness of training programs and opportunities for funding • Competing development priorities
World Bank EMIS Operations • The World Bank has engaged in over 415 capacity development activities in developing countries	• Lack of standards/mechanisms to institutionalize the work • Changes in EMIS leadership • Difficulty capturing information from private actors • Emphasis on development at the central level, rather than a local level
EQUIP2 Award Projects • Four capacity building projects were implemented in Malawi, Uganda, and Zambia that focused on supporting EMIS • Projects took place between 2003 and 2011	• EMIS staff require support in validating the quality of the data • Improvements to statistical capacity can quickly be lost without continued resources and political will

Key UIS strategic partners are supporting **capacity building for data use**

At a **global level:**

"The Education Data Solutions Roundtable supports the idea of working with developing countries to derive actionable insights for their policy and planning cycle, and to transfer knowledge and skills"

At **a regional level**:

*"We are organizing workshops that will look at [tracking] progress on the implementation of SDG4 as well as the continental strategy for education … **what's becoming more important is showing governments how to move from a point of weakness to a point of strength**"*

Regional UNESCO representative

Capacity building is best approached through partnerships with those better placed to support on the ground as it requires new approaches and is resource intensive

Expert Voice: Other actors are promoting flagship education data initiatives, with the UIS successfully contributing technical expertise

Trusted Producer
Capacity Builder
Expert Voice
Methodological Innovator
Coalition Builder
Organization-wide Deliverer
Policy Linker
Insight Generator
Data Broker

Prominent actors in the education space are using their expertise to **launch flagship data initiatives and products in significant areas of the modern education agenda**

1 Learning

2 Out of school children

3 Inequalities (leaving no-one behind)

The UIS has formed strategic partnerships and have **contributed their technical 'expert voice' in these areas**

Learning Poverty Index
WORLD BANK

- The World Bank launched a high-profile **Learning Target:** to half learning poverty by 2030 with a supporting index to track progress
- The UIS supported the development of the Learning Poverty Index which tracks progress towards that target

"The UIS was listed as a partner on the World Bank Learning Poverty Index where it previously would have been sidelined." (Funder)

Out-of-school children initiative (OOSCI)
unicef

- OOSCI is a partnership between UNICEF, the UIS, and GPE which supports governments to develop and apply innovative approaches to estimating the number of children that are excluded from education
- It also assists governments to identify those children, and to develop solutions to bring them back to school

World Education Inequalities Database (WIDE)
Global Education Monitoring Report

- A partnership between the UIS and GEMR
- WIDE allows users to compare education outcomes between countries according to factors that are associated with inequality such as wealth, gender, and ethnicity
- It brings together data from DHS, MICS, other national household surveys and learning assessments from over 160 countries

Although other 'expert voices' exist, the UIS has a unique mandate to cover the whole of the SDG 4 agenda (and all stages of education), It can use its technical capabilities in its strategic partnerships to advance expertise in more specific areas, and help ensure coherent approaches across the sector

Methodological Innovator: Other organizations are exploring the role of new data sources to improve the quality of their data

Examples of data actors seizing this opportunity

Initiative	Description	New sources	Potential benefits
Data for now initiative	• A multi-stakeholder partnership working with NSO's and government agencies to improve data timeliness through **new data sources** • The partnership aims **to integrate new methods into existing national statistical systems, not to create a parallel data infrastructure**	• Citizen-generated data	• Offers **more frequent/ timely measurements** to enhance traditional sources • Information sharing **facilitates partnerships which enable the data to be collected at scale**
Open Data Impact Map	• Open Data Impact Map from the Open Data for Development Network is a public database of organizations that use open government data from around the world • There are **58 open data organizations in education** which use a variety of sources of open data to analyze educational outcomes and government spending	• Data sourced from various open data organizations globally	• **Increases government accountability** • Allows data to be **reinterpreted around the interests of a community**
Data collaboratives	• The Knuper Data Upcycling Initiative is **pioneering the use of mobile phone data** to assess literacy in Senegal by correlating call detail records with known literacy rates from DHS surveys	• Mobile phone data	• **Low cost to scale** and so complementary to HH surveys which have a high marginal cost

NOTE: Although there are potential benefits in using new data sources, new actors in the space **cannot be guaranteed to use new sources with the same degree of transparency** or **emphasis on country consultation** as there is in the UN

- There is *"unfulfilled potential for the UIS to utilize other sources of data." (UNESCO Stakeholder),* as new data sources offer an opportunity for the UIS to address the needs of its users by improving the accuracy and timeliness of its data
- Further, to prevent other actors using these sources in a non-transparent way, the UIS may need to embrace them, despite the methodological challenges: *"There is a demand for real-time data and [if not addressed] other organizations will do it in a non-transparent way that leaves member states out in the cold." (Data Producer)*

Coalition Builder: New, prominent actors are influencing the global education agenda and there are calls for greater sector coordination

Trusted Producer
Capacity Builder
Expert Voice
Methodological Innovator
Coalition Builder
Organization-wide Deliverer
Policy Linker
Insight Generator
Data Broker

New actors influencing the education space | Priority goals

the Education Commission

- The Education Commission is a global initiative encouraging progress on SDG 4
- The Commission was co-convened **in 2015** by the Prime Minister of Norway, the Presidents of Malawi, Indonesia, and Chile, and the UNESCO DG

- Research into effective education delivery
- Rethinking the education workforce
- Mobilizing more and better finance
- Has been arguing for a single unifying education indicator

EDUCATION CANNOT WAIT

- Education Cannot Wait is the first global fund dedicated to education in emergencies
- Established **in 2016** by international humanitarian and development aid actors with public and private donors

- Improving access for children affected by conflict and natural disasters
- Ensuring schools offer a healing environment for crisis-affected children

BILL & MELINDA GATES foundation

- Launched its first global education program in **June 2018**
- Allocating $68 million over four years to help provide education systems in India and sub-Saharan Africa with better evidence, tools and approaches to improve teaching and learning

- Building global action in learning
- Helping countries advance education quality
- Identifying cost-effective approaches to classroom instruction and learning
- Understanding barriers to girls' participation

The global education community is calling for greater collaboration across the sector:

- **March 2019:** UNSD called for **better coordination of activities and alignment of initiatives at the regional and international levels** among all stakeholders working in the area of education statistics

- **July 2019:** The Meeting of Principals of Global Multilateral Education Partners called for actors to **"undertake more coordinated collective action to support and assist countries worldwide"**[1]

The UIS is perceived as a **neutral organization** which could enable it to play a **unique role in convening new actors**. *"Most stakeholders would see UNESCO as neutral, whereas if you tried [coordinate actors with] any other institution, there would be some hesitation."* (Donor)

Sources: The Education Commission, The Learning Generation; http://educationcommission.org/delivery-initiative/ https://www.educationcannotwait.org/about-ecw/; https://www.gatesfoundation.org/What-We-Do/Global-Policy/Global-Education-Program ; [1] Jointly Accelerating Progress for SDG 4, Paris Outcome Statement, July 2019

Organization-wide deliverer: the UIS has a mandate across all UNESCO sectors, but others provide more specific thematic or geographic data

- The UIS is **unique in having a mandate over all UNESCO sectors**[1]
- The UNESCO sectors also draw on data from other internal / external sources which can **provide more specific thematic or geographic data**

UNESCO INSTITUTE FOR STATISTICS

Generally, there are fewer statistical organizations in the culture sector:

"In terms of [data for] culture, UNESCO is the only global player" (UNESCO stakeholder)

Examples of organizations providing data to UNESCO on … [3]

	Education	Culture	Natural, human, and social sciences
Specific thematic data	**The GEMR team** produce and report data in line with their current thematic agenda e.g. number of countries with a national education monitoring report	**The UNESCO World Heritage Convention** collates world heritage statistics e.g. the list of world heritage sites in danger per year	**OECD** measures data on thematic areas such as science, technology, and innovation policy, and emerging technologies
Specific geographical data	**The Inter American Development Bank** produce specific datasets such as comparative regional studies on education infrastructure	**UNOSAT** sourced and analyzed satellite imagery to report on the damage to world heritage sites in Aleppo in the wake of five years of conflict in Syria in collaboration with UNESCO	**The African Observatory for Science and Technology** (S&T)[2] publishes an "assessment of scientific production in the African Union" containing S&T indicators

UNESCO sectors are not fully reliant on the UIS but are able to source data from a range of organizations that can provide specific data. **However, no other agency has the mandate to help develop and respond to their agendas**

[1]Representitives from UNESCO Communications and Information were unavailable for interview [2]Other regional Science and Technology organizations exist, such as the Inter-American Network for Science and Technology Indicators (RICYT) [3] All example organizations have been cited in reports by the UNESCO sectors
Source: Organization's websites; GEMR 2017; The State of Cultural Heritage in the Ancient City of Aleppo, UNESCO; The State of Scientific Production in the African Union, AOST

Policy Linker: Peer organizations are encouraging policy linking[1] at a national level and measuring data use for policymaking globally

Trusted Producer
Capacity Builder
Expert Voice
Methodological Innovator
Coalition Builder
Organization-wide Deliverer
Policy Linker
Insight Generator
Data Broker

Initiatives encouraging policy linking at a national level

Global Education Policy Dashboard

WORLD BANK

A country-level dashboard which measures the drivers of learning outcomes to **highlight gaps between current policies and the most effective practices**

- **Data are presented in a user-friendly** dashboard with policymakers as the intended audience
- **Resources are freely available** to assist implementation, data reporting, and data use
- Supported by DFID and BMGF

GPE Monitoring and Evaluation Strategy

Evaluates GPE's support on planning and policy for its developing country partners

- Includes **"strengthening sector planning and policy implementation"** as a strategic objective and aims to increase proportion of GPE country partners enhancing implementation of their sector plans through data

Initiatives measuring international progress...

towards increased **use of development statistics**

PARiS 21

Statistical Capacity Monitor: Use of Statistics Index

Use of statistics index in 2018
quantity score
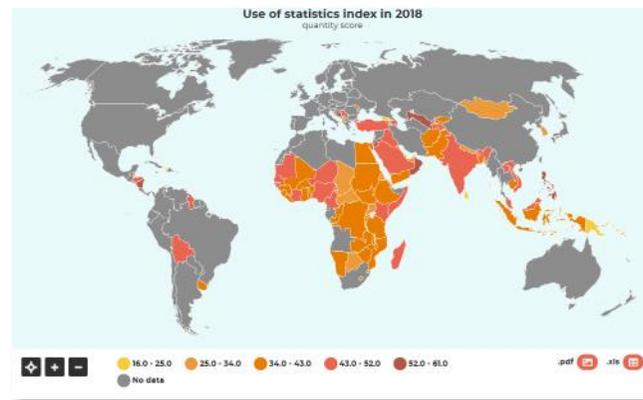
towards increased **use of education-specific statistics**

WORLD BANK

Systems Approach for Better Educational Results

Education Management Information Systems Ratings & Data

With many prominent actors focusing on policy linkages, there are potential partnership opportunities for the UIS

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[1] The definition of 'Policy Linking' is on page 53. It is distinct from and broader than the work that UIS has been leading through GAML on policy linking of learning outcomes. **Sources:** GPE M&E strategy June 2017; https://www.worldbank.org/en/topic/education/brief/global-education-policy-dashboard;

Dalberg

Insight Generator: Several actors such as research institutions and think tanks are using education data to generate new perspectives

Trusted Producer
Capacity Builder
Expert Voice
Methodological Innovator
Coalition Builder
Organization-wide Deliverer
Policy Linker
Insight Generator
Data Broker

Actors **providing insight and commentary** using data in the education space

UNESCO and affiliated organizations	Independent research organizations	Global education organizations	Regional advocacy organizations	Academia
Example institutions: • GEMR • UNESCO Education • UNESCO Natural Sciences	**Example institutions:** • Brookings Institute • RTI International	**Example institutions:** • The Education Commission • Education Cannot Wait	**Example institutions:** • Latin American Campaign for the Right to Education • Asia and South Pacific Organization of Basic and Adult Education	**Example institutions:** • Research for Equitable Access and Learning (REAL)
Example publications: • GEMR 2019: Migration, displacement and education: building bridges, not walls	**Example publications:** • Financing education opportunities for global action	**Example publication:** • The Learning Generation: investing in education for a changing world	**Example publications:** • Leaving no-one behind: The key role of Youth and Adult Education in the implementation of the 2030 Agenda	**Example publications:** • Identifying disabilities in household surveys

This space is crowded with established actors with specialist competencies

Visualizer: Building upon others' data, several actors add compelling context, visuals, and narratives around education data

Trusted Producer
Capacity Builder
Expert Voice
Methodological Innovator
Coalition Builder
Organization-wide Deliverer
Policy Linker
Insight Generator
Visualizer

Examples of data visualization platforms

Our World in Data

The evolution of learning outcomes over time

Context and narrative to accompany the data

Complementing UIS data with additional sources

Sustainable Development Report Dashboard

Advanced graphics and visualizations

Focus on progress and global priorities

Education Policy and Data Centre

Gender parity indices

Focus on priority areas in the education agenda

Description of the meaning of the indicators

GPE Education Data

Education in crisis situations

Focus on headline statistics

Drawing out insights and analysis

It is unclear whether moving into this crowded space would increase UIS' impact in the landscape: *"I see impressive visualizations as secondary to creating tools which facilitate easy access to data."* (UIS staff) But it could enter agreements with these organizations to increase the recognition of its work.

Sources: Organizations' websites

In summary, mapping the activities of data actors in the landscape identified areas where the UIS can complement / add value

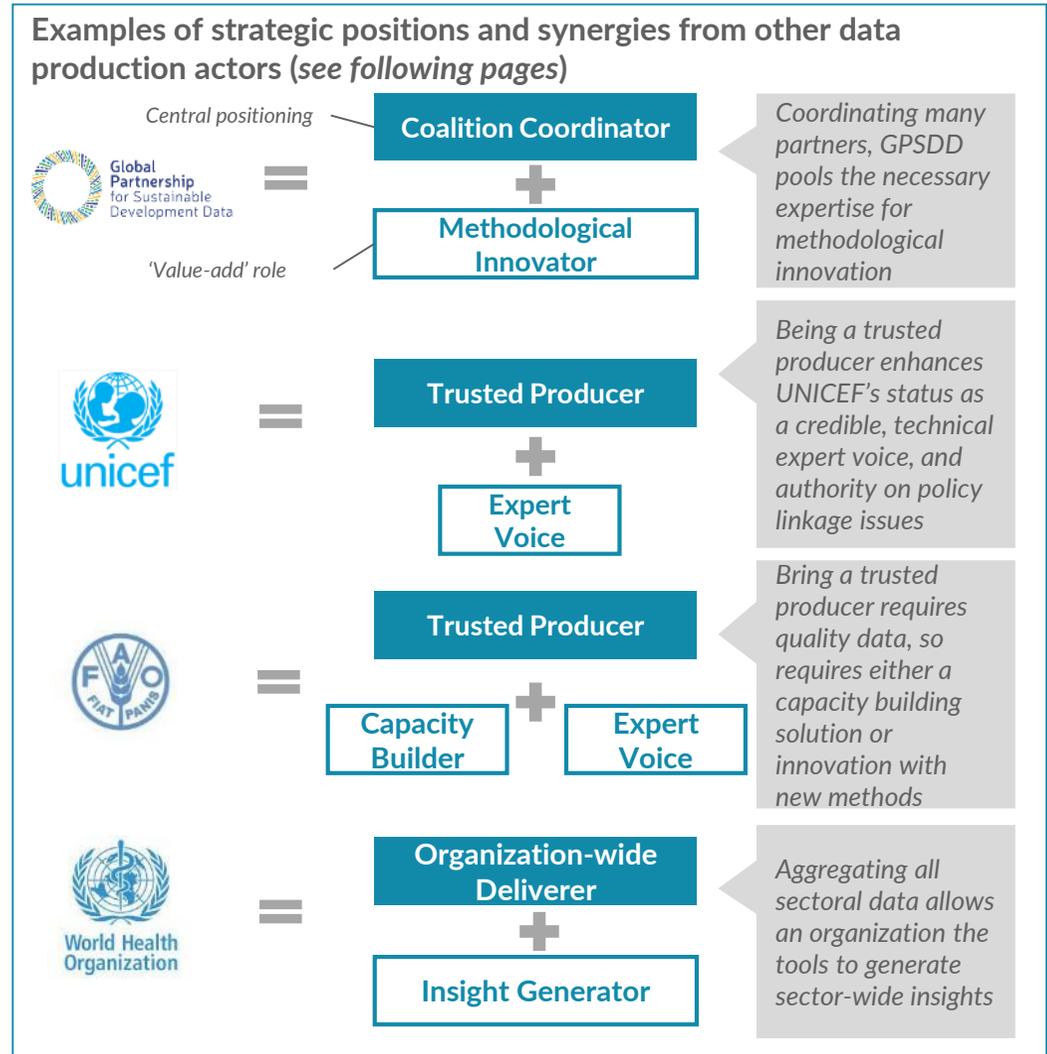|	Role	Synthesis of findings from the landscape scan *(see previous pages)*	Potential for UIS to add value / complement existing actors *(see previous pages)*
A	Trusted Producer	• Whilst other actors are active here, only the UIS has a mandate across the whole education sector and must report SDG 4	• *Very high potential*: the UIS must be trusted for the data under its mandate and partner with other education producers
B	Capacity Builder	• Several efforts have been made to strengthen EMIS with limited progress • Several actors advise countries on use	• *Moderate potential*: there is scope for the UIS to support here, but only with a viable approach and on-the-ground partners
C	Expert Voice	• Other data actors have education expertise, but none have the mandate across the full education sector	• *High potential:* whilst other voices exist, the UIS could play a role aligning methods between them
D	Methodological Innovator	• Many other data actors are using new data sources, but not for the UIS indicators	• *High potential:* there is space to innovate on methods for its own indicators and learn from others already doing this
E	Coalition Builder	• Many actors are influencing the data for education space and there is agreement on the need for better coordination	• *Moderate potential:* there is a need for coordination, but others would need to accept the UIS in this role
F	Organization-wide Deliverer	• No other actor is mandated to play this role for the whole of UNESCO, although alternative data sources exist	• *High potential*: only the UIS does this for all UNESCO sectors, but other data producers complement
G	Policy Linker	• Several actors are working to structure the way data can link to policy levers, but there is demand for more work on this	• *Moderate potential:* several other actors already operate here, but could provide opportunities for partnerships
H	Insight Generator	• Many actors with particular policy analysis and research expertise work on generating insights from data	• *Low potential:* this is a crowded space with other actors well skilled in these areas
I	Data Visualizer	• Numerous actors provide compelling additional context, visuals, and narratives around education data	• *Low potential:* there are very many actors already operating in this space with specialist skills

Research question 4: What strategic positioning options are most promising based on the analysis?

An organization's strategic value proposition is built from a combination of different roles, and is enhanced if there are synergies between them

A strategic value proposition is more than the sum of its parts...

- When developing their overall strategic value position, most organizations **combine a number of roles,** which mostly reflect their overall mandate and capabilities, complementarity with the ecosystem, as well as their user and donor requirements

- Typically an organization will determine its **central positioning**, and then capitalize on further, **value-add opportunities** that complement and build on these roles

- Different roles have inherent synergies or can develop them over time. This can enhance the external perception of an organizations' sector positioning

- An organizations strategic positioning does not have to be static, and additional roles can be **added over time**, as opportunities for new partnerships or initiatives present themselves, or shifts in the sectors lead to new significant gaps and roles to be filled

- However, it should be stable enough that at any given time, stakeholders should be clear about what the core value proposition is

Examples of strategic positions and synergies from other data production actors (*see following pages*)

Global Partnership for Sustainable Development Data

Central positioning → **Coalition Coordinator**

+

'Value-add' role → **Methodological Innovator**

Coordinating many partners, GPSDD pools the necessary expertise for methodological innovation

unicef = **Trusted Producer**

+

Expert Voice

Being a trusted producer enhances UNICEF's status as a credible, technical expert voice, and authority on policy linkage issues

FAO = **Trusted Producer**

+

Capacity Builder   **Expert Voice**

Bring a trusted producer requires quality data, so requires either a capacity building solution or innovation with new methods

World Health Organization = **Organization-wide Deliverer**

+

Insight Generator

Aggregating all sectoral data allows an organization the tools to generate sector-wide insights

Positioning examples: An organizations' strategic value proposition builds on its key assets, such as GPSDD's network

Global Partnership for Sustainable Development Data (GPSDD)

Core positioning	COALITION BUILDER

Description: GPSDD views itself as a "**Network of Networks**," facilitating collaboration between +200 actors to address major gaps and data needs to achieve and monitor the SDGs.

Enablers of success:

- GPSDD has a **network of country actors** who outline their key data needs e.g. improving data timeliness, disaggregation, environmental data, etc. The country-led nature of these issues increases partner interest to develop initiatives around these (Data for Now, The Leave No One Behind Data Collaborative, etc.)

- GPSDD also has a broad set of partners **(private sector, civil society, international organizations, etc.)**

- GPSDD has strong advocacy programs, that leverage the **momentum around data that has been created by the SDGs**, to attract a large "coalition of the willing" into the partnership

Secondary role	METHODOLOGICAL INNOVATOR

Description: Partnerships created by GPSDD have focused on developing new data methods and integrating new data sources, such as citizen-led data and satellite / geospatial data.

Enablers of success:

- GPSDD is able to lead on methodological innovation due to the **breadth of its network**, as "*when it comes to innovation, no single actor can bring all of the pieces: analytical skills, technological assets, access to sources…" (GPSDD).* Therefore, a broad network is required to trial and scale new approaches

Identification/Prioritization › **Standard Setting** › **Collection** › **Processing / Standardization** › **Analysis** › **Release / Dissemination** › **Use**

Implications for the UIS

- If the UIS wishes to foster innovation for the outstanding measurement challenges of the SDG agenda, it will need to leverage its network

- It would need to adopt an open and collaborative approach with a range of organizations that have different assets and capabilities

- If it pursues coalition building, it should support this with a strong communications and advocacy campaign

Positioning examples: An organizations' strategic value proposition builds on its key assets, such as UNICEF's local presence and brand

UNICEF Data and Analytics (D&A)

Core positioning	EXPERT VOICE

Description: UNICEF's D&A team is widely recognized as the expert voice on 'data for children' across the value chain.

Enablers of success:

- **Internally,** D&A has gained **support from top levels of the organization**, making it the authoritative source of data for all internal strategic and monitoring documents

- **Externally,** D&A consolidated its status by making itself visible through **publications,** sharing its processes in **intra-agency coordination meetings** and leading conversations around **standard setting** and methodology across the sector (e.g. using real-time data, involving community feedback, etc.)

- UNICEF "walks-the-talk" in evidence-based decision-making, building an internal **'evidence-to-action' pipeline** of projects

- Has a 'seat at the table' at policy events given its high-profile brand

Secondary role	TRUSTED PRODUCER

Enablers of success:

- D&A has access to **high-quality local data through strong local presence**, relationships with **governments**, partnerships with **CSOs,** a **high profile-data survey** (MICS), etc.

- UNICEF is seen as having significant data production experience, as it works across **multiple sectors** (health; education; water, sanitation and hygiene etc.)

Identification/Prioritization › **Standard Setting** › **Collection** › **Processing / Standardization** › **Analysis** › **Release / Dissemination** › **Use**

Implications for the UIS

- UNICEF can position itself as a 'Trusted Producer' for children in part due to having control over data collection quality through its household surveys

- For the UIS to improve trust in its data, it should find ways to ensure the quality of the secondary data it collates from member states

- UNICEF's field presence is an asset. The UIS could partner with organizations with an extensive field presence to complement its technical expertise and extend its reach

- Being an 'Expert Voice' should be supported by a communications campaign to make the UIS' work visible

Dalberg

Positioning examples: FAO is known for being a Trusted Producer but also for its proactive partnerships to address capacity challenges

Food and Agriculture Organization Statistics Division

Core positioning	TRUSTED PRODUCER

Description: The FAO is positioned as the largest producer and disseminator of data on food and agriculture globally.

Enablers of success:

*   Overall **prioritization of statistics** within the FAO's division budgets, boosted by its mandate to collect data for the SDGs
*   Strong **internal coordination of decentralized data teams in each division,** overseen by a Chief Statistician who ensures coherence

The FAO admits to being behind on new technology use and new data sources, as member states are often resist new sources (e.g. satellite data, crowd sourcing)

Secondary role	CAPACITY BUILDER - NEW

Description: Launched the 50x2030 initiative to close the data gap in 50 countries and build country ownership and capacity to use data in policy making.

Enablers of success: *(still in progress)*:

*   Partnering with the World Bank to consolidate technical expertise and pool donor funding towards one collective approach rather than competing. Supported by strong communications and advocacy activity.

Secondary role	EXPERT VOICE

Description: As the custodian of 21 new SDG indicators, the FAO led research and consultations on methodologies to capture these.

Enablers of success:

*   The ability to convene country-level experts was crucial, given the lack of global consensus on terms within the SDG goals (e.g. sustainable agriculture)

Identification/ Prioritization	Standard Setting	Collection	Processing / Standardization	Analysis	Release / Dissemination	Use

Implications for the UIS

*   For the non-education UNESCO sectors, the UIS could learn from the FAO's decentralized model

*   FAO has embedded data production into its divisions which each have dedicated statistics units under the overall stewardship of the Chief Statistician

*   UNESCO could draw lessons from the way the FAO divisions have prioritized statistics in their budgets

*   Like the UIS, the FAO is also a member-state organization and therefore relies on official statistics for its SDG reporting

*   To address capacity challenges, it has launched an ambitious capacity building initiative in partnership with the World Bank and IFAD (50 x 2030)

*   The UIS can learn from the FAO's approach to reducing competition in the sector and building capacity e.g., by exploring further partnership with key actors like the World Bank, UNICEF and GPE on a similar program *(to be explored in phase 2)*

Dalberg

Positioning examples: Organizations like WHO GHO are updating their positioning to become more responsive to user demands

World Health Organization Global Health Observatory (GHO)

Core positioning	ORGANIZATION-WIDE DELIVERER

Description: Currently positioned as the dissemination platform for key WHO data, which are produced by the WHO technical units and disseminated to member states and the general public through GHO's online platform.

Enablers of success:

- Decentralized but coordinated data collection efforts across WHO sections, and timely data delivery to GHO, which allows for fast turn around of data to the public
- Recognition of the value of statistics across the organization resulting in section budget allocation to data collection

Secondary role	INSIGHT GENERATOR – PLANNED [1]

Description: GHO's ambition is to deliver greater contextual narrative and thematic focus around its data, developing insights and engaging in two-way dialogue with its users so that WHO can benefit from user analysis on its data.

Enablers of success (*still in progress*):

- GHO has the ability to **disaggregate** the data received by c. 20 dimensions, crucial to identify trends across different groups
- **Technical ability** and funding to generate user-friendly and engaging data **visualizations**
- This would require an **engaged user base**, interested in bi-directional conversation about content and insight posted on the open data platform. Currently, GHO has been unable to foster stronger user engagement

Identification/ Prioritization | Standard Setting | Collection | Processing / Standardization | Analysis | Release / Dissemination | Use

Implications for the UIS

- The GHO recognizes the need to make its data more timely and responsive to user needs
- To do this its team are considering altering their processes; e.g. they are considering releasing working data (with the necessary caveats) and reducing the amount of member-state vetting of non-official statistics
- The UIS can learn from the ways that peer statistical organizations are considering alternative data production practices to meet user demands
- WHO also provides the UIS with an alternative models of decentralized data collection to learn from
- WHO's technical units are fully responsible for their own data collection with the GHO providing technical advise on indicator definition, metadata harmonization and good data collection practices

[1] This position is not yet confirmed for the GHO as WHO is currently undergoing an organizational transformation including restructuring its statistical work, but it the ambition of the GHO team.

Dalberg

The UIS' value should build its value proposition on its 'backbone' role as Trusted Producer, then consider other additional offerings

	Recap: What do users need? (p. 28)	Recap: What is there potential to raise funds for? (p. 38)	Recap: How can the UIS complement other actors? (p 42)	
Trusted Producer	Most users want the UIS' central data production role strengthened	All funders want the UIS to focus on its production role and on data quality	The UIS must be trusted for its mandated data and partner with other data producers	● (green)
Capacity Builder i) systems ii) use	Only member states want capacity building in i) systems ii) use	Some funders want the UIS to strengthen i) national EMIS; fewer want ii) use	The UIS could partner with others on this, but would need a viable approach	○ (yellow) ○ (yellow)
Expert Voice	Most users want the UIS technical expertise on methodologies	Most funders want the UIS to influence others in the sector and bring coherence	Whilst other experts exist, the UIS could work to harmonize methods between them	● (green)
Methodological Innovator	Only data agencies want the UIS to test new data sources and methods	Few funders want the UIS to position itself as an innovator	The UIS could innovate on methods for its indicators and learn from other innovators	○ (yellow)
Coalition Builder	Not mentioned by users	Few funders mentioned the role the UIS could play leading a coalition	Coordination is needed, but others would need to accept the UIS in this role	○ (yellow)
Organization-wide Deliverer	UNESCO sectors beyond education want the UIS to deliver for all sectors	Funders do not think the UIS has the capacity to act for all sectors	Only the UIS does this for all UNESCO sectors, but other data producers complement	○ (yellow)
Policy Linker	Not mentioned by users	Some want the UIS to work on approaches to link data to sectoral planning and policy	Several other organizations already do this, but the UIS can explore partnerships with them	● (red)
Insight Generator	Not mentioned by users	Few funders wanted the UIS to analyze data for policy inferences	This space is crowded, and other actors have specialist competencies	● (red)
Data Visualizer	Not mentioned by users	Few donors value the UIS' role in making data more interactive	This space is crowded and other actors have specialist competencies	● (red)

● High-potential building role ○ Medium-potential building role ● Low-potential building role

Dalberg

To assess which of these emerging roles the UIS should build its value proposition on, it will need to consider its assets and capabilities

Preliminary top-level analysis[1]

Trusted Producer
- ✓ *Mandate:* Is in line with the UIS' key asset: its formal mandate
- ? *Methods:* Would require a solution for improving data quality (i.e., timeliness, accuracy, coverage)

Expert Voice
- ✓ *Mandate:* Aligns with mandate over the education sector
- ✓ *Track record:* Has had some recent successes influencing other actors, e.g., through GAML, through their own indicators (e.g. World Bank Poverty Index)
- ? *Staff:* the UIS has experienced technical staff, although some *"Some expertise missing amongst staff"* (UIS staff member)

Capacity Builder
- ✓ *In-country networks:* strong existing relationships with NSOs and line ministries
- ✓ *Mandate:* Aligns with official mandate to support member states
- ✗ *Staff:* Currently insufficient staff footprint to allow country-level engagement, but could play a framework / standard-setting role within a partnership
- ✗ *Partnership management:* some concerns among stakeholders around the strength of the UIS' strategic partnership management capacity

Coalition Builder
- ✓ *Networks:* The UIS has a strong network in the education data space
- ✓ *Perceived neutrality:* The UIS has a reputation as a neutral actor
- ✗ *Partnership management:* some concerns among stakeholders around the strength of the UIS' coalition management capacity

Methodological Innovator
- ✗ *Capabilities:* *"Our tools and technologies are fine, but out of date"* (UIS staff member) *"It isn't known as the most innovative of agencies"* (Data producer)
- ? *Collaboration:* Works collaboratively with many different actors; however some cite challenges with collaboration *"It has been quite hard to collaborate substantively in our joint activities"* (Stakeholder)

Organization-wide Deliverer
- ✗ *Staff:* At present, the UIS has too few staff to devote to all sectors' needs
- ✗ *Resources:* At present, the UIS has limited resources to devote to other sectors and few donors in these areas

High potential

Medium potential

Low potential

Provisional analysis to be revisited with UIS leadership and staff

Dalberg

In summary, four roles emerged from the analysis and being strong potential components of the UIS' value proposition

In summary, the roles for the UIS that emerged most strongly from the analysis were:

- **Trusted Producer: There is a clear case for the UIS to focus primarily on the "backbone" role of producing reliable, trusted education data.** This was strongly demanded by the international education community and fellow data agencies, who raised concerns about UIS' current data quality (e.g., reliability, accuracy, coverage). Although other actors are producing some education data (e.g., UNICEF, the World Bank), the UIS' unique global mandate around SDG monitoring and to work with governments on this makes this role a high priority. **This should be the UIS' central positioning.**

- **Expert Voice: A second high-potential role is as the standard-setter, expert advisor, and technical convener on education methodologies**. This is particularly valued by stakeholders that focus on the global monitoring agenda who see the need for a central point of methodological coherence for the sector. Given its perceived neutral and normative mandate, the UIS is seen as well-placed to play this role and has had recent successes to build upon, e.g., through convening actors around learning outcomes harmonization (GAML) and through partnering with the World Bank to influence its new Learning Poverty Indicator.

- **Capacity Builder: There is some potential for a role supporting capacity building for member states**, which is highly demanded by member states and UNESCO regional actors. However, there is low willingness to pay for the volume of work needed to make a difference on data quality, and globally, donor funding to statistical capacity building has been stagnating. Considering the UIS' comparative advantage and core strengths suggests that, if it takes on this role, it may be better placed to set standards and frameworks rather than implementing country-level capacity support programs.

- **Coalition Builder: The final medium-potential role is being the builder of a coalition to coordination the agenda in education data**. There is an unmet need for more coordinated agenda setting and program activity, as confirmed by the recent meeting of multilateral education partners.[1] The UNSD validated the UIS' potential to take on this role by supporting a proposal to add a brokering role to its mandate.[2] However, some stakeholders questioned how a coalition would be distinct from and avoid duplication with existing coordination mechanisms (e.g., TCG, GAML), as well as the UIS' credibility and coalition management capabilities to lead it.

Dalberg

The UIS' value proposition should have a 'backbone' as 'Trusted Producer' with up to two other 'value-add' roles, one being 'Expert Voice'

Conceptual presentation of the potential UIS' value proposition

High potential

Medium potential

Central positioning / "backbone"

Trusted Producer

+

'Value-add' roles

Expert Voice

+

Capacity Builder

OR

Coalition Builder

- Like many data agencies, **the UIS has trouble convincing some donors of the value of its "backbone" work** of data production, which involves a lot of important 'bread and butter' work of data processing, quality assurance, publication etc.

- **Donors are often more interested in funding the "newer" things**, despite the fact that the data production processes that underlies them is vital[1]

- Combining roles may provide the UIS with the opportunity to **bundle its newer work / solutions with its "backbone" work**, making the case for the need to do both

Organization-wide deliverer

Regarding the UIS' mandate across all UNESCO sectors, whilst this is a core part of its mandate, it will struggle to be an effective 'Trusted Producer' for the sectors outside of education if funding is not increased.[2]

Given the different stages and data needs of each sector, the UIS could consider different modes of service provision for each.

See Slide 78 for the outcomes of a working session with the UIS Science, Technology, and Innovation; Culture; and Communication and Information (SCC) staff on this issue

These strategic positioning roles will be discussed with UIS leadership and staff in the subsequent phase of the project, after which recommendations will be made on the final positioning, based on potential synergies

[1] Interviews with other data agencies [2] Data production on the SDG indicators that the UIS is custodian for is essential to continue (e.g., 9.5)

Dalberg

There are several complementarities between these roles that the UIS can consider when it selects which to take forward

Reviewing the value propositions of the benchmarked organizations (pages 67 - 71) along with the features of those roles that emerged as high and medium-potential for the UIS highlights several synergies between them:

1 Securing the credibility to be an 'Expert Voice' must be built on the production of reliable, quality data. In return, being an 'Expert Voice' enables access to sector-wide perspectives on methodologies, improving internal data production.

Coalition Builder   **2**   Trusted Producer   **1 & 3**   Expert Voice

Capacity Builder   **3**

2 Producing quality SDG data as a 'Trusted Producer' requires coalition building: approval of SDG indicators requires to UIS to seek the coalescence of sector actors around priorities before approval by the IAEG-SDG. In return, the credibility to lead a coalition is strengthened if the organization is known to produce reliable data.

3 Ensuring trust in the secondary data the UIS collates from official sources may require either a 'Capacity Builder' role to help improve the quality and coverage of member state data or an 'Expert Voice' role on new sources/methods to improve quality.

To effectively deliver on the value proposition it selects, the UIS will need to address several current challenges

Role combination   *Challenges that need addressing*

Trusted Producer

➕

Expert Voice

- **Increase trust in the reliability and quality of its data**. This is an urgent concern given stakeholder concerns around data quality. In this area, the UIS may need to:
    i.   Explore improvements to its quality control processes, including considering options for verification; and/or
    ii. Develop an effective capacity building approach to improve the quality of official statistics reported by countries (see next role below); and/or
    iii. Explore innovative uses of new / existing data sources to reduce reliance on reported official statistics. This role will need to be more prominent if capacity building is not taken on
- **Prioritize**: Focus constrained resources and efforts on improving data quality for fewer high-priority indicators
- **Stay at the forefront of new methodological approaches:** Being an 'Expert Voice' in the sector would require the UIS to be well-versed in new approaches and to advise on new solutions to sector measurement challenges

➕ **Capacity Builder**

- **Design a credible approach:** It will require an approach that can make lasting progress where others have struggled
- **Establish implementation partnerships:** If UIS adopts the role of standard-setting and framework development for capacity building, it will need other partners to deliver the support on the ground
- **Strengthen partnership management capabilities:** Managing such a partnership would require partnership management capacity which some current UIS collaborators highlighted may need strengthening

OR

➕ **Coalition Builder**

- **Strengthen coalition management capabilities:** some interviewees raised concerns about their day-to-day experiences of collaboration with the UIS, suggesting that additional skills in this area may need to be brought into the organization
- **Continue building credibility and influence in the sector:** Other actors would need to accept the UIS' authority in this coordinating role, which requires it to build up its role as a reliable data producer and as an expert in the sector

- **The UIS also needs to address funder and expert concerns that its staff resources do not seem to be organized around high-priority strategy areas. The fact that this work is led mainly by the Director is viewed as an institutional risk and a potential barrier to increasing funding.** The UIS may need to bring in new skills to complement the highly-specialized skills it already has for its 'backbone' methodological and data production work. It can explore different staffing models, e.g. using consultants, strategic outsourcing to partner organizations (universities, think tanks) or forming internal teams flexibly around new priorities. Any internal changes should be done with caution and with a clear strategic focus, as staff morale has been badly impacted by the perceived frequency and disruption of recent organizational changes.

The recommendation is for the UIS to have a core focus on its work in the education sector. However, given the UIS's mandate is to cover four sectoral areas, there is a need to consider the implication of this positioning for the Science, Technology and Innovation (STI); Culture (C); and Communication and Information (CI) work (jointly 'SCC').

Dalberg found that it will not be possible for the UIS to meet all of the demands on it from these three sectors, given funder priorities and current resources. Therefore, it will need to carefully select the areas where it can have the strongest impact given constrained resources and in relation to other actors.

On 30th January 2020, the UIS held a meeting between the Section Chief a.i. and staff representatives of the SCC teams, the UIS Director of Operations, and Dalberg Advisors, who joined as facilitators. A summary of those discussions and the UIS' conclusions about the priority positioning for the SCC sectors are captured below (pages 78 – 80)

Implication for the SCC sectors

To shore up its future positioning in the SCC sectors, Dalberg recommended that the UIS should identify areas in which it has a niche and where other agencies are not acting. This can help make its work indispensable and avoids having to try and compete with larger, better-funded institutions. For each of the four positioning elements, this means:

- *Trusted Producer:* identifying the niche areas / topics where it is essential to report and where the UIS is the only one that can do so
- *Expert Voice:* identifying the niche topics where the UIS is best placed to play the role of expert advisor and technical convener
- *Coalition Builder:* identifying the areas where the UIS can have the strongest impact by convening and influencing others
- *Capacity Builder:* identifying ways that its work under the other 3 positions can contribute to capacity development in member states, though not engage in dedicated capacity building activities due to constrained resources

In every case, it should consider where it is best placed to take the lead itself compared with working in partnership / coalition with others to amplify its impact.

Science, Technology, and Innovation

- **Competitive landscape:** The UIS agreed that STI faces a more crowded data production landscape especially around R&D and innovation data – e.g., OECD develop methodologies (e.g., the Frascati and Oslo Manuals) and OECD, RICYT and EUROSTAT report data for countries in their domains.

- **Primary position - Expert Voice:** Participants discussed that rather than trying to compete, the UIS should carve out a unique role that brings concrete value to users and funders. For example:
  - The UIS has a unique focus on developing countries and can continue to advocate on behalf of their data needs and capabilities in methodological fora etc.
  - STEM, in which the UIS has a strong track record (e.g., Gender equality in STEM through the SAGA project) and UNESCO has a strong interest. This is a potentially strong niche for the UIS as OECD and RICYT don't focus on this issue
  - Regional focus – it could explore playing a stronger role in the Middle East where governments prioritize Science and Technology and understanding where they are on scientific development

- **Capacity Builder:** The UIS concluded that with reputable data organizations (OECD, Eurostat, RICYT) consistently collecting quality STI data with high coverage, UIS's unique position is that it collects STI data from those countries with the challenges in infrastructure and capacity – making up over 50% of member states. They discussed the potential for the UIS to develop an assessment of data gaps and investment needs, focusing on countries not covered by these organizations, establishing toolkits and acting as a broker for UIS member states who are in need of support to establish or improve their STI statistics production and use.

- **Assessment of UIS role as Trusted Producer** – the UIS concluded that it will need to continue collecting and reporting data on its two custodian indicators under SDG 9, but with realistic targets for coverage and quality that are being aimed for so that resources and work plans can be aligned accordingly.

The conclusions on this slide are a result of discussions with the UIS SCC teams following submission of the draft report.

Dalberg

79

Culture

- **Competitive landscape:** The UIS is the only global agency focusing on culture data. Under the Culture 2030 framework adopted in 2019, the UIS is collecting certain national level indicators. Despite a need in the sector for greater use of data to 'make the case' for the importance of culture, for clarity on how to measure culture, for understanding national needs etc., the UIS culture team agreed that they have constrained resources to meet these demands. However, they saw the Culture 2030 Thematic Framework as a key opportunity as it sets out the data need of the culture sectors for the first time and can form the basis of joint resource mobilization efforts between the UIS and UNESCO Culture, which have been limited to date.

- **Primary position: Expert Voice:** Given its unique mandate, the fast-evolving nature of the sector and the need for foundational methodological development, the UIS identified its niche is as 'expert voice': convening on methodologies and setting standards. It should carefully assess which areas to focus on influencing others itself, and where it should work through strengthened partnerships.

- **Assessment of UIS role as Trusted Producer:** UIS is currently unable to respond to all the needs of the Thematic Framework, or even all those elements highlighted for UIS collection. It should prioritize collecting the data with the highest value that the UIS has a niche in producing and where its is capable of producing quality data with high coverage. Reporting on the SDG 11.4.1 and SDG Thematic indicators will continue, but with realistic targets for coverage and quality.

- From the UIS' perspective, the recent establishment of the SDG 2030 Culture Thematic Framework and the priority in the sector to report on the framework provides a bridging opportunity to bring the sector and UIS culture programme together to jointly fundraise, produce data, and support countries in order to respond to the sectors data needs. If fundraising and collaboration are successful, establishing and sustaining a more substantial culture programme could be a possibility.

The conclusions on this slide are a result of discussions with the UIS SCC teams following submission of the draft report.

Dalberg   80

Communication and Information

- **Competitive landscape**: The UIS discussed how several other agencies are involved in measuring communications and information, although they focus on different areas to the UIS. Most of these areas are changing at a rapid pace, there is minimal national data available from primary data sources, and there are a lot of other players in the marketplace – non-profits, NGO's, special interest groups, etc.

- **Primary position: Coalition Builder:** Given their previous experience as a coalition building for CI data (e.g., for freedom of information, access to info, knowledge societies), the UIS C&I team suggested they can continue helping build alignment on the data priorities for this sector

- **Expert Voice:** The UIS agreed that it should retain its 'expert voice' role for SDG 16.10.02. Over time, as the data needs for the sector become clearer, it could also play the role of Expert Voice more widely

- **Assessment of UIS role as Trusted Producer:** Reporting on SDG 16.10.02 will continue although efforts to transition to secondary data sources should be a priority. Participants also discussed how there could be a potential to upgrade its data collection to focus on more qualitative rather than quantitative issues

The conclusions on this slide are a result of discussions with the UIS SCC teams following submission of the draft report.

Dalberg   81

Dynamics in the data landscape relevant to the UIS' strategic positioning

Reviewing the external scan findings highlights 4 dynamics that have particular implications for the recommended UIS value proposition

Dynamics in the landscape with implications for the UIS' positioning

Relevant positioning component

1 — **Exploitation of new data sources** by statistical organizations

Trusted Producer | Expert Voice

2 — Data producers '**productizing' their flagship work**

Expert Voice

3 — **New innovative partnership models**

Coalition Builder | Capacity Builder

4 — **New emerging technologies,** with applications in data collection, processing and publication

Trusted Producer | Expert Voice

These dynamics have a number of implications for the UIS' potential strategic positioning (1/2)

Dynamic	Description	Actors involved[1]	Implication for UIS
1 **Exploitation of new data sources** by statistical organizations	• Data organizations are exploring the use of new data sources such as financial data, mobile data, and citizen-generated data to complement traditional data • Newer collaborative platforms such as public-private partnerships, open data initiatives, and data collaboratives are also exploiting these new sources	DATA FOR NOW OpenData for development	• New data sources could help address some of the data quality and timeliness issues associated with official statistics • *"I'm skeptical of the value of new technologies like big data – the most promising new sources for education are public expenditure, teacher surveys, qualitative data"* (Expert)
2 Data producers **'productizing' their flagship work**	• Actors in the education space, particularly contemporaries of the UIS are productizing their flagship work, increasing the recognition of their impact amongst stakeholders • Flagship 'products', such as MICS and PISA, are more frequently associated with impact, such as leading to policy change, and mark their creators as important partners in the education space	unicef OECD WORLD BANK	• The UIS has to have a set of products or assets that are unique in the environment; it is on their merit that UIS will hold its space • *"Productizing can build political will and attract scarce resources for technical issues by framing them in terms policy makers understand" (Education Expert)*
3 **New innovative partnership models**	• Innovative partnership models and platform initiatives are emerging in the data landscape, including in education • New variations on the public-private partnership model can involve UN organizations providing data "challenges" to private partners, or encouraging them to share their data • There is concern that existing partnerships will suffer as donors' attention shifts to newer models e.g., World Bank support for PARIS 21 ended as its development grant facility was phased out	Microsoft AFRICAN UNION WILLIAM + FLORA Hewlett Foundation	• New partnership models could be an opportunity for the UIS to access funding and benefit from the skills and data of private actors • The UIS needs to improve its capability to proactively articulate the types of partnerships it is interested in forming • Partnerships could show much promise for delivering capacity building support with few UIS resources

[1] Non-exhaustive illustrative examples
Source: Stakeholder Interviews

Dynamic	Description	Actors involved[1]	Implication for UIS

New technologies, with applications in data collection, processing and publication	• New technologies with applications in data collection and production are being trialed in the UN system
	
	• However, the use cases for these technologies are more developed in certain sectors: expert interviewees advised that these technologies have more ready application to humanitarian and environmental contexts, whilst analysis of Global Pulse data show big data, mobile data, and geospatial data projects are most frequently being used in health, agricultural, or economic data
	
	   • E.g. Satellite data were used by UN Global Pulse in Jakarta to monitor the social response before, during, and after cyclones
	
	• Peer actors in education recognize the for statistics that can give a more accurate picture of education systems, but the way new technologies can be applied to achieve this is less clear
	
	• The UIS' peer actors are more focused on using technology to build on established, under-utilized data sources and fill pressing data gaps
	
	   • E.g. UNICEF released MICS Plus in 2018 which used mobile data to collect a "representative subsample" of MICS at more-frequent intervals
		GLOBAL PULSE
		
		unicef
		
		WORLD BANK
			• The UIS should focus its innovation efforts on exploiting data sources that are known, but under-used, such as financial data and teacher surveys
			
			• Funders may increasingly expect the UIS to demonstrate that it is engaging with the potential of new technologies to access funding
			
			• In the short term, partnerships with think tanks, research institutions, academia, and the private sector may help the UIS to access outsourced expertise

4

Phase 2: Operational implications

UIS STRATEGIC REPOSITIONING PROJECT

Section 1: Benchmarking of peer data organizations

To draw lessons for the UIS about what it takes to deliver on each of these roles, we benchmarked several global statistical organizations

Trusted Producer	Expert Voice	Coalition Builder	Capacity Builder
FAO	ILO	GLOBAL PARTNERSHIP for EDUCATION – quality education for all children	UNFPA
WHO	unicef	Global Partnership for Sustainable Development Data	THE WORLD BANK – IBRD • IDA • WORLD BANK GROUP
iea	Statistical Commission	SUSTAINABLE ENERGY FOR ALL	PARIS 21

Choice of benchmark

- *Global member state-based organizations with a mandate to collect official statistics*
- *UN agencies with reputations for being experts/standard setters in their respective sectors*
- *High-profile successful coalitions from multiple sectors*
- *UN agencies recommended as standard setters in their respective sectors*

Each organization was benchmarked for the way it is evolving its...

Products and services offering (P&S)	Partnership models (P)	Skills and capabilities (S&C)

* UNICEF, GPSDD and FAO were interviewed during Phase 1. Insights from their interviews and additional desk research were used to supplement those insights derived from the benchmarking in Phase 2   2 Benchmarks were selected based on recommendations from experts in data for development landscape, and approved by the UIS

Trusted Producer: Agencies underpin their P&S with activities to improve quality, simplify processing and through capacity building

Mapping of products and services offered

	Methods and Standards	Data Production	Data Products
FAO	• Definition of standards and methodologies for 21 SDG indicators divided between the ESS and OCS[1]	• Data collection tools including household surveys • Statistical capacity development for data collection	• FAOSTAT database • SDG Indicators Database
IEA	• Guidelines and manuals for energy statistics • Standardized questionnaire for data submission	• 2 annual training sessions at IEA HQ • 6-8 annual regional workshops with regional organizations	• IEA data browser (free online) • Monthly statistical releases • Downloads of complete datasets (paid)
WHO	• Definition of standards and methodologies within decentralized teams	• Department-based collection processes, generally involving ongoing member-state consultation[2]	• Global Health Observatory Data Portal • Annual World Health Statistics

Summarized insights from benchmarking

Categories of P&S are fairly similar across agencies. However, data quality is underpinned by:

Simplifying data collection processes
- WHO TB[1] reduced the number of indicators they were tracking by 50% to focus only on those that met strict criteria of usage and data availability
- IEA invests in advanced statistical techniques to automate QA, reducing staff workload
- FAO uses the results of its biannual QA and Planning Survey (QAPS) to streamline data collection activities, to ensure consistency and to reduce the reporting burden on countries

Institutionalized Quality Assurance
- FAO runs a biannual QAPS where each department self-assesses their data against a QA framework; results inform their next program of work

Adaptive standards and data reporting processes
- Agencies adapt standards and tools to local statistical capacity. E.g., defining both a 'strict' and a 'relaxed' indicator standard, allowing the reporting of simplified data. They document any exceptions / discrepancies comprehensively in the metadata. Some countries do not have to report disaggregated data if unavailable

Practicing 'extreme' transparency
- WHO publishes as much information as possible in its meta data about the source, processing and any apparent discrepancies in its data

[1]ESS – Statistical Division, OSC – Office of the Chief Statistician
[2]Insights specifically from the WHO Tuberculosis Team
Sources: Stakeholder Interviews; Organization websites; The FAO Statistics Quality Assurance Framework; Statistical Program of Work 2018-2019, FAO

Expert Voice: Agencies emphasized the importance of establishing independent mechanisms for coordinating on standard setting

Mapping of products and services offered

	ILO	UNSD
Convening partners to set statistical standards	• International Conference of Labor Statisticians	• UN Statistical Commission • Statistical Commission Working Groups • Committee of the Chief Statisticians • UN World Data Forum
Providing guidance on implementing statistical standards	• Classifications for Labour Statistics • Decent Work Indicators: Concepts and Definitions • Guide on the Harmonization of Labour Inspection Statistics	• Guidelines on Economic Statistics • Statistical Classifications • UN Quality Assurance Framework Manual for Official Statistics
Conducting research Into emerging methodological challenges	• Data2X Gender Statistics Initiative - ILO contributes to research on subsistence production and unpaid care work • Partnership with UN Volunteers to advance survey methods for producing statistics on volunteer work	• Data for Now Initiative • Big Data for Official Statistics • Minimum Set of Gender Indicators

Summarized insights from benchmarking

Benchmarked organizations ensure the quality of their Expert Voice P&S by:

• Leading independent mechanisms for coordination and standard setting based on the strength of their mandate and perceived neutrality

• Proactively minimizing overlap between coordination mechanisms within an established decision-making infrastructure

• Implementing a framework to limit the burden of ad-hoc technical advice requests. This can include limiting field visits, assigning an FTE to distribute requests throughout the organization, and aligning on processes for deciding whether requests are "legitimate"

Benchmarked organizations contribute to research of emerging methodological challenges through:

• Joining partnerships with leading organizations outside the UN

• Bringing in external expertise to enhance skillsets, particularly concerning new data sources such as Big Data

Capacity Builder: Initiatives can range from targeted regional training programs to large-budget, multi-country partnerships

Summarized insights from benchmarking

	Initiative aims	Initiative features
FAO, WB, IFAD: *50 x 2030: data-smart agriculture*	Aims to close data gaps and promote evidence-informed decision-making in agriculture through an integrated package of support, to run periodic agricultural surveys and capacity development support on data use	• Aligns the activities 2 major technical agencies who ran overlapping ag surveys, supported by a coalition of donors (USAID, BMGF, BMZ, AICS, DFAT) • Prioritizes 50 L/LMICs with largest data gaps • Targeted implementation of agriculture surveys • Increased capacity building targets and ongoing data use • Each country program is developed around country needs, capacity, and the country's potential for technical and financial take-over • USD200m already raised for TA through multi-donor Trust Fund. This is being used to leverage an extra USD 300m – USD 700m through IDA loan windows to countries
WB C4D2 *The C4D2-Training initiative*	Designed as a sustainable model for training statistical experts. Works with regional statistical training centers to improve curricula, create a network of regional HH survey experts, and promote harmonization of HH surveys across regions	• Focuses on statistical expertise in Africa • Runs training of trainers (ToT) courses for select staff from regional statistics training centers, national statistical offices, and national statistical systems in partner countries • Offers thematic/sector-specific training and short courses at the facility • Provides internships for trainees to ensure they can practice their skills immediately

Provides a model of major capacity building initiative delivered in coalition with partners:

- Targets a priority issue that donors care about
- Defines tangible, measurable outcomes on data production and use
- Focuses on sustainability and country ownership
- Delivered through a concrete data mechanism: routine surveys
- Requires considerable implementation and fundraising activities from all partners

Provides a lower-scale model:

- Targets individual capacity of regional statisticians, also serves as a forum for comparing and harmonizing survey approaches
- Sustainable model based on ToT approach

Coalition Builder: Shaping a data coalition requires significant support activity by the convening organization

Mapping of products and services offered

	Coalition purpose	Products and services undertaken by the convening organization
SE4ALL / World Bank *	*Global Tracking Framework / Energy Progress Report:* a multi-agency coalition to jointly publish global data, giving a holistic picture of the status of the energy sector	• Convening major partners to agree on what needed to be measured, the data gaps; a joint framework for measurement • Coordinating the joint publication of an annual data report on the state of the energy sector • Communications and advocacy activity around the results
GPE	*Education Data Solutions Roundtable:* A coalition of ~30 partners including bilateral donors, private foundations, private sector, UN agencies and CSOs aimed at leveraging the power of the business community to co-create innovative solutions and provide new technologies to improve education data in developing countries	• Intensive partnership recruitment and engagement, especially in the early stages of the partnership • Brokering an action agenda, to hone coalition activities • Strong secretariat support including, ensuring meetings were well-prepared with clear agendas and outcomes and that decisions were followed up on • Coordination support for in-country visits by partners • Coordination of joint publications on behalf of coalition partners • Communications activities

Summarized insights from benchmarking

- In the early stages, **intensive partnership management activities are needed** to recruit partners, keep them engaged and to maintain momentum. This may reduce once the coalition and the roles of all partners are well-established

- The **development of a jointly-branded product** (e.g. a joint data set, or a publication) is critical to ensure that the coalition brings concrete outcomes and partners benefit from participation (e.g. through publicity). R**equires considerable coordination from the convening organization**

- The convening organization often takes responsibility for **ensuring coordinated communications / advocacy activities across partners**

[1]This work predated the SDG agenda. It was originally led by the World Bank and IEA, but has since transitioned to the oversight of SE4All. The benchmarking lessons draw on both periods
Source: Stakeholder interviews

Trusted Producer: Organizations build strong partnerships with their data sources, and explore different models of dissemination partnerships

The "Trusted Producer" role is enhanced by the dissemination of high-quality data, provided by primary data producers

Organization   **Actions to improve partnership relations with …**

	… primary data producers / sources	… users/disseminators
WHO TB	• Frequently share data with countries to encourage the submission of the most up-to-date data • Send technical sector experts to countries to review data inconsistencies • Build on existing relationships established through in-country capacity building efforts	• Prioritize building relationships with partners who make regular data requests, particularly if they have funding potential • Enter MOU's with organizations which re-use or present their data with visualizations and analysis
IEA	• Demonstrate to non-Member States the value of submitting data to IEA by showcasing how data brought value to others • Dedicate time to establishing relationships, including through a direct letter from the Chief Statistician • Run dedicated trainings at both international and regional levels which are highly-valued by countries	• Move away from ad-hoc relationships with data users towards coordinating a strategic partnership approach with data users through the communications department • *However the IEA have a unique relationship with users as they fund ~20% of their budget by selling access to commercially valuable data*
FAO	• Provide data-producing departments and regional offices the opportunity to suggest standard alterations and align on methodologies via an Interdepartmental Working Group which supports the Chief Statistician	• Publish targeted databases in collaboration with the World Bank, where the FAO provides expertise in data collection and statistical methods, whilst other partners make data more relevant for use in policy

Dalberg

Expert Voice: Benchmarked organizations use a variety of methods to ensure that partnerships enhance their role as 'Expert Voice'

Partnerships are inherent to, and enhance, the role of "Expert Voice" as this involves convening actors to align on global standards and methodologies

Organization	Which partners are engaged?[1]	How do they ensure these partners enhance their role as an EV?

UNSD	• **Financial partners:**
	  • DFID provides EUR 8m for research and capacity building
	  • The Government of China provide a USD 10m trust fund
	• **Technical partners:**
	  • Private sector companies (e.g. Google, IBM)
	  • Universities and Research Institutions (e.g. CISRO[2]),
	  • International organizations with sector-specific knowledge (e.g. WB, UNFPA)
	  • Regional Organizations
		• **Promote collaboration across the UN system** to ensure the UN "leads by example" in the move towards a collaborative approach to building National Statistical Systems
		• **Clearly define responsibilities and geographical/sectoral focuses** to reduce overlap and repetition of work

ILO	• **Financial partners:**
	  • World Bank Trust Fund for Statistical Capacity Building
	  • Mastercard Foundation
	• **Technical partners:**
	  • Networks of Labour Statisticians,
	  • Academic Institutions
	  • UN Agencies (through the UNSDF)
	  • Regional Economic Bodies
	• **Implementing Partners**
	  • World Bank Regional and Country Representatives
		• **Bring Ministries of Labor into the partnerships** to facilitate communication between line ministries and NSOs
		• **Focus on making partnerships mutually beneficial** and agreeing and communicating these benefits prior to forming the partnership
		• **Release co-branded products** to increase visibility for all partners

[1]Non-exhaustive list
[2]Commonwealth Industrial and Statistical Research Organization
Source: Stakeholder interviews

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Coalition Builder: Successful coalitions comprise of partners that both bring and gain value from their participation

Partnership	Targeted output / product	What does each partner bring?	Why are partners motivated to collaborate?
GPE Education Data RoundTable	Production of targeted recommendations for : • The most effective provision of support to improve the data systems of developing country partners • New investments that could be made to improve data collection and use	• **Government:** Access to National Statistical Systems, knowledge of country-specific needs, facilitation of field visits • **Private Companies:** Capacity for innovation and awareness of frontier technologies • **Development Partners:** Knowledge and influence over the international education agenda	• Partners from international organizations were involved in previous iterations of the work • Developing country partners are selected carefully so they have the capacity to engage in the process • Private Companies are provided with the opportunity for ongoing participation in projects aligned with CSR interests
SE4ALL (Global Framework for Energy Data, later the Energy Progress Report)	Production of an annual joint sector report on the status of the energy sector, based on data from across multiple global repositories of energy data	• Each of the partners (IEA, IRENA, UNSD, the World Bank, and WHO) has a formal mandate to collect data on different parts of the global energy agenda. Each contributes this data to enable a global picture of progress • SE4ALL serves as a neutral platform, as well as providing coordination and communications support	• The data partners can be involved in the creation of a highly-demanded global data product • SE4ALL benefits from enabling a data product that helps highlight the current progress and gaps in the sector under its mandate, providing evidence to guide policy priorities of its members

Capacity Builder: Benchmarked organizations have convened partners with complementary skillsets around a mutually beneficial goal

Partnership	Description	What does each partner bring?	How is it delivered?	How is it mutually beneficial?
World Bank Centre for Development Data - *C4D2 Training Initiative* C4D2	A partnership to strengthen the capacity of regional training centers to train statisticians: • Coordinated by the World Bank's LSMS[1] team • Financed and hosted by the Bank of Italy and the Italian Development Corporation	• **World Bank:** Capacity building expertise • **Bank of Italy:** Capital, ad-hoc provision of staff • **Italian Develop Corporation:** Capital (though their contribution is reducing) • **Regional Training Centers:** Training facilities and country-specific demands for training	• Training materials and training delivery is completed by World Bank employees • Consultants are hired on an ad-hoc basis to assist with sector-specific training delivery • The team reports on an annual basis to a steering committee	• The World Bank implements targeted statistical capacity building programs • The IDC finalizes work in line with their foreign policy agenda • Regional Training Centers receive updated training syllabuses and improved skillsets of their students
PARIS 21 UNWOMEN – *Women Count* WOMEN COUNT	A collaboration to increase the production and use of gender statistics. The partnership builds on a 2018 UN WOMEN report, which highlighted the gap in reporting gender statistics for the SDGs	• **PARIS21:** Frameworks for assessing and measuring statistical capacity • **UNWOMEN:** Mandate and funding of the "Make Women Count" initiative • **National Statistical Systems**: Knowledge of country-specific issues related to gender	• Workshops and consultative in-country meetings are co-hosted by PARIS 21 and UNWOMEN • A review of the program, including sharing country-level feedback and best practice, was co-hosted as a two day conference	• UN WOMEN increase their ability to monitor progress towards Gender Equality • PARIS21 receive support in one of the most pressing and underfunded areas of their mandate

Source: Stakeholder interviews, Organization websites

Dalberg

Several characteristics emerged as key components of successful partnerships

Summarized insights from benchmarking

> With limited resources, **engaging in strategic partnerships is necessary for amplifying the potential impact of an organization**

Components of successful partnerships

- **Focus the partnership on a specific goal** and ensure there is a tangible output / product, so that progress can be demonstrated

- **Ensure the network of partners is diverse** and that the skillsets of the partners are complementary

- **Set goals within the partnership that are mutually beneficial** and clearly establish and articulate the benefits prior to forming the partnership

- **Clearly define roles and responsibilities within the partnership** and ensure there are mechanisms / incentives for partners to contribute to those joint goals

Trusted Producer: Agencies are updating their capabilities by bringing in new skills in specific techniques and by upgrading staff skills

Summarized insights from benchmarking

	Prioritized skills/capabilities	Staffing models
WHO - Global Health Observatory **WHO - Global TB programme**	• WHO is increasingly looking to recruit statistical staff with a broader skill set beyond pure statistics. GHO strongly values staff able to work collaboratively with different units / data providers • TB team draws on a range of technical staff (health economists, statisticians, public health experts, epidemiologists). Soft skills like partnership management are not required in this team	• WHO operates with many data consultants, partly for specific skills needs, but also due to the challenges of adding new staff to the regular staffing structure • The data function at WHO is undergoing transformation into a centralized team – in this new structure, the GHO aims to have 8 FTE working on dissemination issues
IEA	• Skills needs are expanding beyond the usual mix of energy engineers and statisticians. Now seeking e.g. machine learning specialists for techniques to shorten data time lag; econometricians to work on estimations to plug data gaps etc.	• The mix of in-house staff to consultants varies by unit • Combines upgrading the skills of in-house staff (conducted an audit of staff skills in order to discover latent and under-used skills among staff base) and hiring new personnel

• Trusted Producers are **expanding the types of skills they look for** beyond the traditional mix of sector specialists and pure statisticians. **This includes skills in specific techniques (econometrists for estimations, data scientists for machine learning,…) needed to improve their data quality**

• Agencies have to **find their own balance** between upgrading current staff skills and recruiting new staff

• **Agencies deploy different mixes of in-house staff vs consultants** based on needs and new-staff hiring restrictions

• **Agencies value external staff** not just for their skills, but **for their ability to introduce new thinking** and techniques to permanent staff; **staff exposure to this is key**

Source: Stakeholder Interviews

Dalberg

Expert voice: Like 'Trusted Producers', other 'Expert Voices' are broadening their skills bases to remain relevant on new developments

Summarized insights from benchmarking

	Skills and capabilities within the convening organization	Staffing models
UNSD	• Increasingly the organization's skills needs are changing, e.g. they are hiring more data scientists and fewer pure statisticians • For certain technical areas, they have had to hire in entire new teams (e.g. for use of geospatial data)	• 120 full-time staff funded through regular program budget • 30 additional staff including consultants and interns
ILO	• Over the past 5 years, they have prioritized the recruitment of statistical staff with multiple capabilities beyond pure statistics. E.g., quantitative social scientists/economists with experience working with system dynamics and understanding contexts	• The ILO invests in upgrading its staff capacity through allocating budgets for staff to invest in professional development • They then rely on external consultants to "bring in some fresh air" around new topics and approaches. They have proactively built a strong network of experts in statistical offices around the globe that they can draw on

- Expert voice organizations are **increasingly broadening the skills in their organizations away from pure statistical skills** and towards:
  - Specific skills relating to new topics or technologies, **allowing them to remain at the forefront of global conversations in their sector**
  - Broader skills that show adaptability, ability to think about systems etc.

- Organizations vary in the staffing models the deploy, however all rely on a combination of in-house staff and external consultants to bring in fresh thinking and specific skills. They emphasized the importance of permanent staff being able to engage with and learn from expert consultants and 'volunteer' experts both to build skills and to encourage new ways of working / thinking

Coalition Builder: Coalition builders require a combination of senior technical and partnership management capabilities

Summarized insights from benchmarking

	Skills and capabilities within the convening organization	No. of staff dedicated to the coalition
SE4ALL / World Bank * *Global Tracking Framework / Energy Progress Report*	To develop the joint data publication, the WB had: • A strong program leader with both technical credibility on data and excellent partnership brokering skills • Good technical staff reporting to the program leader who were open to collaboration	Staff levels varied at different times, with tasks allocated to various staff. However, the World Bank estimates that it had ~2–3 FTE, with another ~2–3 FTE allocated by the other coalition partners
GPE *Education Data Solutions Roundtable:*	GPE built the following capabilities in its Roundtable management team • Senior-level strategy, partnership and relationship management • Technical capabilities around data issues and new technology • Agenda management and secretariat support • Coordination and administration	GPE had ~4 FTE working on the Roundtable of 30 partners These included two mid-senior levels, one technical expert on data, and someone leading coordination and administration

- Convening and managing a coalition requires **a balanced mix of technical and partnership management capabilities at a senior level**

- Ensuring **staff at all levels are open to working collaboratively** is a key success factor.

- However, the '**political signal'** that collaboration is expected needs to come from the highest levels of the partner organizations. This is particularly true for partners who might have overlapping activities/mandates and could be seen as competitors. **Without this senior political commitment and signaling, collaboration may break down regardless of staff mindset**

Section 2: Products and Services Recommendations

The UIS' products and services comprise of essential 'backbone' activities, along with potential additional value-added work

"Backbone" activities

Additional 'Value added' activities in line with defined strategic value proposition

Non-strategic activities[1]

In line with the recommendations for the UIS' funding model (see interim report), the UIS can segment its activities into:

- **'Backbone'** work, which are those activities that align with the central work of an organization in delivery of its core mandate
- **'Value-added' activities**, which are those that are aligned with the organizations' strategy, but which are not essential to the delivery of the organization's core mandate

[1] Non-strategic activities such as one-off projects driven by a funder agenda are not treated as part of the UIS' central products and service portfolio

The UIS can restructure its products and services around its 'backbone' essential activities and additional value-added activities

Summary recommendations for Product and Services under each positioning (explored in depth on subsequent pages)

	Backbone Products and Services	Value-added Products and Services
Trusted Producer	• **Simplify data collection** and **make tools more context-specific;** strengthen the mutual value of member states • **Rationalize and strengthen data production to improve quality (including coverage)** • **Strengthen communications with external stakeholders** to build trust in the data and increase the visibility of the UIS	• *Trusted Producer activities are part of the 'backbone'. Any indicators outside of the priority indicators finally approved through the Core Indicators work should be treated as 'value-added' activities and only undertaken if the donor requesting the work can provide multi-year funding*

Expert Voice	• **Continue leading important technical convenings** (e.g., TCG, GAML) and work to reduce overlap between coordination mechanisms
	
	• **Improve documentation** of indicators and methodologies
	
	• Establish an internal process to **identify, prioritize, and agree action on emerging methodological challenges.** Where addressing those challenges aligns with the UIS' strategic priorities as a trusted producer and is within the capacity of the in-house UIS team, then lead solution generation.
		• Where the challenges sits outside the UIS' Trusted Producer work, or where addressing the challenges is beyond the technical and time capacity of in-house teams, then the UIS should:
		
		   i. Source solutions from external partners
		
		   ii. Bring in temporary capacity to lead methodological development
		
		Both would require extra-budgetary funding

Capacity Building	• **Strengthen the current model of CB support** to help countries to implement statistical standards and report data, through tailoring support to country contexts and engaging partners to implement the UIS training standards	• Investigate the potential to attract funding for and launch a **large, multi-partner capacity building initiative** targeted at improving data quality in specific high-priority countries
Coalition Builder	• *This activity is considered to be 'value added' given that, albeit important and in line with UNESCO strategy, it is additional to the standard setting and production mandate. Once the UIS has established its credibility as a coalition builder and the GCED has shown success, this could transition to being part of the 'backbone' as it becomes viewed as part of core mandate*	• Deliver **technical support** to the new Global Coalition for Education Data (GCED) • Provide **secretariat and senior stakeholder engagement support** to the GCED

For **Trusted Producer**, the UIS should strengthen and rationalize current products and services, focusing on quality improvement

Backbone products and services

Simplify data collection and make tools more context-specific	Rationalize and strengthen data production to improve quality	Strengthen communications to build trust in the data and increase the visibility of the UIS
• Reduce the indicators collected to high priority ones, allowing for greater attention to improving coverage of priority indicators • Make data collection tools easier for countries to fill in, including by embedding instructions and definitions in the tools • Adapt data collection tools to different country capacities, making them more context-specific where feasible • Explore use of new data collection tools (e.g. online data collection)	• Explore options for, and the cost-benefit, of automating additional stages of the data production process, including data validation • Develop approaches to impute / estimate data gaps to increase coverage e.g. through triangulation • Assess current QA approach and design improvements[1] • Consider ceasing production (or print production) of outdated data products / formats, e.g., eAtlases, certain catalogues, certain visualization tools, duplicate country profiles[2] • Explore the potential for quicker release of data (without compromising quality) to demonstrate value to Member States; update data closer to real time to correct errors quicker	• Strengthen transparency about the processing / transformations applied to certain priority indicators (e.g., detailed documentation, raw data, meta data on processing and any discrepancies) helping readers to understand key data interpretation issues (e.g., use of different population data within and outside the UN)) • Communicate proposed changes to stakeholders to manage expectations • Review the accessibility of data products (e.g., .Stat) • Increase the visibility of UIS' work through proactive partnerships (see Partnerships section)

[1] Refer to QA approaches from other agencies shared by Dalberg, http://www.fao.org/3/i3664e/i3664e.pdf ;
https://www.who.int/healthinfo/tools_data_analysis/dqr_modules/en/
[2] These suggested items to cease were raised UIS staff in the workshop but have not been assessed by Dalberg

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Expert Voice work should focus on convening around technical issues and solutions; work to generate new solutions would be 'value-added'

Backbone products and services

Value-added products and services

Lead key technical convenings, identify emerging methodological challenges for the sector and develop a process for agreeing UIS action on them

- **Continue leading key technical convenings** (e.g. TCG, GAML) and work to reduce overlap between coordination mechanisms
- **Ensure more complete documentation** of indicators and methodologies, and make them more accessible and easier to navigate to through the website and documents
- Establish a internal cross-team process to **identify emerging methodological challenges** in the sector. Issues can be identified through: i) UIS technical teams raising them ii) UIS partner focal persons raising them from discussions with technical partners iii) discussions taking place in convening fora, whether agenda setting (e.g. GCED) or technical (e.g., TCG, GAML)
- Establish a cross-team process to periodically **prioritize and agree UIS's action on coordinating for / sourcing solutions for methodological challenges.** Where addressing those challenges aligns with the UIS' strategic priorities as a trusted producer and is within the capacity of the in-house UIS team, then lead solution generation.
- Implement a framework for managing and limiting the volume of responses to adhoc technical requests

Lead the research and development into new technical solutions to prioritized challenges

- Where the challenge sits outside the UIS' strategic priorities under its Trusted Producer work, or where addressing the challenges is beyond the technical and time capacity of in-house teams, then the UIS should:
    - Source solutions from external partners
    - Bring in temporary capacity to lead methodological development
- In both cases, this will be a 'value-added' activity requiring additional HR and donor funds

For **Capacity Builder**, in addition to essential backbone activities, the UIS can explore potential for a major, multi-partner initiative

	Backbone products and services	Value-added products and services
	Strengthen the current model of CB support to help countries to implement statistical standards and report data	**Investigate the potential for a large, multi-partner CB initiative to deliver a step change in reporting quality and coverage in specific countries**
Objectives	• Improve ability of Member States to implement UIS methodologies and to report a sufficient amount of quality of national SDG data	• Select a specific issue that urgently needs improved and higher coverage data, aligned with top priority for the sector, donor interests and country interests. (e.g., learning outcomes assessment, out of school children) • Define a clear target output for the support (e.g. reporting of specific indicator
Beneficia-ries	• Segment countries based on an assessment of their needs, capabilities and barriers, rather than by geographic region, to identify priority groups where the need for support to report data and UIS capacity to have an impact (through working in partnership) align	• Focus on priority countries that have the largest data gaps and which are the highest priority for understanding their education progress
Delivery approach	• Develop tailored strategies / support packages for prioritized segments, with tools adapted to their capabilities, delivered through partners • Use delivery channels that allow for greater reach at lower cost – webinars, instruction videos, train the trainers approaches etc.	• Focus the partnership's work on multiple parts of the statistical system – building demand in countries, bringing financial resources, aligning incentives, connections to other parts of the statistical system, systems strengthen, data use in policy
Partner-ships / Brokerage	• Focus on development of standards and CB materials; brokering / advocating for support from others (UIS role) • Form partnerships to broker additional technical and funding support [See partnerships section]	• A multi-partner initiative, leveraging the complementary capabilities of partners (e.g. technical, funding, implementation) (see Partnerships section)
Monitoring	• Define clear success metrics linked to outcomes, not outputs, and develop a plan for monitoring the effectiveness of the CB support	• Set clear success metrics for the partnership, a cooperation plan for monitoring, and a process for learning and adjusting the program in response

For **Coalition Builder**, the UIS should provide coordination and technical support services to the Global Coalition for Education data

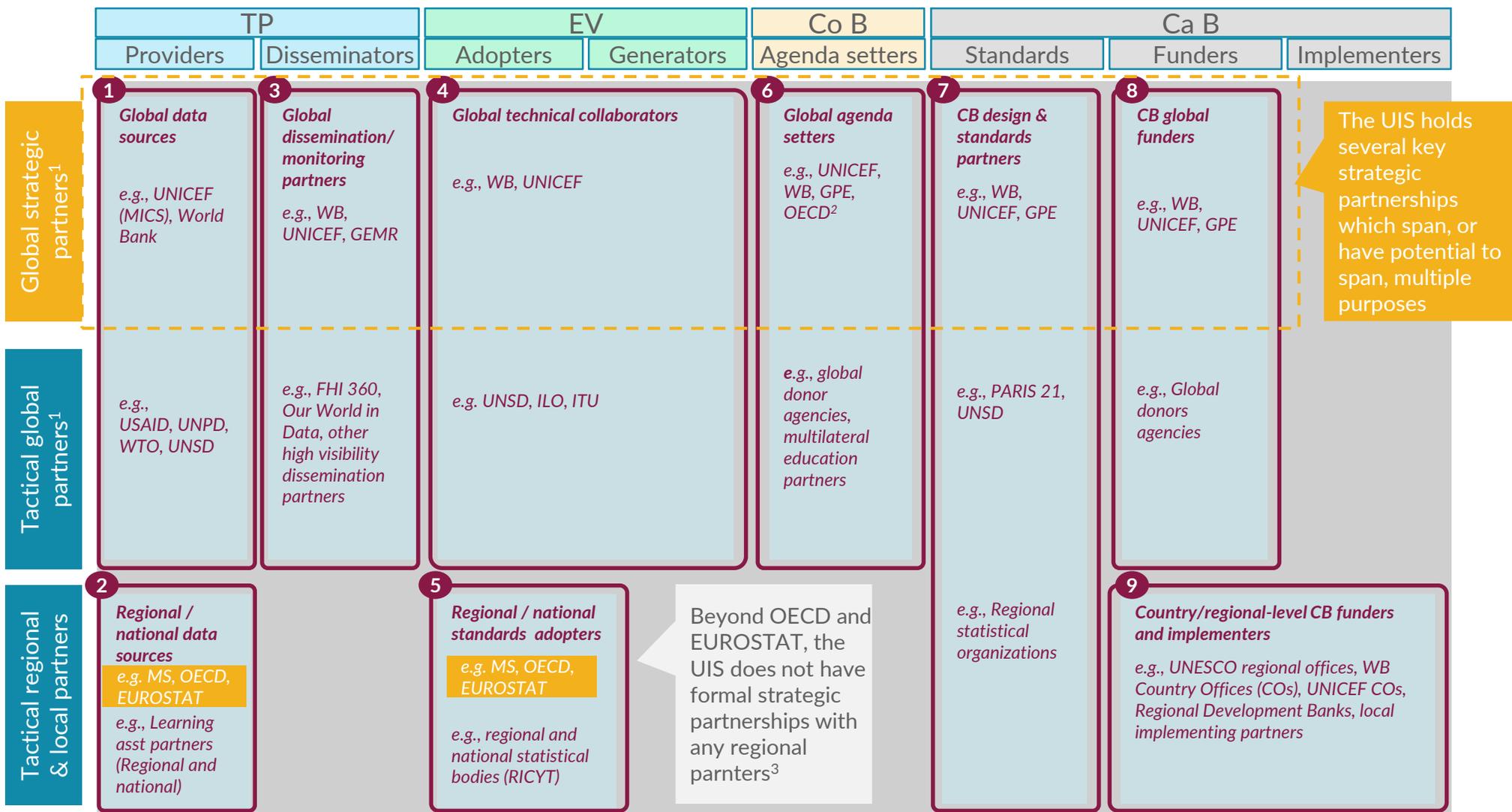| Deliver technical support to the new Global Coalition for Education Data (GCED)	Provide secretariat and senior stakeholder engagement support to the GCED

• **Deliver technical advice services to the GCED**:
 	
     • **Help shape the GCED action agenda** through advising on the technical aspects of producing data on the agreed priorities (e.g. priority, feasibility, likely resources needed to address the challenge etc.)
 	
     • **Provide a neutral, technical perspective** on issues regarding prioritization of particular data activities
 	
     • **Recommend joint products for the GCED** to produce and provide technical leadership to their development
	• Build a team to **deliver partner engagement, secretariat and coordination support services to the GCED** including:
	
	     • Conduct **senior-level engagement** with potential partners to secure their interest and commitment to participating
	
	     • Support the **coordination of the coalition** meetings, through agenda shaping, document preparation, following up on agreed actions etc.
	
	     • Coordinate between partners to **shape a common action agenda** and to agree a monitoring framework for assessing progress
	
	     • Lead a **coordinated approach to communications and advocacy** among coalition partners

Partnerships Engagement Recommendations

The 4 elements of the value proposition will each require different types of partners

Strategic position	Partner type	Description
Trusted Producer	**Data provision partners**	• Partners from whom the UIS sources the data it processes and publishes
	Data dissemination partners	• Partners who use UIS' work in their own publications, data set and products
Expert Voice	**Standard setting & adoption partners**	• Partners who contribute to settings technical standards and who the UIS influences to adopt global standards for education in their data production
	Solution generation partners	• Partners who collaborate directly with the UIS to generate solutions to pressing measurement challenges
Coalition Builder	**Agenda setting partners**	• Funding and programmatic agencies that the UIS hopes to influence and convene around a common agenda for education
Capacity Builder	**Technical standard setting partners**	• Partners that collaborate with the UIS to develop tools and methods for capacity building
	Funding partners	• Partners with the financial resources needed to deliver capacity building
	Implementing partners	• Partners to implement the capacity building (e.g. training, coaching, technical support) at country level

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Mapping these onto their geographic focus identified 8 key groups of partners; certain key strategic partners span multiple roles

TP		EV		Co B	Ca B		
Providers	Disseminators	Adopters	Generators	Agenda setters	Standards	Funders	Implementers

Global strategic partners[1]

1 Global data sources

e.g., UNICEF (MICS), World Bank

3 Global dissemination/ monitoring partners

e.g., WB, UNICEF, GEMR

4 Global technical collaborators

e.g., WB, UNICEF

6 Global agenda setters

e.g., UNICEF, WB, GPE, OECD[2]

7 CB design & standards partners

e.g., WB, UNICEF, GPE

8 CB global funders

e.g., WB, UNICEF, GPE

The UIS holds several key strategic partnerships which span, or have potential to span, multiple purposes

Tactical global partners[1]

e.g., USAID, UNPD, WTO, UNSD

e.g., FHI 360, Our World in Data, other high visibility dissemination partners

e.g. UNSD, ILO, ITU

e.g., global donor agencies, multilateral education partners

e.g., PARIS 21, UNSD

e.g., Global donors agencies

Tactical regional & local partners

2 Regional / national data sources

e.g. MS, OECD, EUROSTAT

e.g., Learning asst partners (Regional and national)

5 Regional / national standards adopters

e.g. MS, OECD, EUROSTAT

e.g., regional and national statistical bodies (RICYT)

Beyond OECD and EUROSTAT, the UIS does not have formal strategic partnerships with any regional parrners[3]

e.g., Regional statistical organizations

9 Country/regional-level CB funders and implementers

e.g., UNESCO regional offices, WB Country Offices (COs), UNICEF COs, Regional Development Banks, local implementing partners

[1] Strategic and tactical partners are defined on pages 107 and 111 [2] OECD partnership particularly focuses on specific geographic areas (OECD countries), however their methodological work and assessment products increasingly influence developing county statistical work [3] The UIS also has a formal agreement with RICYT, however this is a tactical relationship

Strategic partnerships: definition and approach

Key strategic partners

- Strategic partnerships are **long-term, high-intensity relationships that span multiple areas of work**

- Strategic partnerships are those that are **important to achieving the UIS' strategic objectives**; can often help to attract funding

- They can bring **long-term capacity which the UIS lacks** (e.g., capacity for in-country engagement)

- At the local level, Member States are the UIS' main strategic partners

- At the global level, strategic partnerships generally **require the involvement of senior individuals** to manage relationships and coordinate across multiple touchpoints throughout the organization

- It is therefore advisable for the UIS to hold and **strengthen a small number of high-potential strategic partnerships** and focus on making them a success

Process for recommending engagement plans for key strategic partners

1. **Identified top strategic partnerships based on:**
- Complementary capabilities
- Multiple areas of past and potential collaboration
- Core to the UIS mandate

2. **Mapped the current areas of engagement**

Based o n the typology on the previous page

TP	EV	Co B	Ca B

3. **Explored areas for potential growth / evolution of the partnership, considering issues such as:**

- *What can each partner bring to the partnership?*

- *How can a mutually beneficial partnership be built?*

- *What opportunities exist in the landscape?*

Opportunities exist to expand relationships with the WB and UNICEF on capacity building and on leveraging each other's data resources

GLOBAL strategic partners

Tactical global partners

Tactical regional & local partners

World Bank

TP		EV		Co B	Ca B			
✓		✓	✓	✓	✓			

Current benefit of partnership to both partners:

- Supplies data for the calculation of UIS indicators
- Uses UIS data in its data products (portals, indices, reports – e.g. Human Capital Index, Learning Poverty Indicator)
- Collaborates on methodological challenges (e.g. learning outcomes harmonization, global poverty indicator)
- Uses UIS standards / methodologies; relies on its sectoral expertise and mandate to push the education data agenda
- Is helping shape a coalition around learning assessments

Opportunities for strengthening engagement:

- **Expert Voice, Backbone:** WB is collecting rich in-country data in priority countries; provides opportunities for the UIS to collaborate to jointly leverage it for monitoring priority education indicators
- **Capacity Building, Backbone:** Partnering with the WB at a regional or local level could provide funds and technical support for multiple in-country capacity programs
- **Capacity Building, Value-added:** Given WB expertise on statistical capacity building, strong reputation and ability to raise funds they could partner on a major capacity building initiative[1]

UNICEF

TP		EV		Co B	Ca B			
✓		✓	✓	✓	✓			

Current benefit of partnership to both partners:

- Collaborates on technical issues like measuring OOSC
- Supplies HH survey data which the UIS publishes; uses UIS data on OOS rate, attendance and completion; calibrate indicators and data inconsistencies etc.
- Country offices support UIS capacity building activities on a country-by-country basis
- Collaborates in data platforms (TCG, GAML, Data Roundtable)

Opportunities for strengthening engagement:

- **Expert Voice, Backbone:** MICS 6 is capturing data on basic literacy in a HH survey for the first time. The UIS can work with UNICEF to leverage this valuable data
- **Capacity Building, Backbone:** Potential to shape regional-level partnership agreements on capacity building, where multiple UNICEF Country Offices agree to provide support to implementing a common program
- **Coalition Building; Value-added:** Explore options for publishing joint data sets with UNICEF, who were interested in creating a 'One Stop Shop' for education data for countries

1. e.g., the WB Trust Fund for Statistical Capacity Building, or the LSMS Trust Fund which has been opened to other sectors

The UIS should target a deeper relationship with GPE, if performance can be demonstrated; with GEMR the focus should be on leveraging complimentary data collection and analytical capabilities

GPE

TP		EV		Co B	Ca B		

Current benefit of partnership to both partners:

- Have two small investments with UIS for disabilities and government spending on education (with IIEP)
- GPE recently funded the UIS through KIX for follow up activities from the Data Roundtable; the UIS co-chaired a technical workstream in the Roundtable
- MS reporting of UIS data is a part of GPE's results f/work

Opportunities for strengthening engagement:

- Expert Voice, Value-added: Several stakeholders want to see a deeper strategic partnership. GPE would want the UIS to support it to monitor its priorities (e.g., education financing in GPE countries). Whilst this activity would not be global and funding would be earmarked, a case could be made to GPE for more stable multi-year funding.

  IIEP and GPE have a rich partnership on planning that the UIS can seek to replicate. GPE are likely to value clear prioritization and a credible plan tied to specific results. They may also favorably on strategic partnerships that combine the expertise, assets and networks of other key actors (UNICEF, WB, GEMR.) The UIS will need to prove it is able to deliver; strong partner management is a must.

GEMR

TP		EV		Co B	Ca B		

Current benefit of partnership to both partners:

- The UIS now contributes ~60% of GEMR's data as well as and provides data on inequalities for the co-produced WIDE (World Inequality Database on Education)
- The UIS provides methodological support to the production of the GEMR
- GEMR is a key channel through which many stakeholders access UIS data; GEMR adds narrative and analytical detail to the UIS data to draw conclusions and implications for monitoring the Education 2030 agenda

Opportunities for strengthening engagement:

- Trusted Producer, Backbone: Continue publishing joint communications pieces around themes from the GEMR with GEMR Director to highlight the close partnership and the UIS's role collecting data
- Expert Voice, Backbone: Work jointly with the GEMR to continue improving the quality and coverage of data in the GEMR, with UIS bringing its methodological expertise and the GEMR adding analysis and explanation. Present a joint plan for addressing this to funders to raise additional joint funds

For **local & regional strategic partners**, increase the visibility of support to OECD; MS engagement should made more mutually beneficial

LOCAL strategic partners

Tactical global partners

Tactical regional & local partners

OECD

TP		EV		Co B	Ca B		

✓ ✓ ✓ ✓ ✓

Current benefit of partnership to both partners:

- Provide data to one another through the UOE data exchange partnership with EUROSTAT including key SDG 4 indicators; collaborate to align the methodologies used in each agency's domain
- Collaborate through GAML; OECD has drawn on UIS work on system-level data for the development of PISA
- UIS provides low-profile advice to OECD on adapting its tools to developing country contexts (PISA, PIAAC) including through the PISA advisory group
- Occasionally co-publish research

Opportunities for strengthening engagement:

- Expert Voice, Backbone: There are complementarities between OECD's statistical excellence and resource mobilization capacity, and UIS' deep sector expertise and developing country understanding which can bring value to both partners. The UIS should continue joint leadership on learning outcomes (e.g., through GAML), advising the OECD on adapting PISA developing country contexts. In return it should seek to increase the profile of the UIS as an Expert Voice adviser on PISA and PIAAC (or alternatives)

Member States

TP		EV		Co B	Ca B		

✓ ✓

Current benefit of partnership to both partners:

- UNESCO MS report official data to the UIS; they implement UIS standards to enable this
- MS contribute to data fora (e.g., TCG) and make up 50% of the UIS' Governing Board
- MS benefit from capacity building and technical assistance from the UIS

Opportunities for strengthening engagement:

- Trusted Producer, Backbone: The UIS should provide more frequent feedback to MS to strengthen willingness to report by sending them details on how their data will be used as well as the analytical results
- Trusted Producer, Backbone: The UIS should clarify the relationship manager for each MS relationship to avoid multiple uncoordinated lines of communication. Clear communication with MS about the new positioning and products and services will be crucial

The UIS should form strategic regional partnership in priority regions. Partnerships with, e.g., regional development banks or regional bodies could increase its ability to align with donor priorities, its capacity to deliver value-added services to MS and to build region-specific strategies.

[1] Quality issues would need to be carefully managed as this could lead to perverse incentives to report poor quality data
Programme for the International Assessment of Adult Competencies (PIAAC)

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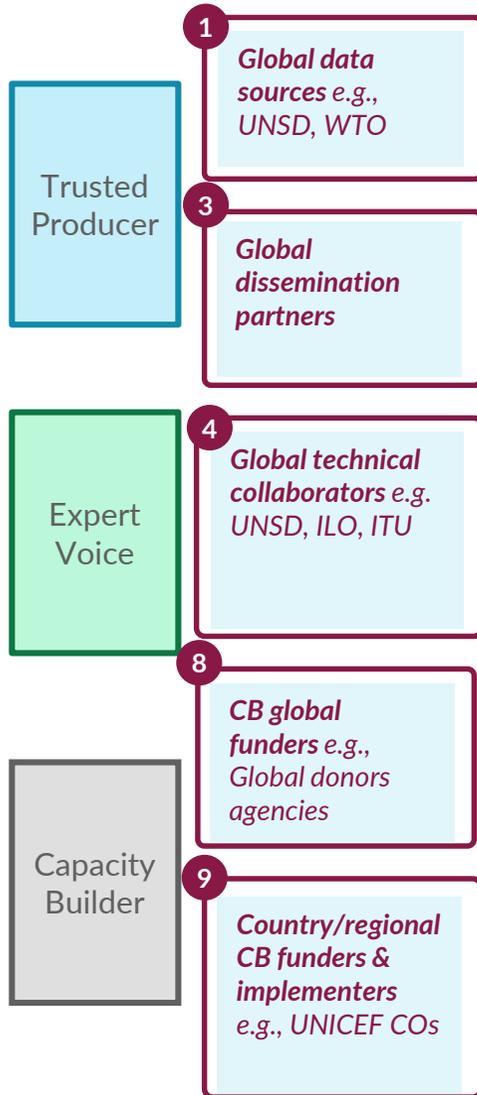
Tactical partnerships: definition and approach

Tactical Partners

- Tactical partners are engaged for delivery of specific activities and projects

- Tactical partners should have an appointed relationship lead within the organization at an appropriate level of seniority

- There should be a structured framework for mapping, prioritizing and selecting partners, with clear divisions of responsibility and sign off. Once this framework is set, responsible staff should take the lead on following it.

Process for recommending engagement plans for tactical partners

1. **For each area of 'backbone' work, identified the partner groups that can best support the UIS to deliver this priority**

2. **Recommended ways to strengthen or build mutually beneficial partnerships**

3. **Where relevant, recommended potential new partners or platforms that the UIS can engage with**

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Tactical partners for 'backbone' activities: several opportunities exist to strengthen or build new tactical partnerships globally and regionally

		How do these partnerships bring mutual benefit?	How can the UIS strengthen these partnership engagements?	Possible new partners to explore
Trusted Producer	**(1)** *Global data sources e.g., UNSD, WTO*	• Provide UIS with global data points outside its mandate and from new sources; Benefit from their data being used in other sector's indicators	• Seek partnerships with potential sources of new data, e.g., private sector providers, sources of citizen data	*Partners would vary according to the indicators*
	(3) *Global dissemination partners*	• Allow UIS data to reach a large audience through a channel that helps users engage with and interpret its data; Rely on UIS data for their analyses	• Enter partnerships / MOUs with disseminators to engage on joint projects and increase UIS brand recognition in their publications	Our World in Data, FHI 360
Expert Voice	**(4)** *Global technical collaborators e.g. UNSD, ILO, ITU*	• Provide technical capacity to tackle methodological issues the UIS cannot solve alone; benefit from the UIS' technical expertise to align their data collection with the sector	• Continue building a strong network of partners / potential outsourcers willing to collaborate on technical issues	Research institutes, think tanks and universities from developing countries
Capacity Builder	**(8)** *CB global funders e.g., Global donors agencies*	• Provide the financial resources for the implementation of capacity building support; benefit from the UIS setting the data standards for countries	• Work with regional and country actors to apply for funding for capacity building support	World Bank Trust Fund for Statistical Capacity Building
	(9) *Country/regional CB funders & implementers e.g., UNICEF COs*	• Deliver in-country support and funding that the UIS doesn't have sufficient resources for; benefit from UIS' technical guideance and use UIS data standards to roll out in country	• Develop multi-country / regional partnerships on implementing capacity building support	C4D2 Training Initiative[1], UNICEF and WB COs , Regional statistical training centers[2]

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Tactical partners for value-added activities: as a lower priority, the UIS can strengthen its tactical partners for its value-added activities

		How do these partnerships bring mutual benefit?	How can the UIS strengthen these partnership engagements?	Possible new partners to explore
Expert Voice	④ *Global technical collaborators e.g. UNSD, ILO, ITU*	• Can bring innovative methods and approaches from other disciplines to address methodological challenges; benefit from having a use case in education to test their methods	• Form further technical collaborations to solve priority statistical challenges – this can both solve measurement challenges of concern to both partners and attract the funding to do so	• Global platforms for data issues – e.g., Data for Now, UN Global Pulse Lab NY, Big Data for Sustainable Development, Big Data for Official Statistics
Coalition Builder	⑥ *Global technical collaborators e.g. UNSD, ILO, ITU*	• Bring the financial resources to deliver interventions in education data; Benefit from the UIS's technical leadership to help countries report data	• Focus on showing strong performance in the technical and coordination support to the GCED	• *Should focus on the partners that will be part of the GCED*
Capacity Builder	⑦ *CB design & standards partners e.g.,*	• Bring technical advice and experience to strengthen capacity building design; benefit from the UIS' education-specific expertise	• Explore opportunities for shaping a flagship CB initiative with high-profile CB partners, bringing innovative approaches	• PARIS 21, the WB's Center for Development Data (C4D2)
	⑧ *CB global funders e.g., Global donors agencies*	• Provide the financial resources for the implementation of capacity building support	• Shape a flagship initiative that addresses major concerns of donors around national data availability	• LSMS Trust Fund, World Bank Trust Fund for Statistical Capacity Building, Global Financing Facility for Women, Children & Adolescents

Partnership recommendations: The UIS should focus on strong performance in a few key strategic partnerships; tactical partners can be approached for distinct activities

Recommendations for strategic partnership engagement	Recommendations for tactical partner engagement
Prioritize a few top priority strategic partnerships and focus on ensuring strong outcomes from those partnerships by building on complementary capabilities and shaping relationships to be mutually beneficial. Specifically the UIS should: *For Global strategic partners* • **World Bank and UNICEF:** collaborate to leverage their rich in-country data; explore technical and funding relationships on capacity building globally and nationally • **OECD:** continue joint leadership on learning outcomes and seek to increase the visibility of UIS inputs on key OECD products like PISA and PIAAC • **GPE**: explore a deeper partnership focused on GPE priorities and countries; bring other actors in to collaborate *For Regional and national strategic partners* • **GEMR**: continue to produce joint communications products with GEMR and improve data • **Member States:** create a feedback loop with MS on the use of their data, coordinate UIS communications with MS focal points	For **tactical 'backbone' partners**, the UIS can: • Engage regional implementing and funding partners for **capacity building** • Seek partnerships with organizations that can provide new data sources and with data disseminators to increase the profile of its for its **Trusted Producer** role • Build a strong network for collaborators for distinct pieces of work under its **Expert Voice** role. **Tactical partners for its value-added work** are a lower priority, however, the UIS can: • Explore the potential to launch a flagship initiative with high-profile **capacity building** partners for design, funding and implementation • Collaborate on developing solutions to pressing methodological challenges under its **Expert Voice** roles

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# Funding model recommendations

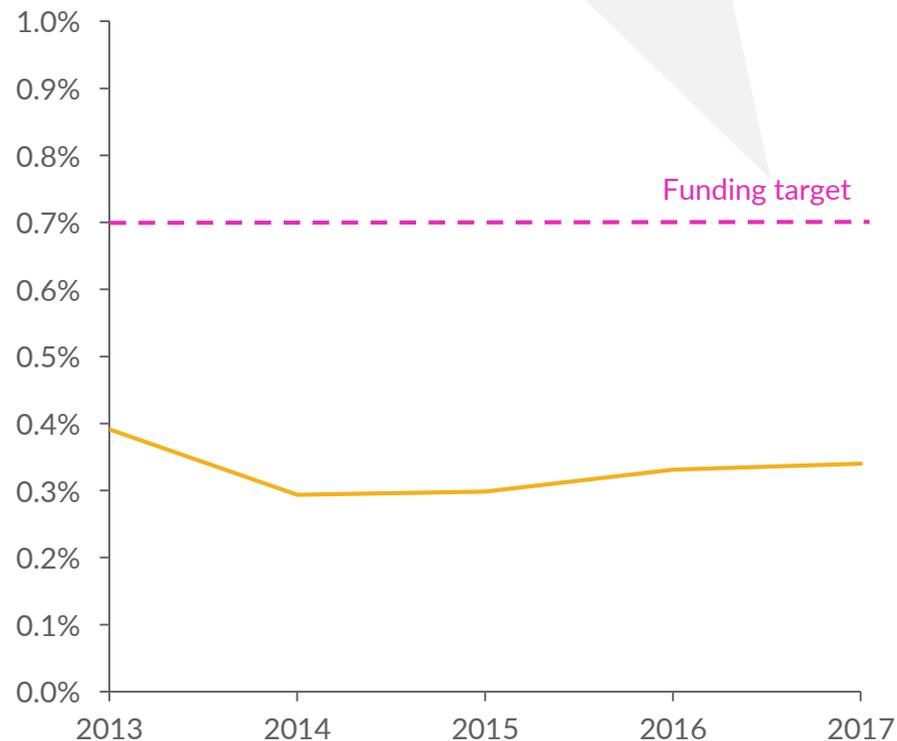# Funding trends: Global funding to statistics has not increased sufficiently to cover the demands of the SDG agenda

Funding to statistics has increased since the inception of the SDG Agenda. Funding to social statistics specifically has nearly doubled.

However, the increase in funding has not been sufficient to account for the increased workload. Implementing the Cape Town Global Action Plan for Sustainable Development Data requires 0.7% of ODA to be allocated to statistics, but only ~0.33%[1] is provided.
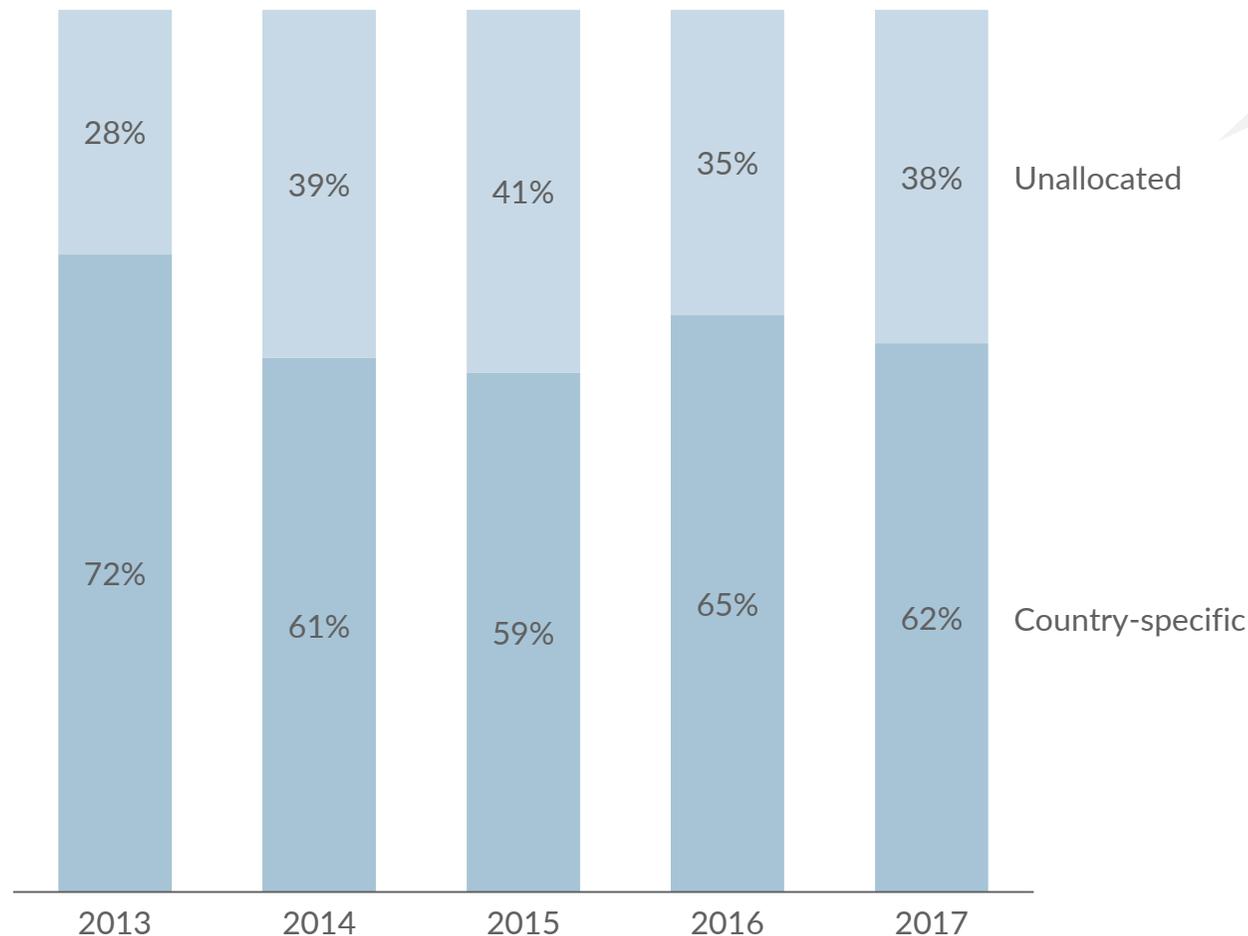
ODA to statistics *millions USD*

- **Global spend on statistics ($mn)**
- **Spend on social and demographic statistics ($mn)**
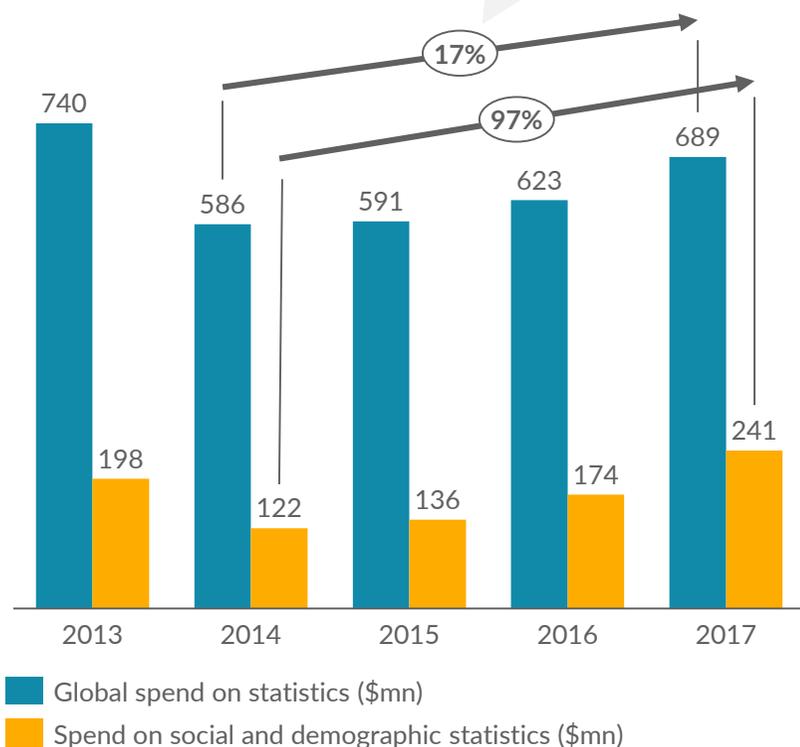
Percentage of ODA allocated to statistics %

Source: PRESS 2019, PARIS 21
[1]Average of values between 2013 and 2017

Funding trends: Most ODA to statistics goes to country-specific or regional projects, with fewer funds for work with a global mandate

ODA to statistics allocated to country-specific projects %

Chart showing stacked bars for 2013–2017:

Year	Unallocated	Country-specific
2013	28%	72%
2014	39%	61%
2015	41%	59%
2016	35%	65%
2017	38%	62%

Unallocated ODA is often designated to regional projects.
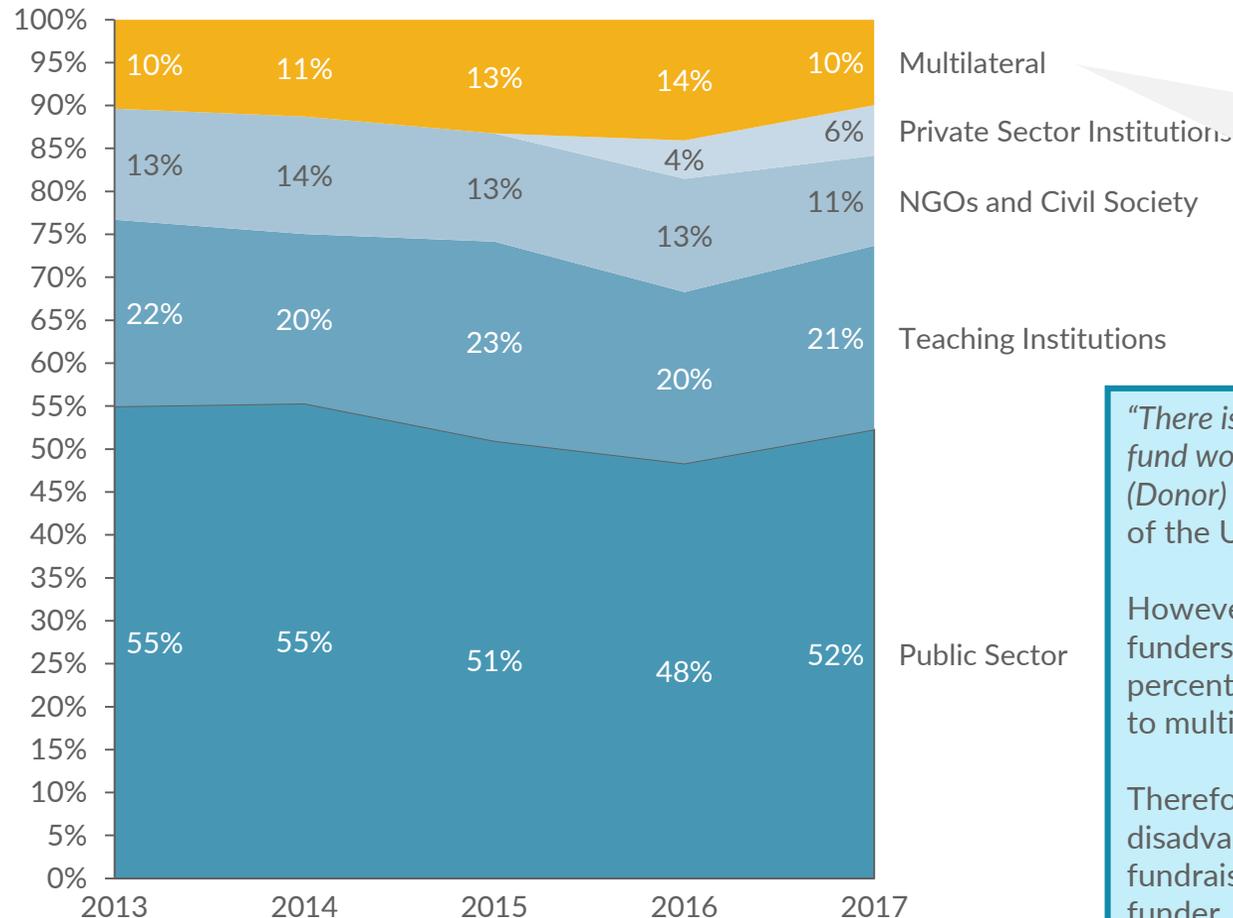
"Unallocated commitments usually support regional programs, such as the World Bank's regional surveys."

PRESS Report 2019

There are high levels of country-specific funding. This creates a challenging environment for UIS to fund a global public good work

Funding to education: the share of donor education funding to multilaterals decreased in 2017 relative to other organizations

Breakdown of ODA to education[1] by funding channel (%)

Year	Public Sector	Teaching Institutions	NGOs and Civil Society	Private Sector Institutions	Multilateral
2013	55%	22%	13%		10%
2014	55%	20%	14%		11%
2015	51%	23%	13%		13%
2016	48%	20%	13%	4%	14%
2017	52%	21%	11%	6%	10%

Reduced proportion of education funding to multilateral organizations. In 2017, funding channeled through multilateral institutions **decreased for the first time since the beginning of the SDG era.**

"There is a reduced propensity among funders to fund work through education multilaterals" (Donor) which may have contributed to some of the UIS' fundraising difficulties.

However, this picture is varied and certain funders (e.g. DFID) have increased the percentage of overall education spend going to multilaterals.

Therefore this trend will not necessarily disadvantage the UIS if it can craft compelling fundraising approaches tailored to each funder.
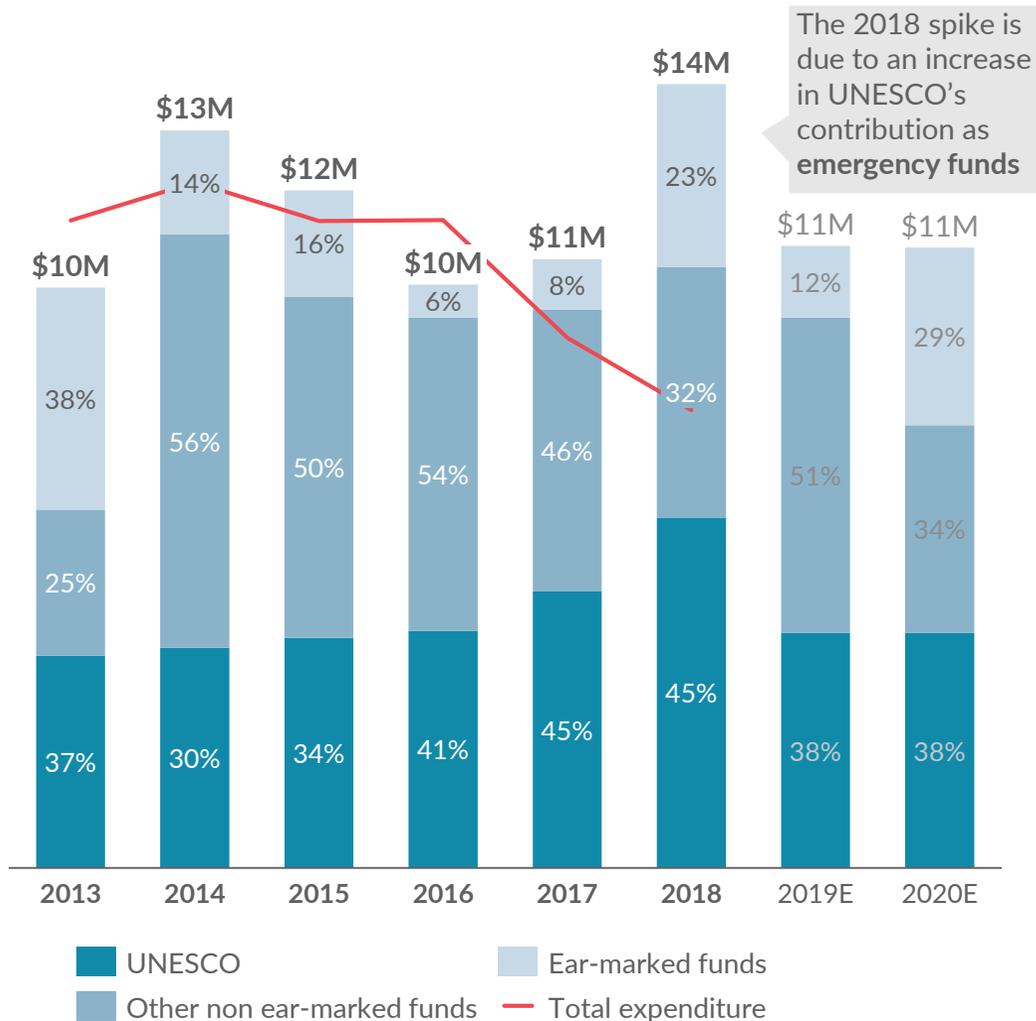
[1] The OECD ODA database does not disaggregate spending to education statistics specifically
[2] Data were not available for funding channeled through Private Sector prior to 2016
Source: OECD CRS Database

Dalberg

Funding model: The UIS receives ~40% of its funding from UNESCO, and has, at times, struggled to raise sufficient funds to cover its costs

% Breakdown of the UIS' funding by donor type 2013-2020, $M

The 2018 spike is due to an increase in UNESCO's contribution as **emergency funds**

Chart data (bottom to top: UNESCO / Other non ear-marked funds / Ear-marked funds):

- **2013** ($10M): 37% / 25% / 38%
- **2014** ($13M): 30% / 56% / 14%
- **2015** ($12M): 34% / 50% / 16%
- **2016** ($10M): 41% / 54% / 6%
- **2017** ($11M): 45% / 46% / 8%
- **2018** ($14M): 45% / — / 23%; (Total expenditure line 32%)
- **2019E** ($11M): 38% / 51% / 12%
- **2020E** ($11M): 38% / 34% / 29%

Legend:
- UNESCO
- Other non ear-marked funds
- Ear-marked funds
- Total expenditure

The UIS receives ~40% of its total funding from UNESCO and relies on external funders for the remainder for its budget...

- UNESCO is the largest single funder to the UIS, granting a budgetary allocation of around $4M yearly

- The UIS receives further **non-earmarked funding allocations from voluntary contributions by UNESCO member countries**, including Canada (host country), Sweden, Norway and the UK, all of whom view the organization's mandate as a valuable public good

- The UIS also receives a **variable share of ear-marked funds** for specific geographical or thematic projects, typically from foundations and multilateral organizations

..However, in the last 6 years, these funds have not always been sufficient to cover UIS' expenses:
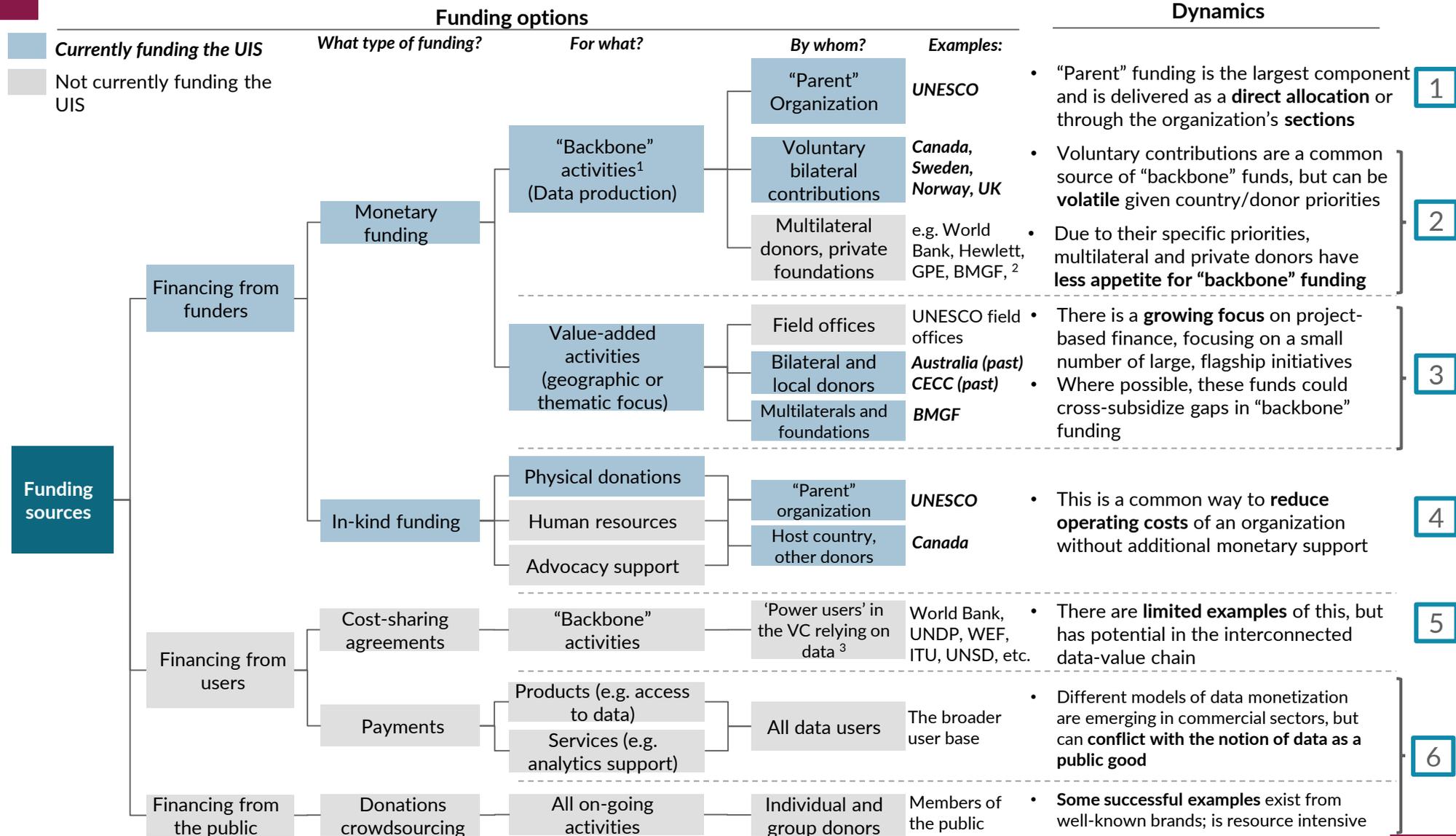
- The UIS' total expenditure consists of spending on "backbone" program operations, the governing board, the directorate, and support services

- In 2013 and 2016, the UIS was forced to **utilize reserves** to cover its spending, triggering an emergency fund increase in 2018

Funding model: While no organizations are directly similar to the UIS, different peer groups offer potential insights on funding strategies

UN Statistical Organizations

Examples

FAO STAT
WHO
UNICEF data and analytics
UNSD

Mandate

- Producing[1] **data as a public good**
- Acting as the main responsible party for certain development indicators (e.g. custodian of the SDG indicators)

Structure

Decentralized data unit:
- Several organizations devolve data responsibilities amongst their various sections, which are responsible for financing, collecting, and processing data, under a central Chief Statistician

Integrated in the main organization:
- No own governance structure

Reasons for benchmarking

…To unpack the positioning and funding strategies of organizations seeking to achieve similar aims

UNESCO Category 1 Institutions

- Advancing a particular area within **UNESCO's mandate** (educational policy, planning, vocation training, etc.)

Centralized operations:
- Specialized units holding all responsibility for their area (e.g. data)

Independent in the main organization:
- Functionally autonomous from UNESCO, including independent fundraising and governance structures

…To compare organizations with a similarly structured funding and governance relationship with their "parent" organization, UNESCO

Innovative Data Organizations

- Developing **innovative approaches** to data collection, aggregation, analysis, and visualization, within commercial and non-commercial models

Unique structure based on organization type:
- Often smaller-scale, start-up-like organizational structure, but can also be part of a large network or group

No "parent" or host organization:
- Often working closely in partnership with other organizations or donors

…To take inspiration from their innovative models and approaches, despite clearly different structures and constraints

Funding model: The UIS currently draws on only a subset of the possible funding sources available to international statistical organizations

Funding options

Dynamics

Currently funding the UIS

Not currently funding the UIS

What type of funding? | **For what?** | **By whom?** | **Examples:**

Funding sources

Financing from funders

- **Monetary funding**
  - **"Backbone" activities[1] (Data production)**
    - **"Parent" Organization** — UNESCO
    - Voluntary bilateral contributions — *Canada, Sweden, Norway, UK*
    - Multilateral donors, private foundations — e.g. World Bank, Hewlett, GPE, BMGF, [2]
  - **Value-added activities (geographic or thematic focus)**
    - Field offices — UNESCO field offices
    - Bilateral and local donors — *Australia (past) CECC (past)*
    - Multilaterals and foundations — *BMGF*
- **In-kind funding**
  - Physical donations
  - Human resources
  - Advocacy support
    - **"Parent" organization** — UNESCO
    - Host country, other donors — *Canada*

Financing from users

- Cost-sharing agreements
  - "Backbone" activities — 'Power users' in the VC relying on data [3] — World Bank, UNDP, WEF, ITU, UNSD, etc.
- Payments
  - Products (e.g. access to data)
  - Services (e.g. analytics support)
    - All data users — The broader user base

Financing from the public

- Donations crowdsourcing
  - All on-going activities — Individual and group donors — Members of the public

Dynamics:

1. • "Parent" funding is the largest component and is delivered as a **direct allocation** or through the organization's **sections**

2. • Voluntary contributions are a common source of "backbone" funds, but can be **volatile** given country/donor priorities
   • Due to their specific priorities, multilateral and private donors have **less appetite for "backbone" funding**

3. • There is a **growing focus** on project-based finance, focusing on a small number of large, flagship initiatives
   • Where possible, these funds could cross-subsidize gaps in "backbone" funding

4. • This is a common way to **reduce operating costs** of an organization without additional monetary support

5. • There are **limited examples** of this, but has potential in the interconnected data-value chain

6. • Different models of data monetization are emerging in commercial sectors, but can **conflict with the notion of data as a public good**
   • **Some successful examples** exist from well-known brands; is resource intensive

1 Note: The UIS is currently evaluating its definitions of "backbone" work, which might result in different funding requirements
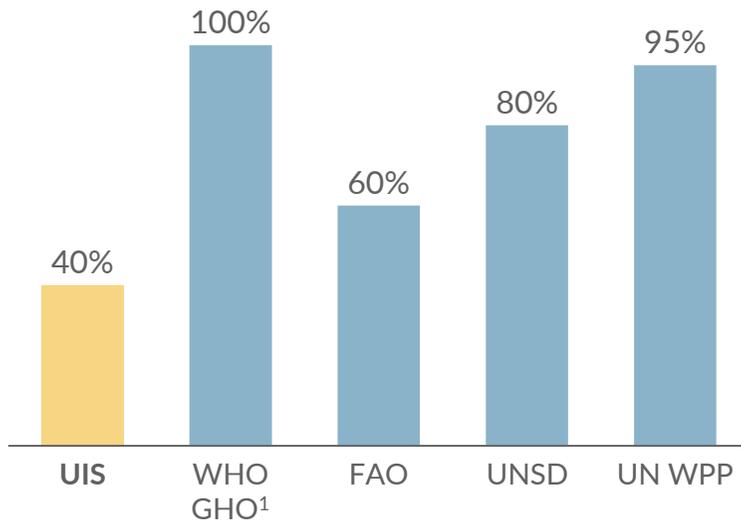2 Note: The World Bank and the Hewlett Foundation were past donors to the UIS, but have since stopped funding
3 Power Users are defined as a higher consumption frequency, with an international scope of action who prefer direct access to bulk data, Source: Global Education Data Portal, Needs Analysis and Design Recommendations

Funding model: "Parent" organizations cover most costs for other statistical bodies; UNESCO funding to other institutes is declining
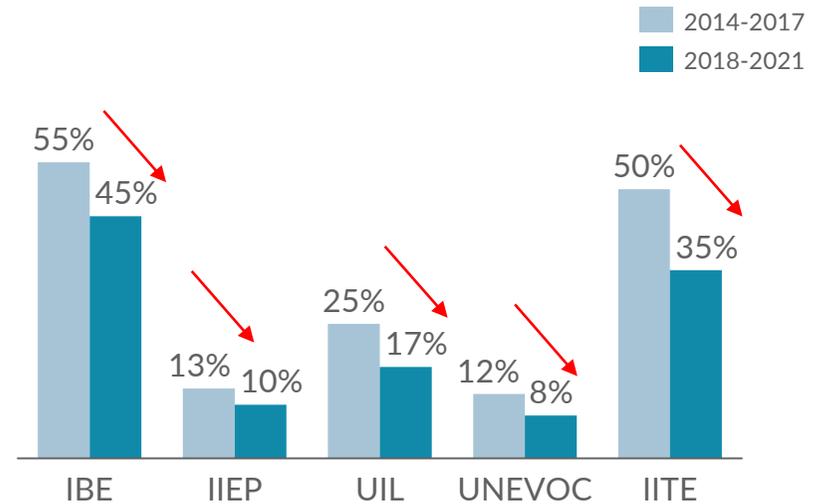
Most UN statistical bodies receive >65% of funding directly from their "parent" organization...

Funding covered by "parent" organization to statistical bodies

- Some organizations are funded directly from a central budget, others proportionally by different sections (FAO, WHO)
- Overall, there is a sense amongst stakeholders that **the majority of funding responsibility lies with the "parent"**:
  - *"The UIS is underfunded because UNESCO doesn't prioritize it, while other donors limit their funding because they think UNESCO should fund it." (Donor)*
  - *"UNESCO must take a more active role in securing the funds for the UIS and advocating for the UIS." (Donor)*

... Yet due to its resource constraints, UNESCO has been scaling back its "parent" funding to all its Category 1 Institutes[2]:

Share of UNESCO's allocation in Category 1 Institute budgets

- UNESCO provides different levels of funding to each of its Category 1 Institutes, but across the board **the proportion, and absolute amount, of UNESCO funding decreased** between the 2014-2017 to 2018-2021 Mid-Term Plans.
- The UIS sees comparatively high levels of funding from UNESCO compared to its fellow Category 1 institutes (~40%), but still struggles to cover its operating expenses through this allocation

Funding model: Voluntary contributions are a significant source of non-earmarked funds, but can be unstable if only from a small donor pool

Voluntary contributions for "backbone" activities have varied significantly since 2013, between 25% and 56% of the UIS' budget, and have overall declined since 2014:

Non-earmarked voluntary contributions received by the UIS ($, M)

Legend:
- Arab Bureau of Education
- Australia
- Canada
- DFID
- Finland
- France
- Norway
- SIDA

Values by year: 2013: 2.53; 2014: 7.15; 2015: 5.90; 2016: 5.42; 2017: 4.88; 2018: 4.34
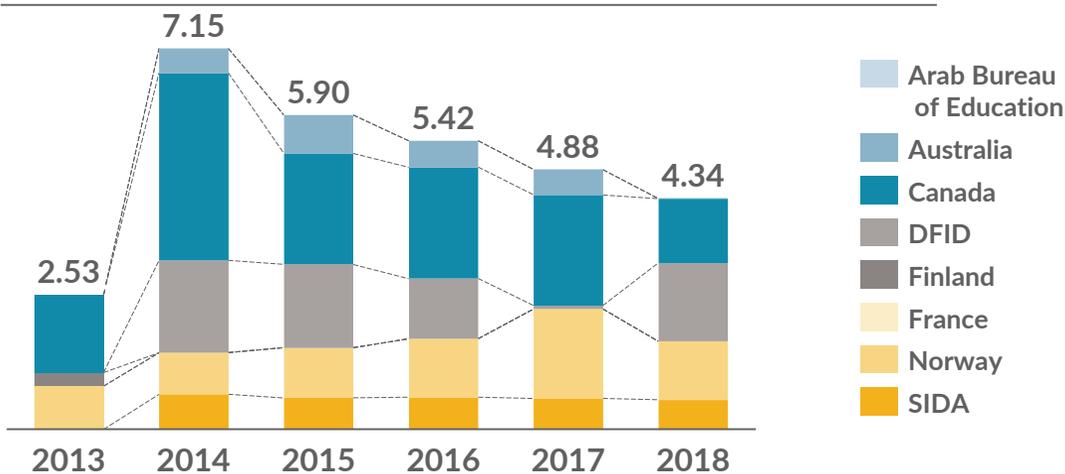
- Voluntary contributions can result in unstable funding, as donors' priorities and funding cycles differ over time, leading to fluctuating contributions (e.g. domestic priorities in Australia led it to remove its "backbone" funding)
- Over the last 6 years, the UIS has had 8 different bilateral donors contribute non-earmarked funds, but **only 4 of these continue** to fund past 2018
- There is a concern amongst stakeholders around the instability of this funding – "*the UIS' core mandate should be funded by predictable and consistent funding streams*" (Donor)

Other Category 1 and statistical organizations, who rely on external non-earmarked funding, have a more diversified donor base:

Number of funders providing non-earmarked funds (2016)

Values: UIS: 4; IBE: 3; IIEP: 7; UIL: 6; OECD PISA: 10; IMF Statistics: 10; GODAN: 9; World Bank: 16
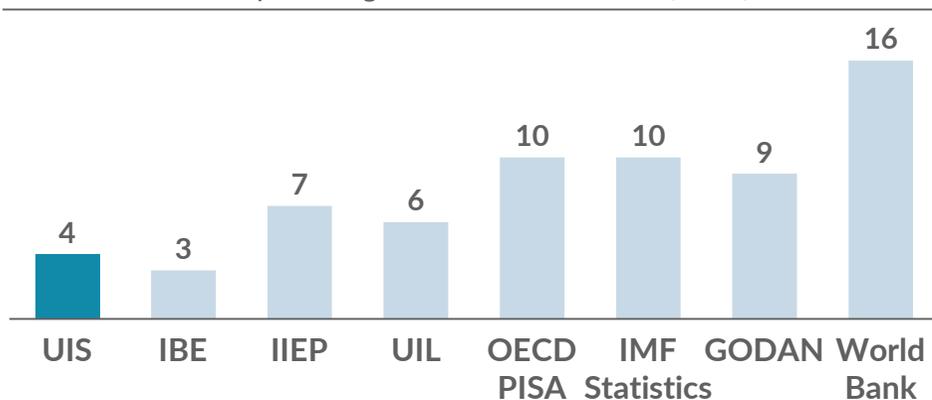
- Having a larger range of non-earmarked donors can increase the stability of external funding streams, particularly important to cover "backbone" activities
- Beyond the number of donors, diversifying their type (e.g. bilateral, multilateral, foundation, etc.) also has the effect of increasing stability, due to different funding cycles and objectives

Funding model: Prioritizing a few compelling "value-add" activities can help attract larger amounts of earmarked funds from donors

There is a growing trend towards funding for **larger flagship donor initiatives**. However, the UIS recognizes that it has been less ambitious, as its *"average project size is relatively small which has also led funding partners to perceive the UIS as fit for small initiatives only"*[1]. The UIS is a smaller organization overall than some of its peers, and hence might need to think about developing flagship activities in partnership

UIS should **prioritize 1-2 project areas,** based on alignment with its strategic positioning, and develop compelling flagship programs on these

Possible priority area		UIS funding (6 yr. total)	Examples of larger-scale funding	Key donors	
Geographic Focus	**National or regional data collection or analysis**	• **France: $0.5M** for data collection in SSA • **Australia: $0.5M** to improve education data in the Pacific	**USAID Demographic Health Surveys: $10M** of financing per survey from USAID, Country Missions and bilateral donors for surveys **UNICEF MICS in-country data projects: $31M** of financing raised for MICS' 4th survey round (60 surveys)	• Country offices • Bilateral donors and local donors (national governments)	The UIS currently engages in targeted geographical projects when offered **local funding** to do so, rather than as part of a **larger strategic framework**. This can lead to small, **fragmented** efforts.
	National or regional capacity building[2]	• **IDB: $0.04M** for capacity building in the Gambia • **CECC: $0.15M** to develop data capacity in Central America in	**FAO / WB / IFAD 50x2030:** has raised **$200M** to conduct surveys of farming households in 50 LMICs by 2030, financed by local donors and partly by World Bank loans. **World Bank ECASTAT:** raised a **$15M** trust-fund for regional capacity building	• Country offices • Bilateral and multilateral donors • Development banks	
Thematic focus	**Methodology and standards development**	• **BMGF, Hewlett Foundation, Lego Foundation: $5M** to identifying SDG indicators 4.1.1	**OECD PISA: $5.5M** in voluntary contributions for the methodological approach to measure educational learning	• Bilateral and multilateral donors • Foundations • Development banks	These types of thematic projects are particularly attractive to multilateral donors and foundations as they further the data agenda for the sector as a whole, developing **technical leadership and new tools.** The UIS already has several donors to build on.
	Innovations in data use and disseminations	• **UNICEF: $0.04M** for data innovations to improve teacher training	**UNICEF Innovation Fund:** Raised **$6M** as part of their Innovation Fund to finance innovative data approaches and technologies	• Bilateral and multilateral donors • Foundations • Development banks	

[1] UIS Guidelines for a resource mobilization strategy, 2019
[2] Some capacity building projects do not have a geographic focus, and include the development of global capacity building materials

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Funding model: The UIS is receiving some in-kind donations from funders, but requires stronger advocacy support from all its funders

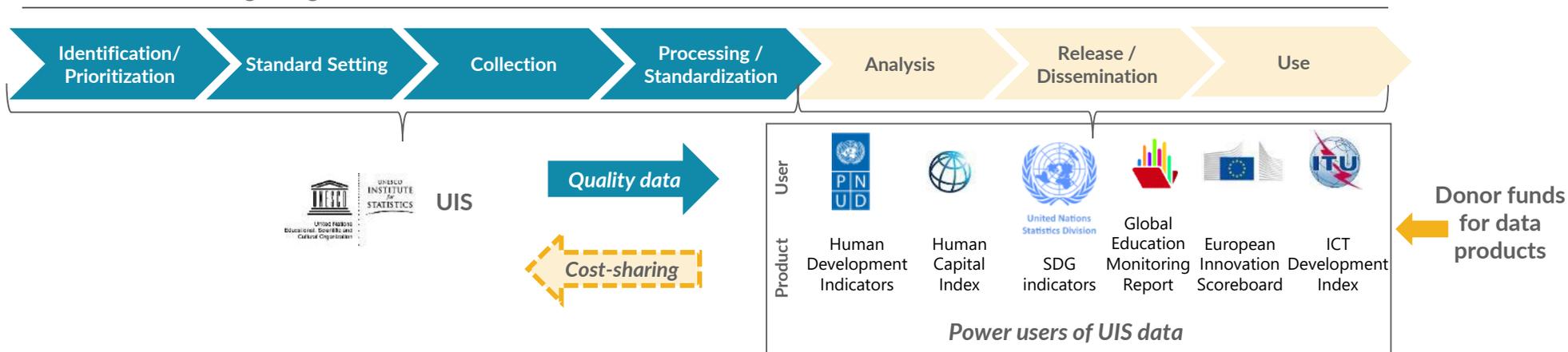| In kind-financing	Description and value	Examples	UIS status and benefit level
Physical assets	• Granting assets to an organization that will reduce its running costs, including **rent-free office premises, operational support, IT facilities, maintenance costs, etc.**	• **IBE:** Utilizes office space in the UNESCO building • **IITE:** Was granted an office space by Russian Government • **IIEP:** Receive an allocation from the French government for building upkeep	**Medium:** Utilizes an HEC Montreal university building as office space free of charge, yet has to cover the ongoing maintenance costs
Human resources	• Funding **full-time staff positions** by covering salaries and human resource costs • Providing **temporary experts (internal staff or professional resources)** to serve as technical assistance and build internal capacity around a specific area	• **UNEVOC:** UNESCO funds 3 fulltime staff positions and its HR costs • **UIL:** Receives the on-going support of rotating experts 'on-loan' from GIZ to support its projects • **IITE:** Received expert support from UNAIDS specifically to run their HIV education program	**Medium:** UNESCO funds a senior staff member at the UIS[1], and BMGF funds two staff members to support work measuring learning outcomes
Advocacy support	Supporting the organization and its fundraising efforts by **championing its value to the global community**, endorsing its work through dissemination and convening. This can come from both the "parent" funder and other donors	• **UNICEF, FAO:** UN organizations conduct a significant amount of advocacy on the value of their data bodies as the authoritative statistical repositories for their fields, and convene events around these	**Weak:** Interviewees felt this was a gap, particularly from UNESCO: *"UNESCO must take a more active role in securing funds and advocating for UIS"* (Governing board member) *"No one will fund the UIS core unless UNESCO makes it a priority"* (Education Expert)

Funding model: Whilst many users use UIS data in their products and it could benefit from cost sharing, the model lacks significant traction

Within the data value chain, a large number of actors rely on UIS data for their activities. These actors rely on the ability of the UIS to deliver quality data sets for use in their publications, in order to secure funding from donors for their products (data portals, publications, etc.)...

Potential cost-sharing along the data value chain

| Identification/ Prioritization | Standard Setting | Collection | Processing / Standardization | Analysis | Release / Dissemination | Use |

UIS

Quality data

Cost-sharing

User

Product

Human Development Indicators | Human Capital Index | SDG indicators | Global Education Monitoring Report | European Innovation Scoreboard | ICT Development Index

Power users of UIS data

Donor funds for data products

Developing cost-sharing partnerships across the data value chain ensures that actors early in the value chain can benefit from donor financing, which often targets finished data products:
– Current financing within the data space can disadvantage organizations that carry out essential data production functions (definition of indicators, standard setting, collection and standardization), as they do not receive funding allocated to downstream data users who develop finished products
– VC financing partnerships between upstream and downstream actors could help improve the quality and amount of data developed, by sharing some of the "backbone" costs of data production

Despite the potential, none of the benchmarked organizations shared examples of using this model.

Funding model: Given their positioning and sector, the UIS would face significant challenges charging its users or raising public donations

Funding option	What?	How?	Examples:	Challenges for UIS:
Pay for Data Products	• **Access to data** (or to certain tiers of data) • **Access** to online or printed versions of **insight publications,** or online visualizations • **Access to handbooks or guidelines**	• **Pay-per-download** or per unit purchased • **Subscription** contracts (pay per month/year) • **Freemium** models (basic access is free, but greater features are paid for)	*Products with commercial value:[1]* • **UNIDO:** Charging for access to Industrial Supply/Demand Statistical Databases • **WHO:** Charging for access to aggregated data on clinical trials • **MNOs (e.g. Telefónica):** Selling mobile data through its LUCA platform	✕ **Risk of retaliation** from those that provide the UIS with data ✕ Challenges on **data ownership** ✕ Problematic for the notion of **open data for development** ✕ Mostly only relevant for **data with commercial value** (e.g. industrial or pharmaceutical)
Pay for Data Services	• Data or dashboard **customization** • **Data analysis** • **Training** or technical support workshops • **Policy advice** and consulting services • **On-going support**	• **Retainer contracts or partnerships** for ongoing support • **Customized pricing** models per types of services (per day or per service) • **Freemium** models	*Orgs with value-addition skills:* • **Planet:** Sells on-going monitoring services of socio-economic indices • **Facebook data for good:** (Currently free) delivers maps, insights and support to non-profits	✕ Requires new / different **technical expertise** ✕ Shifts the **focus down the value chain** (e.g. data consumption), not towards the UIS' "backbone" activities where the funding gap is
Crowdfunding	• **One-off donations** from private philanthropies and individuals • **Recurring / subscription donations** from users	• Mass **fundraising campaign** and marketing • **Online crowdsourcing** targeting users • **Fundraising** events and initiatives	*Public-facing, well-known brands:* • **Our World in Data:** Crowdsourcing campaign targeting organizations and individual users • **UNICEF:** large share of revenue comes from public fundraising • **Wikipedia:** Asks for donations from website visitors through targeting messaging	✕ Challenging if brand is **not widely recognized** ✕ **Resource-intensive,** requiring targeted marketing and communications ✕ Can be **constrained by unique funding regulations**

[1] Despite asking many interviewees for examples of UN organizations that are charging for their data or data services, only two examples emerged, both of which have specific commercial business cases

Funding model: To increase their funding, the UIS should target a broader set of funders, tailoring messaging and funding tools to each

Types of funding	Funders	UNESCO	Bilateral donors	Multilateral donors, Foundations	Users	General public
Non-earmarked "backbone" funding		**Priority: HIGH** There is a strong call for UNESCO to fund a larger share of "backbone" work, given more funds covered by similar "parent" organizations. **Feasibility: MEDIUM** Increase could come from HQ allocation or from sectors budgets, but challenging due to resource constraints.	**Priority: HIGH** Increase the number of voluntary contributions from donors who recognize the value of UIS' work as a public good. **Feasibility: MEDIUM** Creating a stable multiyear donor coalition, *"could be feasible"* by *"really homing in on the importance of education data management." (donor)*[1]	**Priority: HIGH** Diversifying the donor pool increases the continuity and stability of "backbone" funds. **Feasibility: MEDIUM** These donors have shown less appetite towards "backbone" funding, but might open to cross-subsidizing through project funding.	**P: MEDIUM** Potential to develop VC partnerships, but risk of pushback. **F: LOW** Limited successful examples of cost-sharing.	**P: LOW** Limited user base in the public and low willingness to pay or donate. **F: LOW** Low brand awareness or ability to sell products.
Earmarked funding for activities in line with defined strategic value proposition		**Priority: LOW** UNESCO funds should focus on improving "backbone" data collection activities. **Feasibility: LOW** UNESCO is resource-constrained and should focus its funding.	**Priority: MEDIUM** Potential risk of reducing bilateral funds for "backbone" work. **Feasibility: HIGH** Bilateral donors might be interested in geographical / thematic projects, but this should be tied to funding "backbone" work.	**Priority: HIGH** Donors can provide large-scale, stable support to strategic value-add activities. **Feasibility: HIGH** UIS should prioritize its "value-add" activities and develop compelling funding proposals for donors.	**P: LOW** Users of "backbone" data should be targeted to fund its production. **F: LOW** Low willingness to pay.	**P: LOW** Limited user base in the public. **F: LOW** Low brand awareness or ability to sell products.
Earmarked funding for non-strategic activities						

Overall the UIS should seek to minimize small funding agreements earmarked for limited, specific projects, unless these clearly lie within broader strategic priorities, or the funds can be used to cross-subsidize activities occurring as part of "backbone" data production.

1 Note: This idea of a multi-year donor coalition was considered by UIS in the past, but faced some pushback from existing country donors. More in-depth analysis of donors' concerns around this is required

Dalberg

Resource Mobilization Plan

To increase the size and sustainability of funding, the UIS can engage new and established donors to fund 'backbone' and 'value-added' work

With the recommended funding model, the UIS requires two key types of voluntary contributions for the proposed strategic positions

This can be increased by either...

Funding type	Strategic Position	Recommended funding sources from interim report[1]
Non-earmarked 'backbone' funding[2]	**Trusted Producer**	• UNESCO
	Expert Voice	• Bilateral/multilateral donor agencies (in the long term, as part of a stable coalition)
	Capacity Builder	
Earmarked funding for value-add activities in line with defined strategic position	**Expert Voice**	• Bilateral/multilateral donor agencies
	Capacity Builder	
	Coalition Builder	• Private foundations and multilateral funds / platforms
Earmarked funding	**Ad-hoc projects**	The UIS should minimize/eliminate ad-hoc projects that are not in line with its core strategy

Bringing in funding from new donors

or....
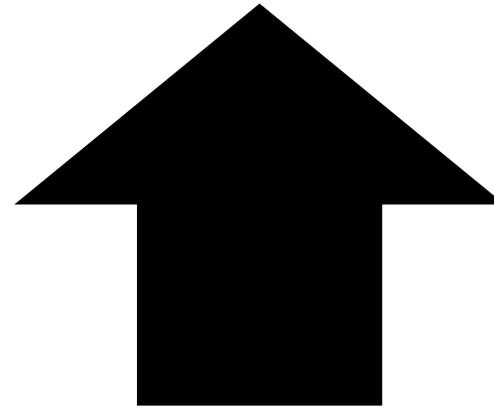
Increasing funding from existing donors

The resource mobilization plan focuses on two methods for increasing funding for the UIS; starting with bringing in new funders

The following section focuses on **bringing in funding from new donors**

Bringing in funding
from new donors

Increasing funding from
existing donors

Dalberg identified a longlist of **new prospective donors** to assess their potential for funding 'backbone' and 'value-added' activities

A longlist of potential new donors was outlined by collating donors with one or more of the following[1,2]:

Are in the top ten largest global education donors	Fund the Global Education Monitoring Report	Fund the Global Partnership for Education	Were identified by Dalberg and education sector experts

① New bilateral / multilateral donor agencies

- Denmark
- European Union
- Finland[3]
- Germany
- Ireland
- Japan
- Netherlands
- South Korea
- Switzerland

② New multilateral funds / platforms and foundations

- Dell Foundation
- Dubai Cares
- Education Cannot Wait
- Global Business Coalition for Education
- Malala Fund
- Open Society Foundation
- Porticus Foundation

The following analysis first identifies priority targets among longlist ①

[1] Some bilateral donors were not analysed due to limited availability of data on their education strategy
[2] Close strategic partners that may also provide funding (e.g. GPE, UNICEF) are analysed in the partnerships section
[3] Finland are treated as a 'new' donor as they have only funded the UIS once since 2013

Bi/multilateral donors were assessed and prioritized based on their alignment with the UIS' strategy and their funding preferences

Potential bi/multilateral donor agencies were assessed using three methods

Strategic alignment assessment
To what extent does the strategy of the donor align with the UIS' four strategic positions?[1]

> **Trusted Producer**
>
> **Expert Voice**
>
> **Coalition Builder**
>
> **Capacity Builder**

Funding channel assessment
To what extent do donors channel funding through organizations similar to the UIS?

Do the donors fund multilateral organizations?

Funding modality assessment
To what extent may donors be willing to provide unrestricted funding to the UIS which could fund its backbone activities?

Do the donors tend to restrict their funding?

This results in two bi/multilateral donor agency shortlists

1. Donors prioritized for backbone funding
- Have a **high strategic alignment with 'backbone' activities**
- Have a **high propensity[2] to fund multilateral organizations**
- Have a **low tendency to restrict funding**

2. Donors prioritized for value-add activities
- Have a **high strategic alignment with 'value-added' activities**
- Have a **high propensity[3] to fund multilateral organizations**

[1]For Expert Voice and Capacity Builder, strategic alignment was assessed for both 'backbone' and 'value-add' activities
[2,3] "Propensity was based either on total contributions or as a % of their education ODA)

Given strategic alignment and funding preferences, the UIS should prioritize engagement with DE, CH, the EU, and DK, followed by Japan

Summarized findings of donor assessment

Bilateral Donor	Strategic alignment					Funds/prioritizes multilaterals	Provides/ prioritizes non-restricted funds
	TP	EV	Co B	Cap B	Total		
Denmark					High	✔	✔
EU					High	✔	✔
Finland					Low	✔	✔
Germany					High	✔	✔
Ireland					Low	✔	✔
Japan		*See next page			Med	✖	✔
Netherlands					Med	✖	✖
South Korea					Med	✔	✖
Switzerland					High	✔	✔

✔ High propensity to fund   ✔ Moderate propensity to fund   ✖ Low propensity to fund

Details of donor assessment are presented on the following pages (136 - 139)

Prioritized donors

giz

DANIDA

Prioritized for both 'backbone' and 'value-add' activities

JICA

Prioritized for earmarked funding due to strategic alignment with EV

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DE, CH, the EU, and DK were prioritized for both 'backbone' and 'value-add' activities; Japan for 'backbone' activities though earmarked

SEE NEXT PAGES FOR DETAILED ANALYSES

	'Backbone' activities	**'Value-add' activities**
Non-restricted funding	**Denmark, the EU, Germany, and Switzerland:** • Show high alignment with 'backbone' activities[1] e.g. increasing the quality and availability of data, improving in-country data collection, and coherence in measuring learning outcomes • Show a strong tendency to provide non-restricted funding	*Unrestricted funding should only be used to fund backbone activities*
Earmarked funding	**Japan:** • Shows high strategic alignment with 'backbone' activities e.g. ensuring coherence in the methodologies for measuring learning outcomes • However, do not show alignment with the UIS' preference for non-restricted funds • Therefore, Japan could still be approached to fund 'backbone' activities, but should be expected to earmark its funding	**Denmark, the EU, Germany, and Switzerland also show alignment with value-add activities where the UIS can accept earmarked funding:** • Denmark – Methodologies for measuring OOSC[2] • EU – Methodologies for new data sources • Germany – Increasing reporting coverage of learning outcomes data • Switzerland – Increasing availability of data on those denied access to basic education

[1] Donor-specific considerations are shown in the following three slides
[2] Out of school children

Germany and the EU show the strongest alignment with the UIS' four strategic positions, particularly Expert Voice and Capacity Builder

1

Alignment with the UIS' four strategic positionings

Donor	Trusted Producer	Expert Voice	Coalition Builder	Capacity Builder
Germany	**Medium/High:** • Acknowledges that the scarcity of reliable data hinders targeted decision making • Funds GEMR and so sees the value of data as a global public good, but is not one of the top five donors	**High:** • Focuses on improving educational quality • Acknowledges that there is a lack of data on learning outcomes to support this	**Medium:** • Founding member of GPE coordinated donor fund, contributing 3.6% to the replenishment • 12th largest contributor, despite being the largest donor in the education sector	**High:** • Supports partners to set up EMIS • Prioritizes "strengthening national systems" as a core element of improving the measurement of learning outcomes
European Union		**Medium/High:** • Supports quality education for better learning outcomes • Only emphasizes work on education in crisis contexts • Works to ensure their own reporting is comparable and consistent • Invests in the use of new technologies and data sources at a national level		**Medium/High:** • Focuses on supporting effective policies in education and supporting education systems • Supports statistical capacity building to improve data collection

Netherlands and Switzerland show a strong alignment with Trusted Producer as they are among the largest contributors to the GEMR

1

Alignment with the UIS' four strategic positionings

Donor	Trusted Producer	Expert Voice	Coalition Builder	Capacity Builder
Netherlands	**Medium/High:** • Second largest contributor to GEMR (15% of funding) • Provides larger contributions than agencies with over ten times their annual education expenditure (e.g. Germany)		**Medium:** • Contributed 4.5% to GPE replenishment and so see the value in the coordination / pooling of funding • In line with other donors of a similar size e.g. Sweden	
Switzerland	**Medium/High:** • Fourth largest contributor to GEMR (12% of funding) • Provides larger contributions than agencies with over ten times their annual education expenditure (e.g. Germany)	**Medium:** • Prioritizes improving quality and results in basic education • Prioritizes catering educational policies to those denied access to basic education (e.g. those in fragile context, or girls) • Does not specify the need for improved data or measurement to address these issues		**Medium:** • Works with country partners to improve the management of education systems • Does not explicitly say that this extends to EMIS

Sources: Donor websites; GEMR Strategy 2019-2022; GPE Donor Profile: The Netherlands [ONLINE]

Dalberg

Denmark shows moderate alignment across all of the UIS' strategic positions whilst Japan shows a strong alignment with Expert Voice

Alignment with the UIS' four strategic positionings

Donor	Trusted Producer	Expert Voice	Coalition Builder	Capacity Builder
Denmark	**Medium:** • Funds GEMR and so see the value of data as a global public good • Is not amongst the top five donors to GEMR, unlike other bilateral donors of a similar size (e.g. Switzerland)	**Medium:** • Focuses on improving educational quality and improving access for the marginalized • Does not specify the necessity for better data in these areas	**Medium/High:** • Contributed 8.5% to the 2018 GPE replenishment and so see the value in the coordination / pooling of funding • This value is high relative to other donors of a similar size, (e.g. Spain gave 0.08%)	**Medium:** • Aims to tackle the "root causes of migration" through educational system strengthening, and other donors have previously funded statistical capacity building for this reason • Does not specify that this is specifically through capacity building
Japan	**Medium** • JICA's own targets are based around methodologies for SDG 4.1. and 4.3 • Does not explicitly state the need for better data to measure these	**High** • Prioritizes providing quality education which leads to learning improvements and addresses OOSC • Focuses on "consistency and coherence" between assessment methods		**Medium:** • Includes "strengthening of educational administrations" as an activity area • Specifies that this is for assessments, but not other data

Finland, South Korea and Ireland show the lowest alignment with the UIS' four strategic positions

Alignment with the UIS' four strategic positionings

Donor	Trusted Producer	Expert Voice	Coalition Builder	Capacity Builder
Finland	**Medium:** • Contributes to GEMR and so see the value in data as a public good • Is not one of the top five donors		**Medium/Low:** • Has funded GPE and so see the value in the coordination / pooling of funding • Contribution is low relative to donors of a similar size, e.g. Denmark	
South Korea		**Medium:** • Includes learning achievements and inclusive education for disadvantaged groups as pillars of their education strategy • Does not specify the need for improved data or measurement		
Ireland	**Medium/Low:** • Focuses on addressing gender inequalities in education but does not acknowledge the importance of data			**Medium/Low:** • Interested in "systems strengthening" at a country level, but not explicitly for data

Sources: Donor websites; GEMR Strategy 2019-2022; GPE Donor Profile: Finland [ONLINE]; KOICA's Mid-term Sectoral Strategy 2016-2020, Korea International Cooperation Agency

Denmark, Finland and the EU show the greatest propensity to fund **multilateral organizations**

1

Total education ODA channelled through multilateral institutions, 2015-2017 average *(USD m)*

EU	173
Denmark	73
Germany	60
South Korea	31
Switzerland	29
Finland	18
Japan	12
Netherlands	11
Ireland	10
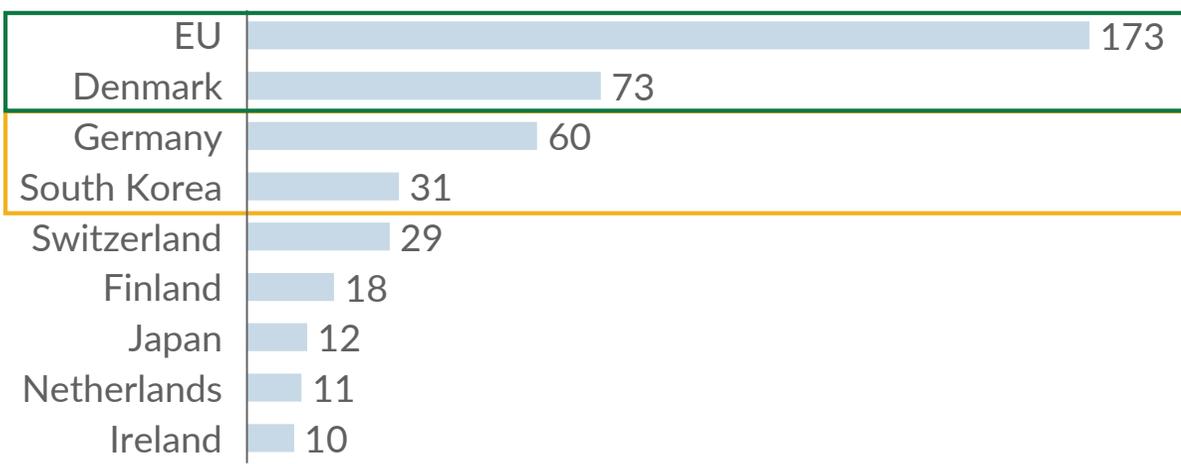
✔ **The EU and Denmark** channel the greatest amount of funding through multilateral institutions

✔ **Germany and South Korea also** channel a significant[1] amount of funding through multilateral institutions

Percentage of education ODA channelled through multilateral institutions, 2015-2017 average *(%)*

Denmark	86%
Finland	40%
Ireland	25%
Switzerland	21%
EU	15%
South Korea	12%
Netherlands	8%
Germany	3%
Japan	2%
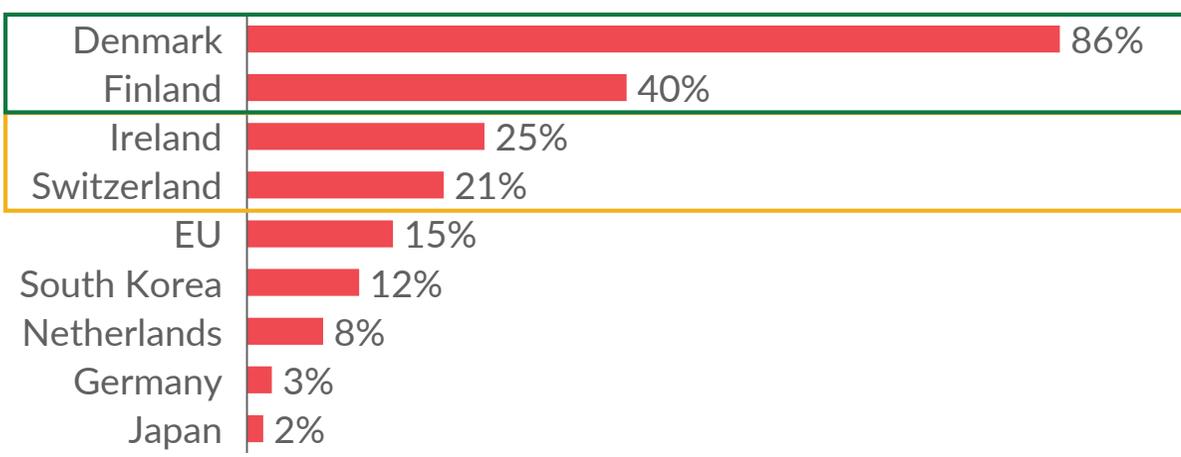
✔ **Denmark and Finland** channel the greatest proportion of their funding through multilateral institutions

✔ **Ireland and Switzerland** also channel a significant[2] proportion of funding through multilateral institutions

[1,2] "significant" is defined as above the median
Funding that is "channelled through multilateral institutions" is proxied by channel code 4000, "multilateral organizations" in the OECD CRS database

Dalberg

Denmark, Germany, and Ireland show the greatest propensity to provide funding that is **not restricted**

Total education ODA that is not restricted, 2015-2017 average *(USD m)[1]*

Germany	158
Denmark	64
EU	53
Japan	36
Switzerland	30
Finland	29
Ireland	25
South Korea	12
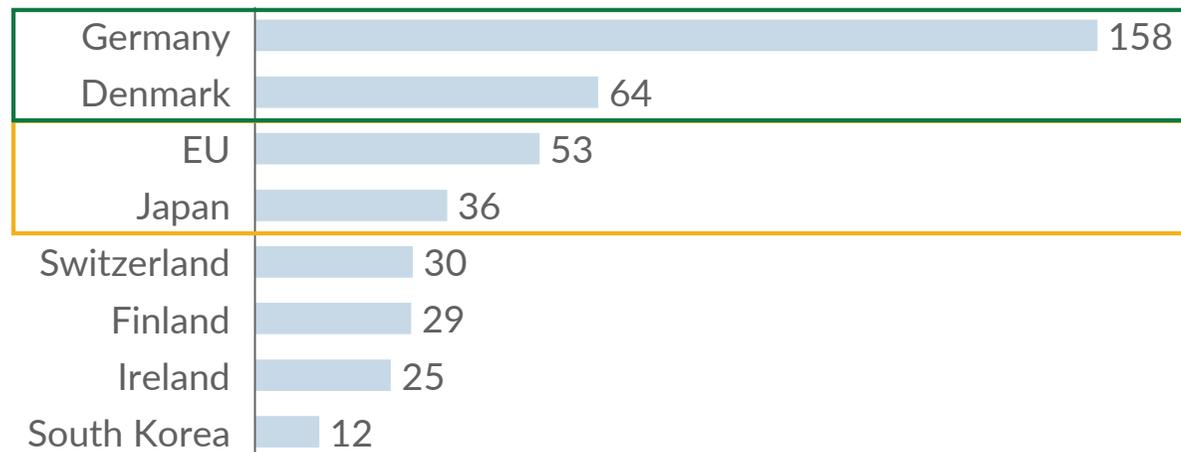
✔ **Germany and Denmark** commit the greatest amount of funding without restrictions

✔ **The EU and Japan** also commit a significant[2] amount of funding without restrictions

Percentage of education ODA that is not restricted, 2015-2017 average *(%)[3]*

Denmark	75%
Ireland	67%
Finland	57%
Switzerland	23%
Germany	7%
Japan	6%
EU	5%
South Korea	4%
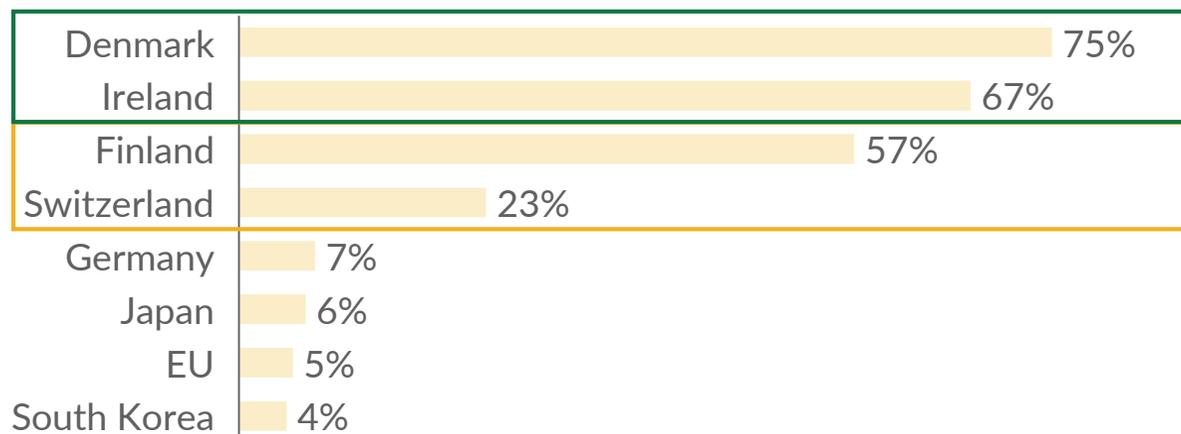
✔ **Denmark and Ireland** commit the greatest proportion of their education ODA without restrictions

✔ **Finland and Switzerland** also commit a significant[4] proportion of their education ODA without restrictions

[1,2]Data for the Netherlands was not published on the OECD CRS database
[2,4] "significant" is defined as above the median
For "not restricted" funding, the proxy is "Core contributions and pooled programs and funds", DAC code "B" in the OECD CRS database

Engagement plan: When approaching these donors, the UIS should tailor its messaging to areas of high strategic alignment (1/3)

Suggested messaging for prioritized donors ☐ 'Backbone' activities ☐ 'Value-add' activities

Germany

giz

Trusted Producer:
- Demonstrate how readily available and reliable UIS data support more targeted decision-making at a global and regional level e.g. in the SDG-E2030 Regional Steering Committee for Latin America and the Caribbean

Expert Voice:
- Stress the UIS' prominence and expertise in measuring learning outcomes to improve educational quality
- Show the necessity that the UIS pioneers this work to ensure Member State involvement and methodological coherence

Capacity Building:
- Demonstrate how partner-driven capacity building has led to improved and comparable information on learning outcomes e.g. GAML, Rosetta Stone Initiative

Denmark

DANIDA
Danish
International
Development
Agency

Trusted Producer:
- Show how the GEMR insights (which Denmark funds) rely on the UIS' ability to produce high quality data

Expert Voice:
- Illustrate that to improve educational quality it is necessary to have methodological coherence in measuring learning outcomes to compare countries and target resources

Expert Voice:
- Leverage the expertise and outcomes of the out-of-school children initiative to show that the UIS and partners provide the most in-depth knowledge of measuring education access for the marginalized

Capacity Building:
- Stress the importance of strengthening data collection for improving education systems, and so addressing a root cause of migration
- Cite examples where improved data collection has led to policy reform and improved education outcomes

Engagement plan: When approaching these donors, the UIS should tailor its messaging to areas of high strategic alignment (2/3)

Suggested messaging for prioritized donors ☐ 'Backbone' activities ☐ 'Value-add' activities

Switzerland

Trusted Producer:
- Show how the analysis and insights of the GEMR (which Switzerland fund) rely on the UIS' ability to produce high-quality, globally-comparable data

Expert Voice:
- Highlight the methodological work still needed to strengthen monitoring of basic education, and the importance of the UIS' involvement in coordinating this process to ensure global comparability

Expert Voice:
- Show that to develop targeted policies for marginalized groups, and highlight or advocate for policy reform, data on marginalized groups need to be available and countries need robust data collection methodologies

EU

Expert Voice:
- Stress that, to improve data collection in crisis contexts, methodologies need to be adjusted to be more flexible and reduce the reporting burden for countries with low statistical capacity, which the UIS is well placed to do
- Demonstrate the importance of the UIS' statistical expertise and convening power in ensuring methodologies for reporting are internationally comparable

Capacity Builder:
- Highlight the UIS' ability to "bring MoE's to the table" for capacity building partnerships. This will strengthen links between line ministries and NSO's and build National Statistical Systems

Expert Voice:
- Stress the necessity of member-state buy-in for developing inclusive methodologies for new data sources, and that the UIS is the primary organization with strong and established links to Member States

Engagement plan: When approaching these donors, the UIS should tailor its messaging to areas of high strategic alignment (3/3)

Suggested messaging for prioritized donors   ☐ 'Backbone' activities   ☐ 'Value-add' activities

Japan

Expert Voice:
- Demonstrate the importance of the UIS' statistical expertise and convening power in ensuring learning assessment methods are consistent and comparable, particularly by highlighting the successes achieved by GAML
- Use the outcomes of the out-of-school children initiative to show that the UIS is the global actor that provides the most in-depth knowledge of measuring access to education for the marginalized. Therefore, the UIS can lead coordination activities to align methodologies in this area, allowing development actors to better target resources towards marginalized groups

Although Japan aligns strategically with 'backbone' activities, they should be expected to earmark their funding due to a low tendency to fund multilateral organizations and provide non-restricted funding

Dalberg

Dalberg identified a longlist of **new potential donors** to assess their potential for funding 'backbone' and 'value-add' activities

A longlist of potential new donors was outlined by collating donors who[1,2]:
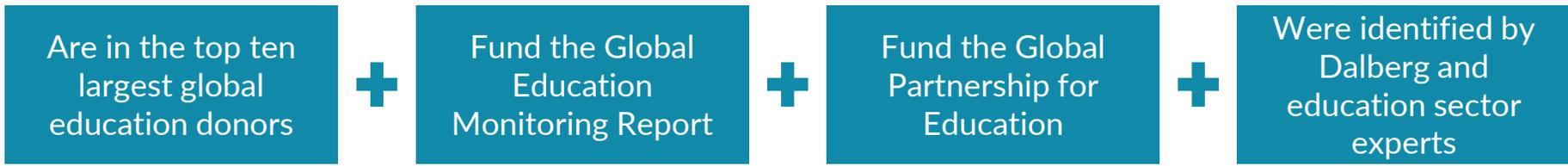
| Are in the top ten largest global education donors | + | Fund the Global Education Monitoring Report | + | Fund the Global Partnership for Education | + | Were identified by Dalberg and education sector experts |

① New bilateral / multilateral donor agencies

- Denmark
- European Union
- Finland[3]
- Germany
- Ireland
- Japan
- Netherlands
- South Korea
- Switzerland

② New multilateral funds / platforms and foundations

- Dell Foundation
- Dubai Cares
- Education Cannot Wait
- Global Business Coalition for Education
- Malala Fund
- Open Society Foundation
- Porticus Foundation

The following analysis first identifies priority targets among longlist ②

[1] Some bilateral donors were not analysed due to limited availability of data on their education strategy
[2] Close strategic partners that may also provide funding (e.g. GPE, UNICEF) are analysed in the partnerships section
[3] Finland are treated as a 'new' donor as they have only funded the UIS once since 2013

Dalberg

Multilateral funds and foundations: Dubai Cares
and GBCE stand out as multilateral donors and foundations which
show a high strategic alignment with the UIS

Alignment with the UIS' four strategic positionings

Donor	Trusted Producer	Expert Voice	Coalition Builder	Capacity Builder
Dubai Cares		**High/Medium** • Previously supported and hosted the Learning Metrics Task Force (LMTF)	**High/Medium** • Funds both GPE and ECW and "invests heavily" in innovative partnerships	**Medium** • National-level capacity development "central" to its model • Funded CapED projects in Iraq and Columbia • Prioritizes conflict-afflicted and fragile states • Does not specifically focus on data
Global Business Coalition for Education (GBCE)			High • Seeks engagement with actors in the education sector to improve coordination with the business community • Previously supported the global initiatives ECW, GPE and the Education Commission	

Due to high strategic alignment, Dubai Cares and GBCE are prioritized for engagement by the UIS

Multilateral funds and foundations: Dell and Porticus Foundation show only limited alignment with Expert Voice and Capacity Builder

Alignment with the UIS' four strategic positionings

Donor	Trusted Producer	Expert Voice	Coalition Builder	Capacity Builder
Dell Foundation		**Medium:** • Emphasises tracking learning outcomes using "rigorous standards" to create actionable analysis • Geographic focus on India and South Africa		**Medium:** • Focuses resources on improving the availability and timeliness of data in the education systems to improve learning outcomes • Singular geographic focus on South Africa
Porticus Foundation		**Medium/Low** • Seeks to advance the methods used to measure learning and development • However, this focuses on methods that account for social and emotional progress and wellbeing		**Medium** • Specifically supported GPE's work to build the capacity of education systems to measure learning outcomes • However its approach is rooted in "Whole Child Development" principles, measuring social and emotional progress and wellbeing in education, which are areas that are not amongst UIS' top priorities for statistical capacity building

Dalberg

Multilateral funds and foundations: Education Cannot Wait, the Malala Fund, and Open Society Foundation show only some limited alignment with Trusted Producer

Alignment with the UIS' four strategic positionings[1]

Donor	Trusted Producer	Expert Voice	Capacity Builder
Education Cannot Wait	**Medium:** • Aims to improve "accountability, data and quality" as a core function • This aim is specifically for education in crisis-affected countries		**Medium/Low:** • Invests in improving the collection and analysis of data • This is not necessarily aimed at NSS' or administrative data/household surveys • Investment is also focussed in crisis affected countries
Malala Fund	**Medium/Low:** • Contributes to the GEMR but are not one of the top five donors • No other emphasis on data within their activities	**Medium/Low:** • Produce advocacy reports which use UIS data on learning and out of school children • This is not a core activity and a variety of other data sources are used	
Open Society Foundation	**Medium** • Values open and publicly available data • Requires accurate in-country data for project scoping and research, and to make funding decisions • Do not prioritize country-by-country comparability	**Medium** • Is interested in improving data on learning outcomes • However, this is one of a number of other priorities, including data on education financing, which may not align with the UIS' strategy	**Medium/Low** • Provides some support to organizations providing technical assistance to EMIS • However, this focuses on marginalized groups and particularly learners with disabilities

[1] None of the donors featured showed alignment with Coalition Builder
Sources: Donor websites; Stakeholder interviews; Education Cannot Wait Strategic Plan 2018-2021

The Global Business Coalition for Education represents a strong opportunity for funding coalition building activities

Global Business Coalition for Education

Global Business Coalition For Education

Description
- A network of influential business actors dedicated to improving coordination between the business community and the education sector to address the education crisis
- Founded a Global Funds Group which from early 2020 will work with the major education funds to foster strategic collaboration at both global and country levels, and bridge the divide between the business and education sectors
- Supports high-level relationships and coordination between global education funds and the business community

Examples of past funding activity
- **Education Cannot Wait –** Committed to mobilizing USD $100m to support the fund at its inception in 2016; also sits on the high-level steering group and provides in-kind support through technical support and developing strategies for engaging the business community
- **The Education Commission** – Funded work to support the development of the International Finance Facility for Education, including pro-bono support from member organizations

Engagement plan

Coalition builder:
- **Pitch activities that are attractive for businesses to fund.** The GBCE mobilises funding through its membership, which includes Intel and Microsoft, and so the UIS should identify projects which align with their expertise, strategies, or CSR goals
- **Propose projects that would be accelerated by pro-bono advice from businesses.** Examples of this could involve consultation on the use of new technologies and data sources, developing strategies for engaging the business community, or advice on utilizing innovative financing options
- **Highlight issues that require wider business dialogue.** The Global Funds Group was created to facilitate strategic dialogue with new actors across the education sector and within the business community. The UIS should target their approach to the Group by identifying specific issues which require broader perspectives and by offering the group opportunities to add new voices to established collaboration mechanisms

Dubai Cares is an influential actor in the global education space who could provide access to untapped resources for learning outcome measurement and capacity building in fragile states

Dubai Cares

Description
- A UAE-based philanthropic organization that prioritizes shaping the global education agenda and investing in innovative partnership models and cooperation
- Have influence over the UAE Government's funding for global education initiatives as the Minister of State for International Cooperation, Reem Al Hashimy, is the Chair of the Board of Dubai Cares
- Previously supported UIS through the Learning Metrics Task Force by hosting the 2nd second task force meeting in Dubai

Examples of past funding activity
- **Education Cannot Wait** – A founding partner of ECW; have provided a total of USD 6.8 m over the past four years
- **Global Partnership for Education** – Dubai Cares were the first foundation to make a commitment to GPE in 2014 and committed USD 1 m to GPE's Innovation and Knowledge Exchange Initiative in the 2018 replenishment
- **UNESCO Cap ED** - Donated USD 640,000 to capacity building programmes for education systems in Iraq and Colombia in November 2019

Engagement plan

Expert Voice:
- **Build on previous contributions to learning outcome measurement.** The most successful partnerships build on established successes. Dubai Cares previously supported UIS through the LMTF[1] and have maintained interest in improving the measurement of learning outcomes, as demonstrated by their contribution to GPE's Assessment for Learning Program

Capacity Builder:
- **Identify countries with low statistical capacity that align with Dubai Cares geographic area of interest and suggest mutually-beneficial capacity building projects.** Dubai Cares has a geographical focus on the Middle East, other conflict/post-conflict states, and increasingly other developing countries (currently supporting 59 countries). The UIS should identify countries of interest to Dubai Cares with low statistical capacity, where capacity building would help address the most pressing data gaps

[1]Learning Metrics Task Force
Sources: Donor Websites; "Dubai Cares announces new education commitment at UNESCO's 40th general conference in Paris" [ONLINE]; Final Pledge Report - Second Replenishment Pledging Conference, GPE
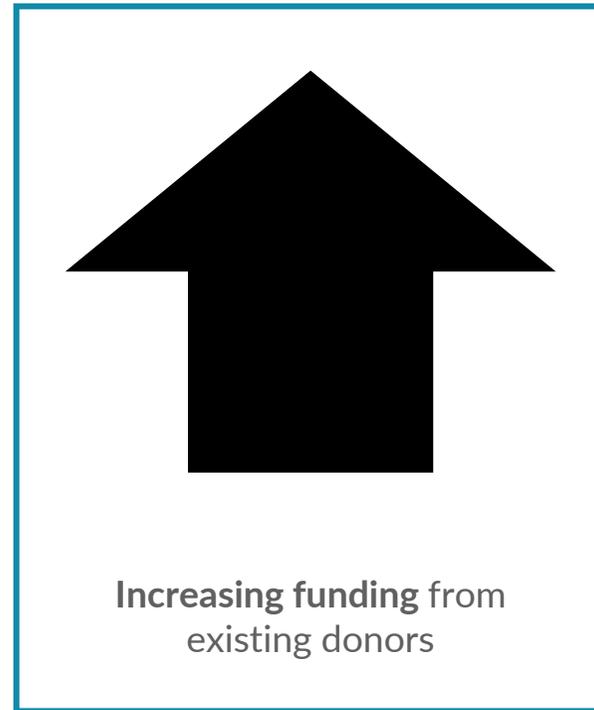
The resource mobilization plan focuses on two methods for increasing funding for the UIS

The following section focuses on **increasing funding from existing donors**

Bringing in funding
from new donors

Increasing funding from
existing donors

The UIS should approach established donors with messaging tailored to their philosophy and funding preferences

	DFID Department for International Development	**Sida**	**Norad**
Current funding relationship with the UIS	• The UIS' largest bilateral donor, contributing USD 1.5 m, 11% of total funding, in 2018 • Funds the UIS with 'light earmarking' through the BESTA programme which has funding allocated up to 2024	• Made consistent commitments of USD 0.5 -0.7 m between 2014 and 2018 • Funding has been declining since 2016	• Made consistent commitments in the range of USD 0.7-1.7 between 2013 and 2018 • No overall trend in funding commitments; but increased its contribution in 2019 by 17% from 2018
What might encourage this donor to increase funding?	• Aligning the UIS behind a common vison • Demonstrating that the UIS is developing stronger strategic partnerships (e.g. similar to collaboration with World Bank on learning poverty) • Prioritizing work the collection of learning measures and improving systems needed to support this • Fulfilling role of being the standard setter of education data environment	• Pursuing selective strategic partnerships in areas where other organizations have a greater capacity than the UIS • Engaging new donors to demonstrate a global willingness to share responsibility for funding UIS' global public goods	• Prioritizing work that increases dialogue with countries and helps them identify national priorities e.g. through regional comparisons and benchmarking • Working on harmonizing methodologies that lead to better data on marginalized groups
Messaging and engagement approach	• Show how the UIS is able to respond flexibly to the top issues facing the education sector • Show that the whole organization is aligned behind a common vision and strategy • Demonstrate a willingness to engage partners and articulate a strategy for bringing in the most appropriate partners to help	• Use simplified messages relating to the impact of statistics, rather that the technical detail • Show how improved education statistics can lead to poverty alleviation • Show that donors are taking a collective responsibility for funding international statistics	• Demonstrate the willingness of other donors to finance global public goods to increase confidence in the longevity and capacity of the UIS • Provide focused messaging to illustrate specifically how the UIS' 'backbone' work helps countries • Show how the UIS are coordinating efforts to maintain global comparability in data production

BMGF and Educate a child currently earmark their funding to the UIS:

	BILL & MELINDA GATES foundation	EDUCATE A CHiLD

Current funding relationship with the UIS	• Single largest UIS donor in 2018, contributing USD 2.5 m, 18% of the total budget
	• Funding earmarked for two projects
	  • GAML & GEDP project to improve quality and accessibility of global education data
	  • Project to improve measurement of SDG 4.1.1
		• Began funding in 2019, committing USD 0.5 m
		• Have committed an additional USD 0.5m in 2020
		• Provided earmarked funding to expand the methodological development of SDG Indicators 4.1.1.a, 4.1.1.b, & 4.1.5, ending in May 2021

Expectation of the UIS	• Prioritize and focus on improving data on only the most critical SDG 4 indicators, particularly 4.1.1, focusing on the countries that are furthest behind • Act as a technical convener for issues in education, driving methodological development, and curating the information and partnerships needed to show the progress on 4.1.1 • Avoid national-level capacity building and policy-linking activities as other actors are better placed to carry them out	• Define its mandate more explicitly • Provide standards for measuring out of school children • More actively influence the global statistical community on key issues e.g. pay more attention to out of school children, build a learning outcomes agenda fit for developing countries, and cautiously use new data sources • Communicate its openness to strategic partnerships in its priority areas
Plan to shift to 'backbone' contribution	• **Demonstrate that the 'backbone' funding aligns with BMGF's priority goals for the UIS.** Backbone products and services include streamlining data production, leading technical convenings (including on learning outcomes), and a partner-driven approach to capacity building • **Show there is commitment and alignment among established donors to motivate BMGF to join a coalition providing multi-year funding.** E.g. DfID also prioritize learning outcomes and Norway also see high value in global public goods	• **Clearly define the measurable multi-year results that would come from 'backbone' funding.** Leverage UIS' inherent statistical expertise to demonstrate a robust framework to asses progress towards the goals of the 'backbone' work • **Demonstrate how 'backbone' work will improve data quality in areas of insecurity.** The backbone work prioritises doubling down on the quality of the produced data and the greatest improvements to be made are in countries with low statistical capacity, typically insecure or fragile states

Priority to engage for shifting to 'backbone' funding | **Continue engaging for value-added work**

To act on common donor goals, the UIS should:

- **Articulate the UIS's newly-clarified core remit,** specifying how it is well-aligned with the UIS' capabilities

- **Propose a strategy for delivering on this remit well**, focusing its work on the most pressing strategic priorities for global education

- **Demonstrate that the entirety of the organization is aligned around the strategic plan** and is set up to deliver on it

- **Proactively increase engagement with strategic partners** to add value in defined areas of the strategic plan where the UIS may not be best placed to deliver

- **Clarify and communicate expectations of the UIS effectively**, particularly within new and established strategic partnerships

Delivering on these goals will **incentivize the formation of a coalition** to provide 'backbone' funding

BILL & MELINDA GATES foundation

DFID

Sida

Norad

Several donors (past and present) expressed the view that they would prefer to see UNESCO show willingness to increase its support to the UIS' 'backbone' activities

New donors could also be added to the coalition if they align with the common goals

Within this coalition the UIS should **identify an anchor partner** to **commit funds and bring other donors around the table**

Summary recommendations: The UIS' resource mobilization strategy consolidates funding to support 'backbone' activities

Summary of priority actors for the UIS' resource mobilization strategy

- **New donors:** The UIS should prioritize Denmark, Switzerland, Germany and the EU for both 'backbone' and 'value-added' activities and Japan for 'backbone' activities though earmarked funding
- **New donors:** The UIS should engage Dubai Cares to fund 'value-added' Expert Voice and Capacity building activities, and GBCE to fund Coalition Building activities
- **Established donors:** The UIS should align core donors around common goals to bring them together into a coalition to provide stable backbone funding; and explore longer term options for BMGF to fund its 'backbone'
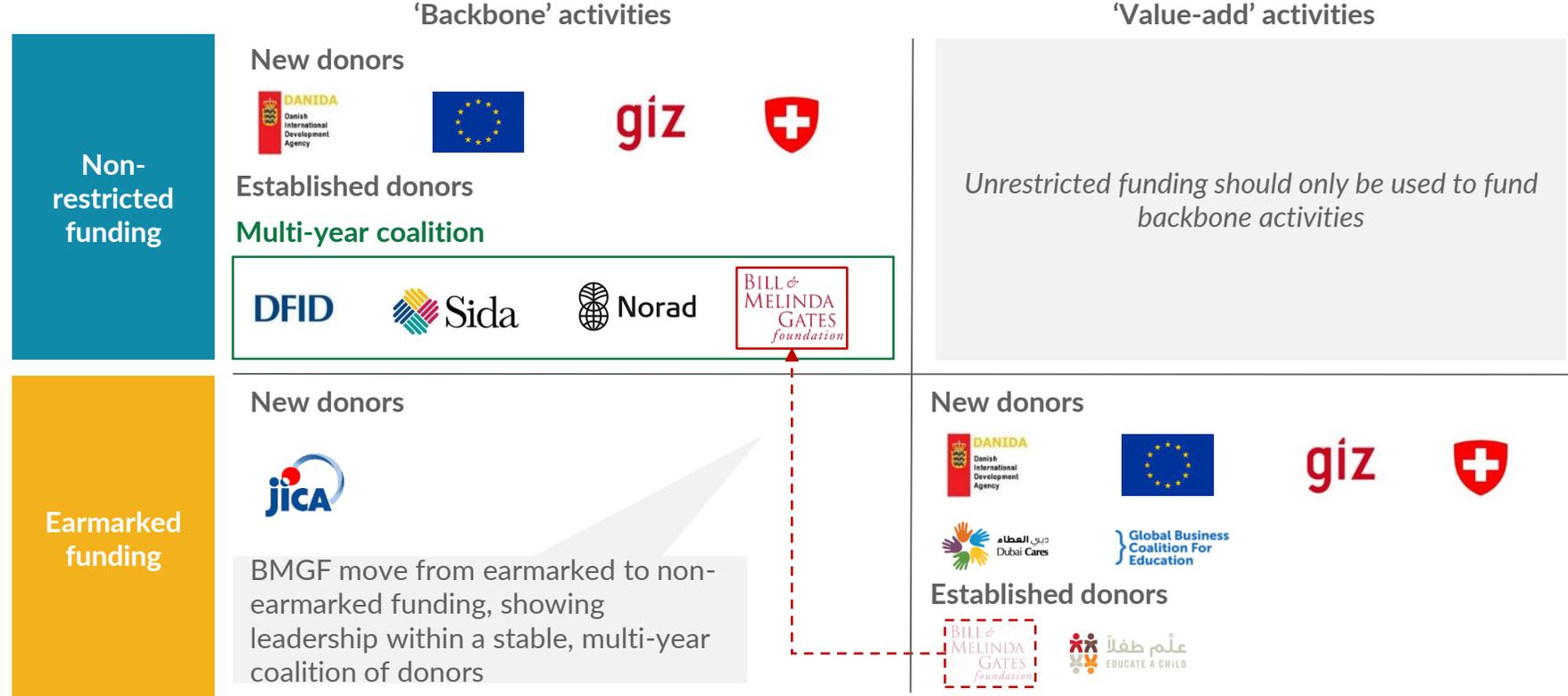
ANNEX 1

FUNDER AND PARTNER PROFILES

Donor Profile: Australian Government Department of Foreign Affairs and Trade (DFAT)

Australian Government
Department of Foreign Affairs and Trade

Concerns about gaps in data in the education sector

- Sees good progress on SDG 4.1, but is concerned by the lack of leadership on other SDG 4 targets
- Believes that statistical capacity building to countries needs to be a less extractive relationship and focused more on what actually helps them monitor and improve domestic policy and practice

Donor priorities for data

- *Topic:* Prioritizes early childhood development, quality of learning, inclusion, and skills for prosperity, in addition to political / systemic dynamics around in-country data use
- *Geography:* Bilateral work focused on the Indo-Pacific
- *Disaggregation:* Gender equality, disabilities

Likely funding dynamics regarding the UIS

- A reduced aid budget and geographic prioritization of the Indo-Pacific region can make core funding for global goods more difficult
- In the Pacific, intends that future funding will come through regional bodies to strengthen the institutions and encourage a client-based engagement with the UIS; ensuring these countries report their data
- Had been surprised to learn how much its core funding was proportional to others'; would like to have seen other larger donors contribute more

Perspectives on the UIS' strategic positioning

- Agrees with the UIS' recent mantra that 'the most important role for data is helping countries to make domestic policy' and being able to report upwards is a biproduct of that
- Is pleased with the UIS' work on linking data with policy and making data collection and entry easier for countries
- Would like to see this important strategic work more institutionalized in the UIS organization; believes this is critical to protecting the reputation the UIS has built as the leading authority on global education data and to avoid its being overtaken by other actors
- Would like the UIS to innovate more on SDGs beyond 4.1
- Is focused on evidence and results so supporting a potential partnership with GPE whereby the UIS collects data, GPE communicates the results, and learning measurement is done would be appealing to DFAT
- Is very impressed with recent UIS strategic communications e.g. sees the UIS' recent reports as highly valued and raising its profile and believes this should continue to ensure funders know about their work
- Believes that UIS should do more to ensure recognition for its own work e.g. it is not getting enough credit for GEMR's technical annex

Donor Profile: Bill and Melinda Gates Foundation (BMGF)

BILL & MELINDA
GATES *foundation*

Concerns about gaps in data in the education sector

- Poor quality data on learning outcomes which makes it difficult to know which countries are making progress, and at what rate, which weakens accountability
- Challenges with the global comparability and harmonization of existing learning outcomes data
- Lack of quality assurance on country-level data

Donor priorities for data

- *Topic:* The 'learning crisis' – how to get larger gains in learning outcomes, specifically in early grades (i.e. SDGs 4.1.1a & 4.1.1b), in order to track how countries are progressing over time; out of school children
- *Geography:* Sub-Saharan Africa and South Asia
- *Disaggregation:* Not discussed

Donor expectations of the UIS

- Expects the UIS to improve the quality, coverage, regularity, and global comparability of learning outcomes data
- To lead technical progress on harmonization and equivalences between existing learning assessments

Perspectives on the UIS' strategic positioning

- Wants the UIS to prioritize and focus on improving data on only the most critical SDG 4 indicators, particularly 4.1.1, focusing on the countries that are furthest behind
- Believes that the UIS should act as a technical convener for issues in education, driving methodological development, and curating the information and partnerships needed to show the world is progressing on 4.1.1 with some regularity and comparability
- Sees value in the Global Education Data Coalition platform
- Believes the UIS should not position itself as a capacity building organization due to inadequate resources, but could incentivize greater domestic investment in data quality at national level by instituting a higher quality threshold
- Believes the role of making data more relevant to policymakers is better done by GEMR and other actors

Likely funding dynamics regarding the UIS

- Will focus its global public good data investments on the UIS under its current strategy
- Believes it is entirely feasible and desirable to have a coalition of donors who provide multi-year stable funding to the UIS, but only if UNESCO also takes on a greater funding responsibility

Dalberg

Partner Profile: Education Above All/Educate A Child (EAC)

Concerns about gaps in data in the education sector

- Concerned about insufficient data on out-of-school children, including at the secondary education level
- Thinks not enough attention is paid to the impact of macro trends (e.g. climate change, conflict and migration, civil unrest) on education
- Feels many quantitative methods are too Western-centric
- Would like more focus on filling in the gaps in reporting, perhaps with other methodological approaches

Priorities for data

- *Topic*: Out-of-school children; have a strong focus on scale; individualized data on the most marginalized
- *Geography*: EAC works with countries in Latin America, Africa, the Middle East, and Asia
- *Disaggregation*: Not discussed, although areas (i.e. gender, socio-economic status) are set out on the website (https://educateachild.org/about/our-approach)

Expectations of the UIS

- Expects the UIS to provide standards for and to give more attention to out of school children
- As a strategic partner, EAC wants it to influence others on their key issues: more attention to out of school children, a learning outcomes agenda fit for developing countries, encouraging the mining of existing data for new insights, and guiding on the cautious use of new data sources

Perspectives on the UIS' strategic positioning

- Believes the UIS could more explicitly define its mandate, and go beyond its good technical work to explore questions emerging from the data
- Thinks the UIS can more actively influence the global statistical community by putting the right messages out into it, without needing to do everything itself
- Thinks that if the UIS can more effectively communicate the value of its work and impact on policymaking and education, it may make it easier to raise funds
- Believes the UIS could communicate its openness to strategic partnerships in its priority areas, then leverage the opportunities that come its way, rather than defining the specific potential partners in advance

Likely funding dynamics regarding the UIS

- EAC is not in a position to provide core funding, as the UIS would need to show results relating to its mandate
- However, there could be potential with the Education Above All foundation in the long run, but only if the UIS could clearly define the measurable multi-year results that would come from such an investment
- Education Above All also has a particular interest in data on the protection of education in conflict and insecurity

Donor Profile: Global Partnership for Education (GPE)

Concerns about gaps in data in the education sector

- Would like to see a clear and unified vision for education data including clarity on what really matters most to measure, what data sources can be used, how to get more timely data, how data can best support countries etc. Better coordination of education data actors, based on an agreed view of comparative advantages

- Are concerned about poor data timeliness and coverage hindering country policy formulation, implementation and sector management

- See a real gap in learning assessment data and data on the policy and institutional correlates of learning to help inform investment in programs that drive quality, as well as gaps in administrative data

- Want more scrutiny on why data are collected –see a tendency to collect data to feed the global accountability agenda rather than to national policy formulation, implementation and sector management. Data production should be driven by country demand

- Data on out-of-school children are not being captured by existing administrative systems; want learning indicators that reflect outcomes for both in- and out-of-school children

- Concerned by low attention to data protection/privacy issues, which is particularly important for data on children

Donor priorities for data

- **Topic:** Out-of-school and marginalized children; further priority areas are set out on the GPE website

- **Geography:** The developing countries partners (DCPs) in the GPE (current DCPs and those eligible to join the Partnership)

- **Disaggregation:** Particularly children with disabilities; using correlates of poverty especially rural/urban and income/wealth quintiles[1], gender

Perspectives on the UIS' strategic positioning

- Believes the UIS's core role should be as a producer of trusted, quality data that is comparable across countries, maximizing accuracy for cost

- Suggests that UIS should only consider taking on a capacity building role that involves direct support to countries for developing data systems after a careful assessment of its capacity to and comparative advantage in doing so

- Sees several strategic partnership opportunities for the UIS around collaborating with global data actors, improving country data reporting, harmonization of learning assessment data, and developing in-country data systems (e.g. with UNICEF, WB, GPE, private actors.) The UIS could play a standard setting role and be willing to step back from the areas in which others are stronger

- Thinks reliance on earmarked bilateral funds may require UIS to show specific results corresponding to each donor's priorities; it is important that these activities do not divert resources from delivery of the core mandate

Likely funding dynamics regarding the UIS

- Strongly believes the UIS's "backbone" work should have predictable and consistent funding, ideally from a share of contributions from UNESCO member states, given that its SDG data reporting mandate was conferred by the UN

- Funding through GPE is in theory possible. Would need to be linked to a compelling strategic partnership around data, tied to results and would require performance criteria to be met

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Prince Claus Fund for Culture and Development

C Open Society Foundations

OPEN SOCIETY FOUNDATIONS

Concerns about gaps in data in the culture sector

- Disconnect between policies of organizations working alongside each other in same theatre but not together
- Need for methodological work on how to measure culture's impact on society / social cohesion, how it can impact post conflict reconstruction etc. rather than indicators like employment in culture as in UIS' data sets
- Lack of data to make a case for the preservation of cultural heritage
- Is part of a group of private funders investing in heritage preservation which lacks data on who is operating where to inform how to channel funding into underfunded areas

Funder priorities for data

- *Topic*: Works in crisis situations or fragile states relating to culture
- *Area:* It and other Foundations have plenty of local- level data from their own activities, but need to get acquainted with the SDG agenda

Funding dynamics

- Usually funds organizations to build a local case and achieve localised impact
- Therefore it would not fund global public good data as the Fund focus on specific use cases

Donor priorities for data

- *Topic:* Learning outcomes and structural discrimination data; financing and relation of education budget across in-country regions and across sectors
- *Geography*: No particular focus as global foundation
- *Disaggregation:* By identities that specifically lead to discrimination e.g. gender, disability

Perspectives on the UIS' strategic positioning

- Believes that, due to capacity constraints, the best approach for the UIS to work on data visualizations would be through partnerships with other organizations

Likely funding dynamics regarding the UIS

- Finds that funding GEMR fulfils most of their priorities, although has funded UNESCO-IIEP for policy work
- Usually provides core funding for smaller or more local organizations, but gives earmarked funding to larger organizations as it wants them to pursue particular innovations for which they otherwise wouldn't be able to raise money from donors
- Would fund UIS if partnership built upon research capabilities
- Is currently setting a new strategy and only considering new funding partnerships from Q1 2020

Donor Profile: UK Department for International Development (DFID)

Department for International Development

Concerns about gaps in data in the education sector

- Sees huge gaps in the data on foundational skills in developing countries
- Concerned that many national systems are not adequately capturing data on marginalized children and socio-economic dynamics of educational outcomes
- Believes EMIS is not enabling countries to get the data needed for good policy making; wants a better link between collection and use, with better delivery tracking; hence its investments in sector-wide initiatives in order to improve overall sector planning and processes

Donor priorities for data[1]

- *Topic:* Learning outcomes data (it has rolled out a new measure on learning across all education programs) outcomes at primary level including a learning measure, teacher effectiveness (it invests in the PAL network);
- *Disaggregation:* Equity (e.g. gender, disability, and socio-economic status), marginalized/conflict-affected children

Donor expectations of the UIS

- Wants the UIS to collect learning measures around foundational skills and to work on the systems needed to support this (e.g. databases, the policy linking work)
- Requires the UIS to continue fulfilling role of being the standard setter of education data environment

Perspectives on the UIS' strategic positioning

- Would like the UIS to leverage their mandate as a convening body more to influence the system, and bring actors together to ensure everyone aligns on the same standards and norms for education, and believes this influencing role is how the UIS brings value for money
- Believes the UIS should play a larger role in connecting sector-wide data with diagnostic and planning processes
- Thinks the UIS should seek more, and improve existing, partnerships (e.g. World Bank on learning poverty, GPE on the data it captures on sector plans), and with regional assessment bodies (although appreciates this can be hard)

Likely funding dynamics regarding the UIS

- Recognizes the UIS' critical function in education and its lead role in coordinating a coalition on policy linking, and thus sees no immediate need for a reduction in funding
- To consider increasing its investment, would need to see UIS structuring itself internally to respond flexibly to the top issues facing the education sector with staff driving the agenda, bringing in the right partners to help
- Counter to the global funding trend, DFID has increased its funding to education multilaterals

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ANNEX 2

DRAFT VALUE PROPOSITION AND OUTCOME GOALS

Annex 2: The UIS's value proposition should set out the unique value its work offers to its stakeholders

Trusted Producer

+

Expert Voice

+

Coalition Builder

+

Capacity Builder

Provisional draft value proposition[1]

The UIS brings value through:

"Helping to ensure the availability of high-quality data for global and national decision-making through publishing reliable statistics and supporting Member States to report them, fostering use of common methods across the sector, and helping to ensure efficient coordination of support to data by the international community"

[1] To be further developed by the UIS with its key stakeholders and staff

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Annex 2: Outcome goals determine the long-term change an organization hopes to achieve

Provisional articulate of outcome goals[1]

Trusted Producer

➤ Increased access to timely, accurate statistics for decision making, including through strengthening Member State capacity to report sufficient, reliable data

+

Expert Voice

➤ Improved methodological alignment across the education sector data actors

+

Coalition Builder

➤ Data agencies align behind a common support agenda for data production and use, and deploy their resources in a more coordinated way

+

Capacity Builder

➤ Member States able to report increased quality of data without dedicated external support

[1] To be further developed by the UIS with its key stakeholders and staff

Annex 2: Staff ideas for UIS 'strapline' from second all staff workshop

In breakout groups at the second all-staff workshop on 24th January 2020, staff were asked to brainstorm taglines for the UIS that could capture and convey its new value proposition in a succinct way.

Ideas included:

- "Let's data talk"
- "Changing minds through data"
- "Data to transform lives"
- "We measure the world"
- "Helping through statistics"
- "Data matters"
- "Strength in numbers"
- "Data for a sustainable world"
- "Trusted data towards a brighter future"
- "Trusted data produced in countries and curated by experts"
- "Data to build a brighter future"

ANNEX 3

INTERVIEWEE LIST

Annex 3: Phase 1 interviewees (1/3)

UNESCO Stakeholders

Name	Organization/Division	Role
Manos Antoninis	UNESCO – Global Education Monitoring Report	Director
Paola Leoncini Bartoli	UNESCO – Cultural Policies and Development	Director
Suzanne Grant-Lewis	UNESCO – IIEP	Director
Jyoti Hosagrahar	UNESCO – World Heritage Centre	Deputy Director
Jean-Yves Le Saux	UNESCO – Bureau of Strategic Planning	Director
Nick Jeffries	UNESCO – Sector of Administration and Management	Assistant Director-General
Jordan Naidoo	UNESCO – Division for Education 2030 Support and Coordination	Director
Ann Therese Ndong Jatta	UNESCO – Office in Nairobi and Regional Bureau for Science	Director
Ernesto Ottone Ramirez	UNESCO – Culture	Assistant Director-General
Lynne Patchett	UNESCO – Culture	Chief of Executive Office
Ernesto Fernandez Polcuch	UNESCO – Division of Science Policy and Building	Chief
Claudia Uribe Salazar	UNESCO – Office in Santiago and Regional Bureau for Education	Director

UIS Staff

Name	Organization/Division	Role
Roshan Bajracharya	Regional Staff	Senior Regional Adviser – Asia
Georges Boade	Regional Staff	Senior Regional Adviser – Africa
Mark Falvo	IT Services	Head of Dissemination Systems
Friedrich Huebler	Education Standards and Methodology	Head of Section
Adriano Miele	IT Services	Head of Data Collection and Production Systems and Union Representative
Maria Helena Capelli Miguel	Education Survey	Associate Programme Specialist and Union Representative
Silvia Montoya	Office of the Director	UIS Director
Juan Cruz Perusia	Data Analysis and Outreach	Head of Section
Said Ould Ahmedou Voffal	Education Survey	Head of Section

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UIS Governing Board

Name	Organization/Division	Role
Alice Albright	Global Partnership for Education	CEO
Sobeeh A. Almukhaizim	National Center for Education Development (Kuwait)	Director General
Lennart Nordström	Optim8 Business Solutions AB	Deputy CEO
Luis G. Madera Sued	Ministry of Industry and Commerce (Dominican Republic) High-Level Inter-Institutional Commission for Sustainable Development	Director of Statistical and Economic Analysis Technical Coordinator
Sylvie Michaud	Statistics Canada – Analytical Studies, Methodology, and Statistical Infrastructure	Assistant Chief Statistician
Dankert Vedeler	Norway Delegation to UNESCO	Deputy Permanent Delegate

Current and Past Donors

Name	Organization/Division	Role
Girindre Beeharry	The Bill and Melinda Gates Foundation – Global Education Learning Strategy	Director
Matt Clancy	Department for International Development (UK) – Children, Youth, and Education Department	Governance Adviser
David Coleman	Department for Foreign Affairs and Trade (Australia)	Senior Education Adviser
Gerd-Hanne Fosen	Norwegian Agency for Development Cooperation – Department for Education and Global Health (Education Section)	Policy Director
Jodie Lindsay	Department for Foreign Affairs and Trade (Australia)	Acting Director of the Education Section
Mary Joy Pigozzi	Education Above All Foundation	Executive Director of Educate A Child
Jaime Saavedra	World Bank – Education	Senior Director
Emily Woolf	Department for International Development (UK) – Education Policy Team	Senior Education Adviser

Potential Donors

Name	Region	Role
Kate Lapham	Open Society Foundations – Education Support Program	Deputy Director
Deborah Stolk	Prince Claus Fund for Culture and Development – Cultural Emergency Response	Program Coordinator

Experts

Name	Organization/Division	Role
Philippe Boucher	WHO – Global Health Observatory	Director
Jo Bourne	Global Partnership for Education	Chief Technical Officer
Gero Carletto	World Bank Living Standards Measurement Survey World Bank – Center for Development Data	Lead Economist Manager Manager
Luis A. Crouch	RTI International – International Development Group	Senior Economist
Haishan Fu	World Bank – Development Data Group	Director
Mark Hereward	UNICEF – Data and Analytics	Associate Director
Richard Johnson	WHO – Joint Monitoring Program	Technical Officer
Johannes Jütting	PARIS21	Executive Head
Francesco Mitis	WHO – Joint Monitoring Program	Technical Officer
Suguru Mizunoya	UNICEF	Education Statistics Lead
José Rosero Moncayo	FAO – Economic and Social Development Department – Statistics Division	Director
Karen Mundy	University of Toronto	Professor of International and Comparative Education
Umar Serajuddin	World Bank – Sustainable Development Statistics team	Leader
Michael Ward	OECD – Development Cooperation Directorate and Education & Skills Directorate	Senior Policy Analyst

Member State Representative

Name	Organization/Division	Role
Robert Rakocevic	Technical Cooperation Group Ministry of National Education (France)	Head of European and International Relations, Director of Strategy and Evaluation

Annex 3: Phase 2 interviewees

Stakeholders

Name	Organization/Division	Role
Philippe Boucher	WHO – Global Health Observatory	Director
Rafael Diez de Medina	International Labour Organization	Director of Department of Statistics and Chief Statistician
Francois Fonteneau	Partnership in Statistics for Development in the 21st Century	Co-ordinator of the Data & Country Team
Masako Hiraga	World Bank	Senior Statistician & Economist, Development Data Group
Nick Johnstone	International Energy Agency	Chief Statistician and Head of the Energy Data Centre
Benoit Kalasa	United Nations Population Fund	Director of the Technical Division
Shelton Kanyanda	World Bank	Senior Economist, Development Data Group
Rachel Kyte	SEforALL	Former CEO of SEforAll
Alex Palacios	Global Partnership for Education	Director of Special Projects
Stefan Schweinfest	United Nations Statistics Division	Director
Hazim Timini	World Health Organization	Data Manager, Global TB Program

ANNEX 4

ABBREVIATION LIST

Annex 4: Phase 1 Report Abbreviations (1/4)

United Nations Entities	
FAO	Food and Agriculture Organization
GHO	Global Health Observatory (part of WHO)
IAEG-SDGs	Inter-Agency and Expert Group on SDG Indicators
IAG-EII	Inter-Agency Group on Education Inequality Indicators (UIS, World Bank, and UNICEF)
IBE	International Bureau of Education (UNESCO Category 1 Institute)
IFAD	International Fund for Agricultural Development
IIEP	International Institute for Educational Planning (UNESCO Category 1 Institute)
IITE	Institute for Information Technologies in Education (UNESCO Category 1 Institute)
ITU	International Telecommunication Union
TCG	Technical Cooperation Group on the Indicators for SDG 4
UIL	Institute for Lifelong Learning (UNESCO Category 1 Institute)
UIS	UNESCO Institute for Statistics
UN	United Nations
UNAIDS	Joint United Nations Program on HIV/AIDS
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training (UNESCO Category 1 Institute)
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNSD	United Nations Statistics Division
UN WPP	United Nations World Population Prospects
UOE	UIS, OECD, and Eurostat
WB	World Bank
WHO	World Health Organization

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Other Public Organizations	
CECC	Coordinación Educativa y Cultural Centroamericana [Central American Educational and Cultural Coordination]
DFAT	Department for Foreign Affairs and Trade (Australia)
DFID	Department for International Development (UK)
EAC / EAA	Educate a Child / Education Above All
EC	European Commission
ECASTAT	Multi-Donor Trust Fund to Support Statistical Capacity Building in Eastern Europe and CIS [Commonwealth of Independent States] Countries
EUROSTAT	European Statistical Office
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH [German Corporation for International Cooperation]
GPE	Global Partnership for Education
IDB	Inter-American Development Bank
NORAD	Norwegian Agency for Development Cooperation
OECD	Organization for Economic Cooperation and Development
PARIS21	Partnership in Statistics for Development in the 21st Century
SIDA	Swedish International Development Cooperation Agency
USAID	United States Agency for International Development
WEF	World Economic Forum

Private Organizations	
BMGF	The Bill and Melinda Gates Foundation
OSF	Open Society Foundations
RTI	Research Triangle Institute

Annex 4: Phase 1 Report Abbreviations (3/4)

Initiatives	
CapED	Capacity Development for Education
CESA	Continental Education Strategy for Africa 2016-2025
DART	Data Alignment Record Tool
DHS	Demographic and Health Surveys (USAID)
DQAF	Data Quality Assessment Framework
FCS	Framework for Cultural Statistics
GAML	Global Alliance to Monitor Learning
GD-CIF	Global Data Coordination, Innovation, and Foresight Section
GEDP	Global Education Data Portal
GEMR / GMR	Global Education Monitoring Report
ISCED	International Standard Classification of Education
KIX	Knowledge and Innovation Exchange (GPE)
LAMP	Literacy Assessment and Monitoring Program
MICS	Multiple Indicator Cluster Surveys (UNICEF)
NSDES	National Strategy for the Development of Education Statistics
PIAAC	Program for the International Assessment of Adult Competencies
PISA	Program for International Student Assessment (OECD)
SAGA	STEM and Gender Advancement (UNESCO)
SDG	Sustainable Development Goal
STEP	Strategic Teaching and Evaluation of Progress

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Other	
ADG / DG	Assistant Director-General / Director-General
API	Application Programming Interface
GB	Governing Board
HQ	Headquarters
LMIC	Lower-middle Income Country
LUCA	Telefónica's Data Platform
MLA	Main Line of Action
MS	Member State(s)
NSO	National Statistics Office
R&D	Research and Development
SCC	Science, Culture, and Communication
SSA	Sub-Saharan Africa
STI	Science, Technology, and Innovation
VC	Value Chain

Annex 4: Phase 2 Report Abbreviations (1/3)

Acronyms	
AICS	Italian Agency for Development Cooperation
BMGF	Bill and Melinda Gates Foundation
BMZ	Federal Ministry for Economic Cooperation and Development
C4D2	Center for Development Data
CapED	Capacity Development for Education
CB	Capacity Builder
CISRO	Commonwealth Scientific and Industrial Research Organisation
CSOs	Civil Society Organizations
CSR	Corporate Social Responsibility
DANIDA	Danish International Development Agency
DFAT	Department of Foreign Affairs and Trade
DFID	Department for International Development
ECW	Education Cannot Wait
EMIS	Education Management Information System
FAO	Food and Agriculture Organization
FAOSTAT	Food and Agriculture Organization Corporate Statistical Database
FTE	Full-time equivalent
GAML	Global Alliance to Monitor Learning
GBCE	Global Business Coalition for Education
GCED	Global Coalition for Education Data
GEMR	Global Education Monitoring Report
GHO	Global Health Observatory
GIZ	German Corporation for International Cooperation
GPE	Global Partnership for Education
IEA	International Energy Agency
IDC	Italian Development Corporation

Acronyms	
ILO	International Labour Organization
IRENA	International Renewable Energy Agency
JICA	Japan International Cooperation Agency
LMIC	Lower middle-income country
LMTF	Learning Metrics Task Force
LSMS	Living Standards Measurement Study
MoE	Ministry of Education
MOU	Memorandum of understanding
Norad	Norwegian Agency for Development Cooperation
NSO	National Statistics Office
NSS	National Statistical Systems
OCS	Office of the Chief Statistician
ODA	Overseas development assistance
OOSC	Out of school children
PARIS21	Partnership in Statistics for Development in the 21st Century
QA	Quality assurance
QAP	Quality Assurance Procedure
SDG	Sustainable Development Goals
SE4ALL	Sustainable Energy for All
Sida	Swedish International Development Cooperation Agency
TA	Technical Assistance
TCG	Technical Cooperation Group on the Indicators for SDG 4
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund

Acronyms	
UNSD	United Nations Statistics Division
UNSDF	United Nations Sustainable Development Framework
USAID	United States Agency for International Development
WB	World Bank
WHO	World Health Organization
WHO TB	WHO Tuberculosis Team

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