2023

Mombasa Country Kenya Khadija Public Primary school

REPORT ON THE ACTIVITIES OF THE UNESCO INSTITUTE FOR STATISTICS

List of acronyms

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AMPLs	Assessments for Minimum Proficiency Levels
BDDS	Bulk Data Dissemination Service
CLT Sector	UNESCO's Cultural Sector
ECLAC	UN Economic Commission for Latin America and the Caribbean
ESM	Education Standards and Methodology Section of the UIS
ESS	Education Survey Section of the UIS
FCDO / UKAID	Foreign, Commonwealth and Development Office (U.K.)
FIT	Foresight and Innovation team of the UIS
GAML	Global Alliance to Monitor Learning
GEM Report / GEMR	Global Education Monitoring Report
GEO	Global Education Observatory
GPE	Global Partnership for Education]
ILO	International Labour Organization
ISCED	International Standard Classification of Education
ISCED-T	International Standard Classification of Teacher training Programmes
ITS	Information Technology Services of the UIS
KPI	Key performance indicator
MILO	Monitoring Impacts on Learning Outcomes
MPL	Minimum Proficiency Level
OECD	Organisation for Economic Co-operation and Development
OPS	Operations Section of the UIS
PRILS	Progress In International Reading Literacy Study
R&D	Research and development
RFN	Regional Field Network of the UIS
SC Sector	UNESCO's Natural Science Sector
SCCI	Science, Culture Communication, and Information Section of the UIS
SDG	Sustainable Development Goal
SPC	The Pacific Community (Secretariat)
STI	Science, Technology, and Innovation
TCG	Technical Cooperation Group on the Indicators for SDG 4 – Education 2030
TES	Transforming Education Summit
TIMS	Trends in International Mathematics and Science Study
WBG	World Bank Group

Contents

Highlights

SDG4 data coverage

reached 61% for **global** indicators (4% improvement) and 58% for **thematic** indicators (2% improvement)
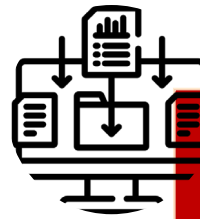
School Internet connectivity

added to the list of *global benchmarks* to reflect the commitments of Transforming Education Summit
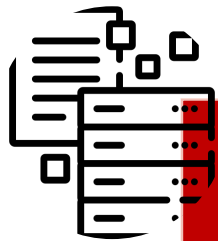
43 reports and tools

produced to monitor progress towards Sustainable Development Goals

91 countries

supported in reporting against the SDG4 agenda

11 outputs

released in collaboraton with key partners, e.g., *SDG 4 Scorecard* and the *Education Finance Watch 2023*

Programme summary

In line with the Strategic Objectives (SO) of the Medium-Term Strategy 2022-2029, in 2023 the UIS continued to:

- **strengthen the global evidence base in areas of its mandate (SO1);**

- **develop capacities of Member States and other relevant partners (SO2); and**

- **ensure alignment between data produced and data used in decision-making, through a wider engagement (SO3).**

SO1: STRENGTHEN THE GLOBAL EVIDENCE BASE IN AREAS OF ITS MANDATE

In 2023, the UIS delivered a reduced set of core indicators relevant to policy makers' needs, prioritizing global and thematic SDG indicators, and decreasing the burden of reporting for Member States. Education data release took place in September 2023, with a data refresh in March 2023. In September 2023, the **61% coverage rate for SDG 4 global indicators** (target 54%) ranged between 77% (LAC) and 39% (Oceania), with sub-Saharan Africa at 59%. SDG 4 thematic indicators coverage was 58% (target 57%) with the minimum target of 35% being considerably exceeded in all regions.

**Figure 1. Some examples of data published in September 2023**
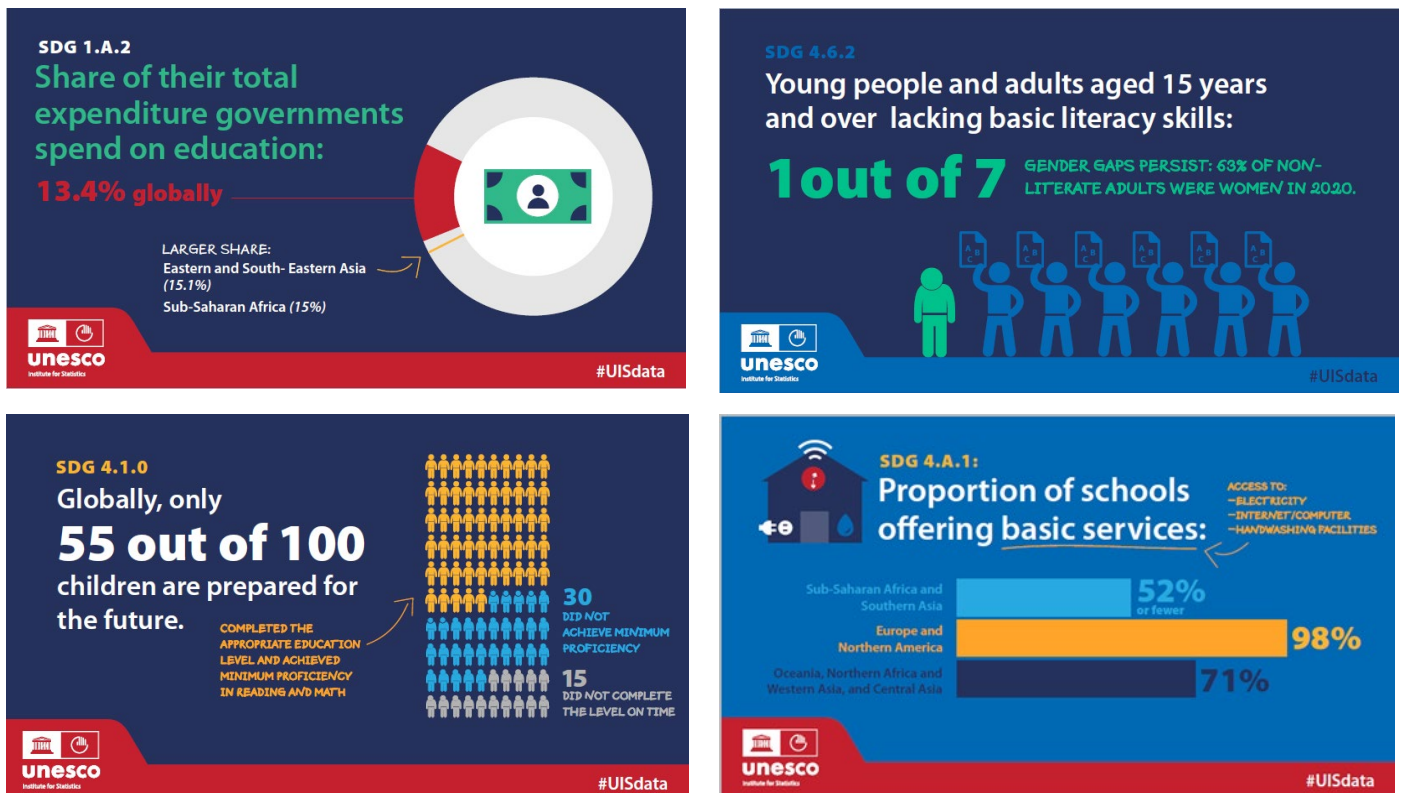
The UIS continued addressing the data coverage challenge, primarily, through delivering strategies based on country typology, expanding alternative data mechanisms and use of

household survey data. For example, 29,000 data points were added for indicators derived from household surveys by the UIS, covering SDG 4 indicators 4.1.2, 4.1.4, 4.1.5, 4.2.2, 4.3.2 and 4.4.3.

Important progress has been achieved in developing a **global metric on the minimum standard of teacher qualification** by level of education to contribute to policy dialogue on teacher quality, including the production of comparable data on 'qualified' and 'trained' teachers, and improvement of the quality of data used for monitoring SDG Target 4.c. The UIS assembled a new database to document the differences in teacher requirement policies around the world. Requirements for teachers' qualifications and policies on continuous development programmes were analysed in the factsheet 'Teaching requirements policies globally and their implications for monitoring SDG4' published for the World Teachers' Day. Implementation of ISCED-T, endorsed by the 41st General Conference in late 2021, has started with the pilot data collection launched in 2023 and the regular data collection expected in 2024.
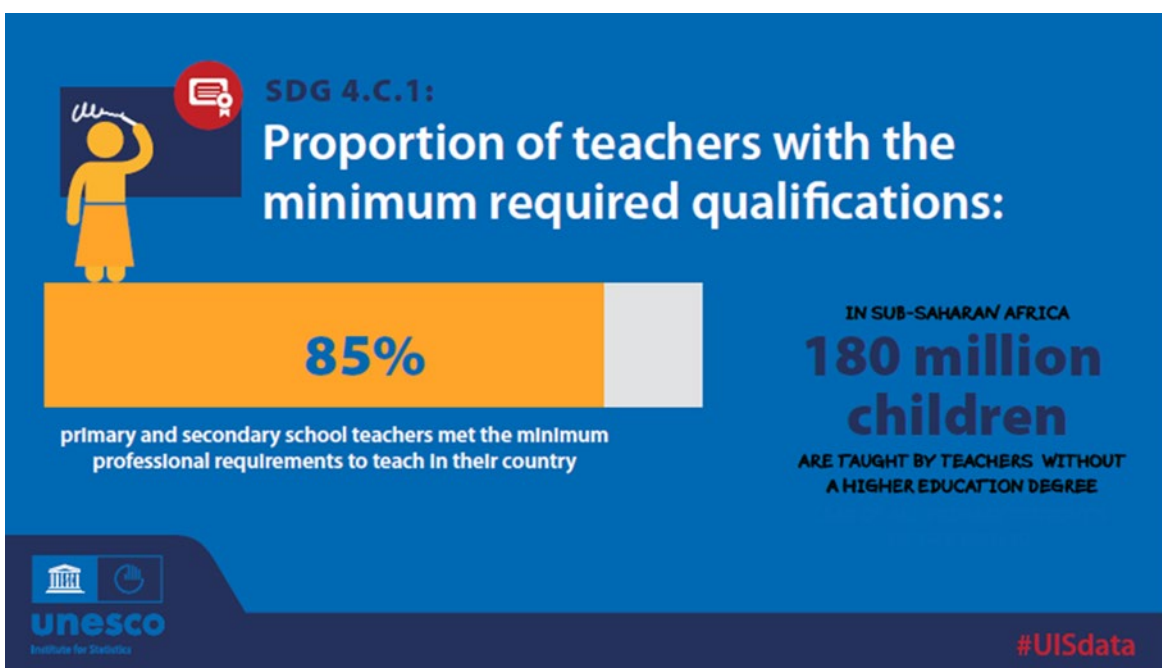
The ISCED Review Committee was established as part of ISCED governance to advise the UIS on the administration of ISCED 2011 and ISCED-F 2013. The Committee is composed of 16 experts from seven International Organisations and six Member States . It is balanced both technically and geographically, representing all UNESCO regions and different types of education systems. The first meeting of the committee took place in September 2023. The recommendations of the Committee, including for the classifications' revision, are expected by mid-2024. Should a revision be recommended, the Committee will advise on the indicative timeframe as well.

Unlike the case of education statistics where multiple data sources and country engagement strategies are actively employed, STI and Culture statistics are mostly collected via UIS surveys, complemented by data sets received from partners (R&D only) . In March 2023, the UIS released the results of its 2022 Survey of R&D Statistics (SDG 9.5) with partners' data and the Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1). In October, indicators were

recalculated using the 2022 UNDP population estimates and refreshed data sets for SDG 9.5 and SDG 11.4.1 were released. No progress unfortunately was observed in the response rate to the 2022 R&D Survey. In fact, there was a slight decrease in three out of six regions. On the other hand, the 2022 CLT Survey gained new respondents in five regions, and the sixth (LAC) remained on the same level as during the previous cycle. The team is developing a strategy proposal for improving the data coverage both via country direct support and using alternative data sources.

SO2: DEVELOP CAPACITIES OF MEMBER STATES AND OTHER RELEVANT PARTNERS

The strategic focus of the UIS teams through the year has been on (a) training and direct support to Member States; (b) developing/updating tools to facilitate collection, reporting and use of education data, primarily learning outcomes data, for policy needs; and (c) improving access to and dissemination of UIS data and products.

a.   Training and direct support

43 countries were supported for the use of the updated Dynamic Template, and **overall 91 countries** (24 of which were from Sub-Saharan Africa) received UIS support and guidance on setting benchmarks, reporting on learning (SDG indicator 4.1.1), using data collection tools, and understanding/applying data for SDG 4 monitoring.

Following the launch of the 2023 benchmarks data collection, the UIS implemented 6 regional training workshops on benchmarks for Africa (Anglophone and Francophone), Latin America, the Caribbean, Asia, and the Pacific. The training for Africa also included a section on CESA/SDG4 and collaboration with the African Union for better coordination of the monitoring process.

b.   Tools

In 2023, the UIS released/updated **13 tools, guidelines, or training resources**, and a few more are in production to be released in early 2024.

Leading Pillar 2 of the Global Coalition for Foundational Learning, the UIS made good progress in supporting countries' efforts to monitor learning progress, and improving the availability of learning data by expanding the tools and researching new methodologies. Based on the results of the pilot studies undertaken in 2019–2022, the Policy-Linking Toolkit was updated and published by the UIS in English and Arabic along with all the pilot reports in 2023. Assessments for Minimum Proficiency Levels (AMPL) modules were developed and piloted in five counties in 2023 to show the alignment of national and cross-national assessment programs to a single set of global standards in mathematics and reading as articulated in SDG 4.1.1. The results were disseminated during the GAML 2023 meeting in early December.

To ensure further support, the UIS has developed Data for Education guidebook for Member States to provide policymakers with knowledge and understanding of the education data ecosystem, enabling them to leverage data and technology to develop evidence-based policies for the education sector.
In addition, mapping of countries' data ecosystems has generated "scores of statistical capacity" and the LASER tool for education information ecosystems, which aims to help guide countries in identifying data needs and opportunities to achieve national goals
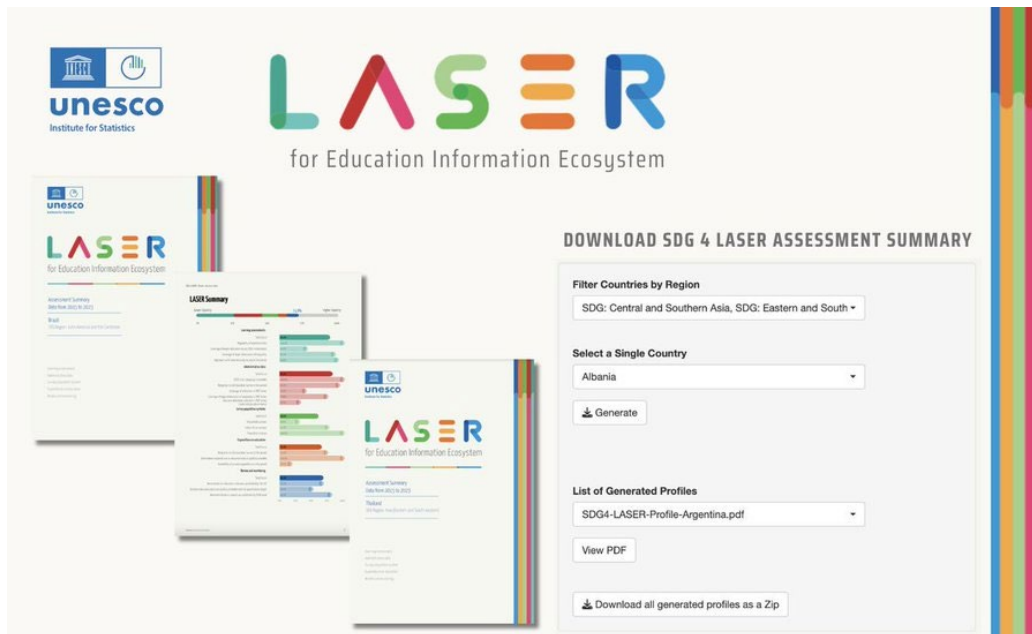
c.   Dissemination and easy access to UIS data and products

In 2023, the UIS continued working to ensure easy and relevant access to the data and indicators. Over **30 reports/data tables/other resources**, including the materials for the upcoming UNESCO Conference on Education Data and Statistics, were produced or maintained. The existing SDG 4 Data Explorer was enhanced by adding country profiles including ISCED mappings, indicator correspondence in regional and global frameworks, and benchmarks progress information. The work is underway for the new data browser that aims to be the one-stop shop for UNESCO data.

Revamping microsites featuring various UIS initiatives has facilitated access to a variety of data resources, tools, methodological and analytical publications produced by the Technical Cooperation Group on SDG 4 indicators - Education 2030 (TCG) the Global Alliance to Monitor Learning (GAML), and the International Standard Classification of Education (ISCED). A new microsite for the UNESCO Conference on Education Data and Statistics (https://ces.uis.unesco.org) was launched.

SO3: ENSURE ALIGNMENT BETWEEN DATA PRODUCED AND DATA USED IN DECISION-MAKING, THROUGH A WIDER ENGAGEMENT

In collaboration with the Global Education Monitoring Report (GEM Report), the UIS continued to lead global coordination of SDG 4 Benchmarks, recognized as a mechanism for establishing priorities by Member States and regions. **88% of Member States** have confirmed their national commitments to at least one of the benchmark SDG 4 indicators. The first benchmark progress report was released in early 2023 and the second is being prepared for release in January 2024.

Folling on the responsibilities for annual monitoring and reporting on Transforming Education Summit (TES) outcomes, namely regarding **digital learning, greening, and youth engagement**,

assumed by the UIS together with the GEM Report in 2022, the UIS added SDG Indicator 4.a.1 measuring the proportion of schools connected to the internet as the eighth SDG 4 benchmark indicator to reflect digital learning. Moreover, the UIS and the GEM Report are leading the development of a proposed "green schools" indicator. National target setting for 2025 and 2030 is expected to begin next year. A youth engagement indicator is expected to be developed in the next biennium.

BOX 1. FOLLOW-UP OF THE TRANSFORMING EDUCATION SUMMIT (TES)

In September 2022, in his Vision Statement at the TES, the UN Secretary-General called for 'ways to strengthen political accountability for transforming and financing education, taking current arrangements for monitoring SDG 4 implementation including the Global Education Meetings and the national SDG 4 benchmarking process to the next level'.

In its Call to Action, the SDG 4 High-Level Steering Committee (HLSC) recognized that selected SDG 4 benchmark indicators can help monitor four of the seven global initiatives proposed during the TES. It further urged countries to build on the national SDG 4 benchmarking process, by:

- 'Agreeing to set a small number of indicators, linked to the Global Initiatives, which will be added to the list of SDG 4 benchmark indicators.'

- 'Setting national targets for these indicators for 2025 and 2030. These will represent the transformation countries want to see out of this Summit.'

The focus is on three global initiatives. At its meeting in December 2022, the HLSC decided to add indicators for (i) digital transformation, (ii) greening education and (iii) youth and student engagement to the existing SDG 4 benchmark indicator framework.

 (i)   The eighth indicator on **school Internet connectivity** was added to the list of benchmarks to reflect on TES' global initiative related to digital transformation, one of the global initiatives of the Transforming Education Summit. This is, in fact, the existing global SDG 4 indicator (4.a.1) that countries are already monitoring and reporting on. In 2023, Member States were invited to review and update their previously submitted national benchmark values and to provide values for this eighth indicator for 2025 and 2030.

(ii) **Greening** education consists of four dimensions (schools, learning, teachers and communities). To that end, a second indicator was added to the list of SDG 4 indicators in 2023 after being approved by the TCG: 'Extent to which green policy intentions are mainstreamed in curriculum documents. It is a measure of national intentions to cover climate change based on analysis of relevant policy documents; this indicator has already been estimated based on keyword searches of more than 170 national curriculum frameworks for 133 countries. The first results are expected by the end of 2023 and setting of national targets is expected to start in 2024.

(iii) A potential indicator on the **youth engagement** global initiative will involve, first, governments reporting whether they have an education policy development council or related body that includes youth representatives; and second, youth organizations reporting whether they are active members of such a council or body and have been consulted in education policy development.

Preparations started for the **UNESCO Conference on Education Data and Statistics** (February 2024). The UIS prepared position papers and implemented regional consultation meetings. In early December 2023, the UIS also held meetings of the GAML and TCG to prepare the inputs for the Conference.

The UIS is actively participating in global discussions regarding **data governance.** The UIS Director serves as a co-chair of the Committee of Chief Statisticians of the UN systems (CCS-UN) and since September 2023 has joined the Friends of the Chair of Group on Social and Demographic Statistics, commissioned by the UN Statistical Commission (UNSC) to: identify methodological and data gaps to measure social and demographic concerns, guided by the Sustainable Development Goals framework; promote gender mainstreaming and an intersectional approach to data production, analysis and use; and encourage data integration within and across pillars, using traditional and innovative data sources and methods. The group of Friends of the Chair is preparing the 2025 Summit of Social Sectors data component.

In 2023, the UIS continued to collaborate with a variety of partners to ensure the delivery of high-impact quality products based on accurate data and sound methodologies (e.g., *Education Finance Watch 2023* in collaboration with the World Bank Group and the GEM Report), as well as provided data and analysis to a wide range of international reports and publications.

There has been definite progress made in establishing closer links with the UNESCO SC and CLT sectors. Thus, joint work with UNESCO CLT has begun developing international indicators related to cultural and creative industries, as well as on the UNESCO Global Report on Cultural Policies. For the project on culture and creative industries, USD 200,000 from the United Arab Emirates has already been given to the UIS for Phase 1. Phase 2 is pending financing from UNESCO CLT and will only proceed when financing is secured. Support to the UNESCO Global Report on Cultural Policies is limited to participation in the Advisory Group led by the ADG CLT and some initial upfront technical advice for the report data content.

Challenges in 2023

Data collection

Education

Challenges of non-response or delayed submission both via the dynamic templates and surveys, remained present in 2023. Nevertheless, some marginal improvements in response rates for the Annual Survey of Formal Education by region have been observed between 2022 and 2023. In several regions, countries that had not responded in 2022 submitted data during the 2023 survey round (e.g., QA[1]: Latin America: Nicaragua, Venezuela; sub-Saharan Africa: Botswana, Mozambique, and Somalia; QB[2]: Arab States: Egypt; LAC: Dominica, Nicaragua, St Lucia; sub-Saharan Africa: Togo).

To find a more sustainable and efficient solution to this challenge, the UIS continued mapping sources of information at the country level to understand countries' capacity to produce data. To this end,

    a. The mapping of countries' capacities to report has been well advanced by including major household surveys and labour force surveys.

    b. Learning assessments mapping has been expanded to document international, regional, national, and foundational learning assessments that countries have implemented over the last 15 years, including some parameters of quality.

    c. Similar work has been implemented for Household and Labour Force Surveys and it is already available online (see the TCG data resources).

    d. The UIS has mapped the School Survey Forms (EMIS) that countries use to collect administrative data to the theoretical variables needed to produce SDG4 indicators to understand countries' capacity to report and to elaborate tailored capacity building strategies.

    e. Teacher qualification database base has been built to provide much-needed information for SDG 4.c.

SCCI

As part of SCCI's effort to improve data coverage for SDG 11.4.1, UIS established an online community of practice in support of SDG 11.4.1 and finalised the draft document for the use of secondary data sources for SDG 11.4.1 Indicators. Following up on the recommendation on investigating a new methodology, the UIS is working with a consultant to carry out a study on the feasibility of estimating cultural heritage expenditure from cultural services data.

The situation with R&D data collection remains very difficult with no improvement, and in fact, slight decrease of data reporting observed in 2023. The team sees a solution in direct support to the countries on identifying data sources within national systems and reporting data. In 2024, the UIS is planning to engage in a pilot project with a small group of countries on R&D data reporting. Based on the results, the

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1 Questionnaire on Students and Teachers (ISCED 0-4)
2 Questionnaire on Educational Expenditure (ISCED 0-8)

project can be further expanded In cooperation with the regional partners (e.g. the African Union) that showed initial interest in such developments.

Outdated tools

Another critical issue is the use of **outdated tools and the progressive disjunction of workflows and dataflows** at the UIS. UIS processes have not evolved to match the diversity of sources and data types that need to be integrated to produce a complete, timely and relevant global set of education data. These have substantially undermined the productivity, efficiency, and quality of the work. To tackle these challenges, the UIS continued to develop its data production strategy, revising the metadata system and modernising the tools and processes used for data production.

Human resources

However, the main difficulty of the year across all the teams appeared to be a **severe lack of human resources**, including senior management. This has put significant pressure on everybody and impeded strategic planning or systematic actions to mitigate the aforementioned challenges of advocacy, partnership building, and resource mobilization. This challenge of understaffing was partly addressed in the Education team during the second half of the year notably with the recruitment of the Chief of Section for the Education in Administrative Data Unit (P5) who joined the UIS in October 2023 to oversee the work of Surveys and Standards and Methodologies.

Among other additions to the UIS work force in 2023, there are several appointments at P3 level in the Regional Network (LAC, Africa), and Education team, as well as an appointment of Head of Foresight and Innovation (P5).

Annex I. Progress towards UIS 2023 targets

✅ 2023 targets are on track   ⚠️ 2023 targets are partially on track   ❌ 2023 targets are likely not on track

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

2023 Targets	Progress in 2023	
KPI 1.1 Establish and maintain a global SDG 4 data platform and set or support a # of regional mechanisms to monitor progress toward SDG 4.		
Target 2023: • T1: Global Education Observatory (GEO) established as a hub for education data and a repository of policies and practices. • T2: Monitoring mechanisms in all regions is operational.	**T1: Launched GEO 1.1** - **GEO 1.1** was launched on the International Day of Education (24 January 2023) with updated values of national benchmarks. - The value added of GEO 2.0 has been re-evaluated and the project is being reviewed in a way to integrate it within the new Data browser. - The existing SDG 4 Data Explorer was enhanced by adding country profiles including ISCED mappings, indicator correspondence between regional and global frameworks, and benchmarks progress information. **T2: Nomination of focal points in all countries and regions for the Technical Cooperation Group (TCG) is in progress.** - As of end of October 2023, 59% of countries nominated TCG observers. Collaboration with regional organizations and continuous follow-ups still ongoing to get more countries on board. - Nominations of country participants for the UNESCO Conference of Education Data and Statistics in progress. - Organization of the Conference and preparatory regional consultations underway.	✅ ✅
KPI 1.2 (i) coverage of SDG 4 global indicators; (ii) coverage of SDG 4 thematic indicators; (iii) overall response rate to UIS Education Survey (iv) response rate by region.		
Target 2023: • T1: 54% coverage rate for SDG 4 global indicators, with rate for each region of at least 40%.	**T1: 61% coverage rate for SDG 4 global indicators, with rate for each SDG region:** Africa (Sub-Saharan) 59% Asia (Central and Southern) 69% Asia (Eastern and South-eastern) 48% Latin America and the Caribbean 77% Northern America and Europe 65% Oceania 39% Western Asia and Northern Africa 55% WORLD 61%	✅

Images by https://www.vecteezy.com/

2023 Targets	Progress in 2023	
• T2: 57% coverage rate for SDG 4 thematic indicators, with rate for each region at least 35%.	**T2: 58% coverage for SDG4 thematic indicators**, with rate for each SDG region: Africa (Sub-Saharan) 53% Asia (Central and Southern) 63% Asia (Eastern and South-eastern) 51% Latin America and the Caribbean 65% Northern America and Europe 66% Oceania 50% Western Asia and Northern Africa 51% WORLD 58%	✅
• T3: Response rate: 79% for QA; 53% for QB; 59% for QC.	**T3: Response rate as of October 2023: 63% for QA; 39% for QB; 44% for QC.**	❌
• T4: Response rates for the UIS Survey of Formal Education by region and questionnaire: 	Region	QA	QB	QC
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Sub-Saharan Africa	71%	42%	46%
Asia	88%	71%	88%
Pacific	93%	36%	44%
LAC	73%	61%	58%
Arab States	85%	55%	70%		**T4: Response rates for the UIS Survey of Formal Education as of November 2022:** | Region	QA	QB	QC
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Sub-Saharan Africa	48%	23%	26%
Asia	75%	58%	68%
Pacific	88%	13%	13%
LAC	58%	45%	42%
Arab States	65%	30%	50%		❌

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

Target 2023:	**T1: 8 global SDG 4 indicators, out of 8 relevant indicators, disaggregated by sex by 97% of all countries reporting.**	✅
• T1: 8 global SDG 4 indicators, out of 8 relevant indicators, disaggregated by sex by at least 90% of all countries reporting.		
• T2: 4 global SDG 4 indictors, out of 5 relevant indicators, disaggregated by at least one other dimension by at least 65% of all countries reporting.	**T2: 5 global SDG4 indicators, out of 5 relevant indicators, disaggregated by at least one other dimension by 65% of all countries reporting.**	✅

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

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

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

2023 Targets	Progress in 2023	
KPI 1.5 Number of tools, guidelines or training resources provided to meet the capacity building needs of countries.		
Target 2023: • T1: 7 tools, guidelines, or training resources	**T1: 13 tools, guidelines, or training resources:** 1. Revised and published the new Policy Linking toolkit: *Policy Linking for Measuring Global Learning Outcomes Toolkit* (January 2023) 2. Revised and published the *Policy Linking workshop presentations* to provide guidance for facilitating Policy Linking workshops (April-May 2023) 3. All *pages on Policy Linking* updated on the GAML website, including upload of workshop presentations and country reports (May 2023) 4. Policy Linking toolkit and presentations translated into Arabic and published. 5. *Pairwise comparison methodology* (Forthcoming in 2023 – In collaboration with ACER) 6. Progress with the I*nternational Item Library*: platform under development and will be maintained and promoted in collaboration with Direction de l'Évaluation, de la Prospective et de la Performance (DEPP) 7. Reporting learning outcomes in basic education: country's options for indicator 4.1.1 (updated in May 2023) 8. Aligning and reporting on indicator 4.1.1: UIS annotated workflow (updated in May 2023) 9. *Protocol for reporting: SDG indicator 4.1.1* (updated in September 2023) 10. *Compare, align, track: The foundational learning data challenges* (Blog, September 2023) 11. *Terms of Use for Assessment of Minimum Proficiency Level (AMPL) products* 12. Five guideline documents for the Survey of Formal Education. 13. Training materials for ISCED-T Final pilot questionnaire	✅

2023 Targets	Progress in 2023	
KPI 1.6 Number of countries supported to improve reporting against the SDG 4 agenda.		
Target 2023: • T1: 55 countries supported (i): 10 countries in Asia and 25 countries in Africa supported in reporting and analysing SDG 4 indicators using Dynamic Template and responses to the UIS Survey (ii) 20 countries with piloted Policy and Statistical Linking methodologies.	**T1:** Overall, in 2023, the UIS has trained and supported **91 Member States**, including 24 from Sub-Saharan Africa, 22 from Asia, 15 from the Arab States, 12 from the Pacific, 11 from the Caribbean, 5 from the Norther America and Europe, and 2 from Latin America in setting benchmarks, reporting on learning (4.1.1), and data collection tools, **through virtual and in-person meetings and workshops** including: - A total of 43 countries were supported in reporting data using the Dynamic Template: 15 in Africa and 28 in Asia/Pacific. - 51 countries met to discuss benchmark settings - 6 regional workshops on benchmarks held in August 2023 - Assessments for Minimum Proficiency Levels (AMPLa and AMPLab) implemented in 5 countries and results by end of 2023. World Bank is implementing with UIS authorization in 2 countries in Urdu and Arabic (Pakistan and Jordan) and there is a negotiation to extent to at least 5 more countries. - Around 70 participants from 15 countries in the Arab region were trained on SDG 4 indicators; - 5 countries in Sub-Saharan Africa were trained on the UIS Survey of Formal Education. - 25 countries were trained on ISCED-T and its application, and on completing the new survey instrument but only 7 have completed by the end of October - One country (Brazil) in Latin America was trained on ISCED-F 2013. - 9 Caribbean countries trained on ISCED and its application in UIS Annual Surveys.	✅
KPI 1.7 Number of reports/data tables/other tools produced/maintained to monitor on progress of the Regional and SDG 4 frameworks.		
Target 2023: • T1: 18 reports/data tables/other tools produced/maintained	**T1: 30 reports/data tables/other tools produced or maintained**: 1. SDG 4 Data Browser updated for the March 2023 data refresh and the September 2023 data release. 2. SDG 4 Data Browser enhanced with Country Profiles (including ISCED mappings, indicators correspondence, and benchmarks information) and regional averages. 3. Global Education Observatory 1.1 (GEO) launched in January 2023 on the International Day of Education with updated benchmark values. 4. Microsite on learning *Data Toolkit: measure what matters*: Contents updated. 5. *SDG 4 Scorecard progress report on national benchmarks: Focus on early childhood* released in January and available in 6 UN languages - In collaboration with the GEMR). 6. *SDG 4 benchmarks: Database integration* (February 2023) 7. Dashboard bridging regional and global SDG 4 monitoring frameworks. 8. *Inventory of Learning Assessments* including information on past and planned assessments from 2010 to 2025 by country, year, domain, measurement point, and scope. 9. Inventory of Household Surveys with inventory of survey metadata in	✅

2023 Targets	Progress in 2023

development.
10. *The potential use of LFS data to increase the coverage of SDG 4.3.1* Report on Labour Force Surveys
11. *The feasibility of harmonizing scores produced by the study Monitoring Impacts on Learning Outcomes (MILO) to the TIMSS and PIRLS TEST scores* (January 2023)
12. *Feasibility of using the data produced by the Early Grade Reading (EGRA) and Early Grade Mathematics (EGMA) to measure and monitor SDG 4.1.1, by complementing it with other banks of items* (February 2023)
13. *Assessments for Minimum Proficiency Levels (AMPL): an efficient and effective tool for global reporting and strengthening capacity to conduct national assessments*
14. *Adapting AMPL instruments: Assessment of Minimum Proficiency Levels (AMPL)* – Draft in progress
15. *Protocol for reporting: SDG indicator 4.1.1* (updated September 2023)
16. *Compare, align, track: The foundational learning data challenges* (Blog, September 2023)
17. Updated List of Resources related to learning indicators (4.1.1, 4.4.2, 4.6.1, 4.7.4, 4.7.5)
18. *Teaching requirement policies globally and their implications for monitoring SDG 4*
19. Updated metadata for SDG 4 indicators 4.2.4, 4.3.1, and 4.5.6 and SDG 4 storylines drafted to contribute to the 2030 Sustainable Development Goals Report.

Position papers for the Conference (English and Spanish; French in progress):
20. *Implementation of the International Standard Classification of Education (ISCED): challenges and solutions forward* EN - SP
21. *Administrative education data: What are the challenges going forward?* EN - SP
22. *Teachers' Indicators: What are the challenges going forward?* EN - SP
23. *Education Expenditure Indicators: What are the challenges going forward?* EN - SP
24. *Using household surveys to monitor SDG 4: What are the challenges going forward?* EN - SP
25. *Measuring and monitoring learning outcomes and skills: What are the challenges going forward?* EN - SP
26. *Setting and monitoring national SDG 4 benchmarks: What are the challenges going forward?* EN- SP

Background papers for the Conference:
27. El uso de las encuestas de hogares en la producción de indicadores sobre educación
28. Using household surveys to monitor SDG4
29. Using labour force surveys to produce education indicators
30. Measuring and monitoring learning outcomes and skills: Where we are and what is missing in terms of SDG4 coverage?

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

2023 Targets	Progress in 2022	2023
KPI 1.8 Number of indicators, methodologies, tools, guidelines, or reports developed to address relevant current and emerging policy issues from the Global Cooperation Mechanism for Education.		
Target 2023: • T1: Network of partnerships established with academia and other organizations to strengthen research and foresight capacity • T2: Establish a framework of indicators relevant to providing evidence on educational system resilience in response to COVID-19	**T1: 11 outputs resulting from established networks of partnerships:** 1. *Participation in early education fosters child development, but progress has stagnated* (Blog, April 11,2023. Published by OMEP) 2. *Gender imbalances remain in digital skills and STEM careers* (Blog, April 27, 2023) 3. *Education Finance Watch*: published in September 2023 - (in collaboration with the WBG and the GEMR) 4. Work on *Foundational Learning*, mainly in relation with the 2nd pillar of the *Global Coalition on Foundational Learning*: 'Support countries to monitor learning progress and improve availability of learning data' (in collaboration with FCDO, UNICEF, USAID, WB, Gates Foundation) 5. Updated list of SDG indicators (as of October 2023) following decisions of the TCG meeting which included deletion and addition of indicators in response to the Transforming Education Summit (May 2023) 6. Updated list of SDG indicators in 6 UN languages as per the above updated list (available at: https://tcg.uis.unesco.org/) 7. Updated list of benchmark indicators by adding Global SDG 4.a.1: Proportion of schools with access to Internet for pedagogical purposes. 8. Updated template to collect benchmarks by including new benchmark indicator and advanced prefilling and validation options (May-June 2023) 9. *SDG 4 Scorecard progress report on national benchmarks: Focus on early childhood* (January 2023 – In 6 UN languages - In collaboration with the GEMR) 10. Pairwise comparison methodology (Forthcoming – In collaboration with ACER) 11. Preparations for the UNESCO Conference of Education Data and Statistics to be held in February 2024 in Paris. **T2: n/a** – TES is the response to follow up on the new education systems challenges	✅

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

2023 Targets	Progress in 2022	2023
KPI 4.1. In collaboration with UNESCO Sectors, develop and deliver a sustainable strategy to: a) improve coverage of SDG indicators; b) establish a fully funded medium-term work programme for the production of data, indicators and analysis in response to UNESCO Sector needs, framed within the Sector's Medium-Term Strategy and UIS capacity and priorities based on full cost recovery; c) produce science, data, and analysis to support the UNESCO World Science Report.		
Target 2023: • T1: Strategy Document developed with Sectors and planned activities for 2022-2023 successfully completed for implementation.	**T1:** Formal discussions with the UNESCO SC Executive Office (DDG/ADG a.i.) have been initiated with the expectation to agree on the strategy and the work plan for 2024-2025	✅
KPI 4.2 Number of countries for which the STI SDG Global indicators are available with number of countries responding to the latest UIS Survey, by region.		
Target 2023: • T1: 118 countries, as per the 2022 R&D Survey. • T2: Region/Countries/Percentage Sub-Saharan Africa: 16 Arab States: 2 Asia: 27 Pacific: 4 Europe & N.America: 42 LAC: 17	**T1: 90 countries from the response to the 2022 R&D Survey.** STI SDG Global indicators are currently available for 155 countries. **T2: Region/Countries/Percentage** Sub-Saharan Africa: 6 Arab States: 7 Asia: 20 Pacific: 2 Europe and North America: 42 Latin America and Caribbean: 13	❌ ❌
KPI 4.3 Number of countries for which STI SDG indicators disaggregated by gender[4] are available in the UIS database.		
Target 2023: • T1: 118 countries, as per the 2022 R&D Survey.	**T1:** 84[5] country responses to the 2022 R&D Survey, with gender disaggregated data.	❌

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4 Note: 9.5.1 – gender is not applicable.9.5.2 – gender is applicable. The new reduced R&D Survey permits the production of a gender disaggregation.
5 Overall, a set of gender-disaggregated R&D indicators are currently available for 151 countries.

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

2023 Targets	Progress in 2022	2023
KPI 5.1 In collaboration with UNESCO sectors, develop and deliver a sustainable strategy to: a) improve coverage of SDG indicators; b) establish a fully funded medium-term work programme to produce data, indicators, and analysis in response to UNESCO Sector needs, framed within the Sector's Medium-Term Strategy and UIS capacity and priorities, including support for global monitoring of the UNESCO thematic framework approved for Culture | 2030 Indicators based on resource mobilization and data and analysis support to flagship publication *Re|Shaping Cultural Policies Report*.		
Target 2023: • T1: Strategy document developed with Sectors and planned activities for 2022–2023 successfully funded and implemented.	**T1:** UIS is leading the work in collaboration with UNESCO CLT on General Conference Decisions 212 EX/46 and 215 EX/5.I.C to develop international indicators related to cultural and creative industries. A work plan and proposed budget has been developed.	✅
KPI 5.2 Number of countries for which the CLT SDG Global Indicator or one of its disaggregation's are available.		
Target 2023: • T1: 63 countries from the response to the 2022 Survey.	**T1: 66 countries from the response to the 2022 Survey.** CLT SDG Global indicators are currently available for 58 countries.	✅
• T2: Region/Countries/Percentage Sub-Saharan Africa: 5 Arab States: 3 Asia: 9 Pacific: 3 Europe & N. America: 33 LAC: 10	**T2: Region/Countries/Percentage** Sub-Saharan Africa: 4 Arab States: 3 Asia: 8 Pacific: 3 Europe and North America: 37 Latin America and Caribbean: 11	✅

Annex II. Communications

UIS social media

The UIS social media strategy in 2023 focused on Twitter/X along with increased use of LinkedIn. At the end of October, the UIS had made 665 posts on X, an increase of 38% from the same period last year. We gained an additional 558 followers. Overall, post impressions (the number of times a post appears in news feeds) rose by 153K to 504K. Impressions were consistently higher in 2023. User clicks and engagement with our posted media on X was 124% higher in 2023, which we attribute to

1) a focus on "calls to action" in each post directing users to relevant publications or our SDG 4 Data Explorer and

2) efforts to attract technically oriented followers keen to understand more about UIS data and methodological work.

While absolute engagement was up, the engagement rate fell by 0.77% due to an increase in the total number of posts, and a decrease in post likes, retweets and mentions. The most popular posts focused on the SDG 4 Scorecard and early childhood education, followed by a post on country profiles.

Increased focus in LinkedIn in 2023 resulted in a 33% increase in the number of followers to 3,079 as of 26 October. At this time, the UIS had 3,886 page views about half of whom were unique visitors. Going forward, placing additional emphasis on LinkedIn will be an important social media strategy allowing us to write longer posts and circumvent algorithm changes at Twitter/X which now prioritize paid verified users.

UIS newsletters

In 2023, the UIS released 3 newsletter for general public (subscriber):
- *Data for Sustainable Development*, March 2023
- *Data for Sustainable Development*, July 2023
- *Global Education Data Release*. September 2023

UIS blogs

New UN modelling estimates lead to increase in school-age population: What are the implications for education indicators?, October 2023

*Halfway to 2030, how far are we from achieving SDG 4?, (*with GEMR), September 2023

Compare, align, track: The foundational learning data challenge, September 2023

Gender imbalances remain in digital skills and STEM careers, April 2023

Participation in early education fosters child development, but progress has stagnated- UNESCO Institute for Statistics, *(with OMEP*) April 2023