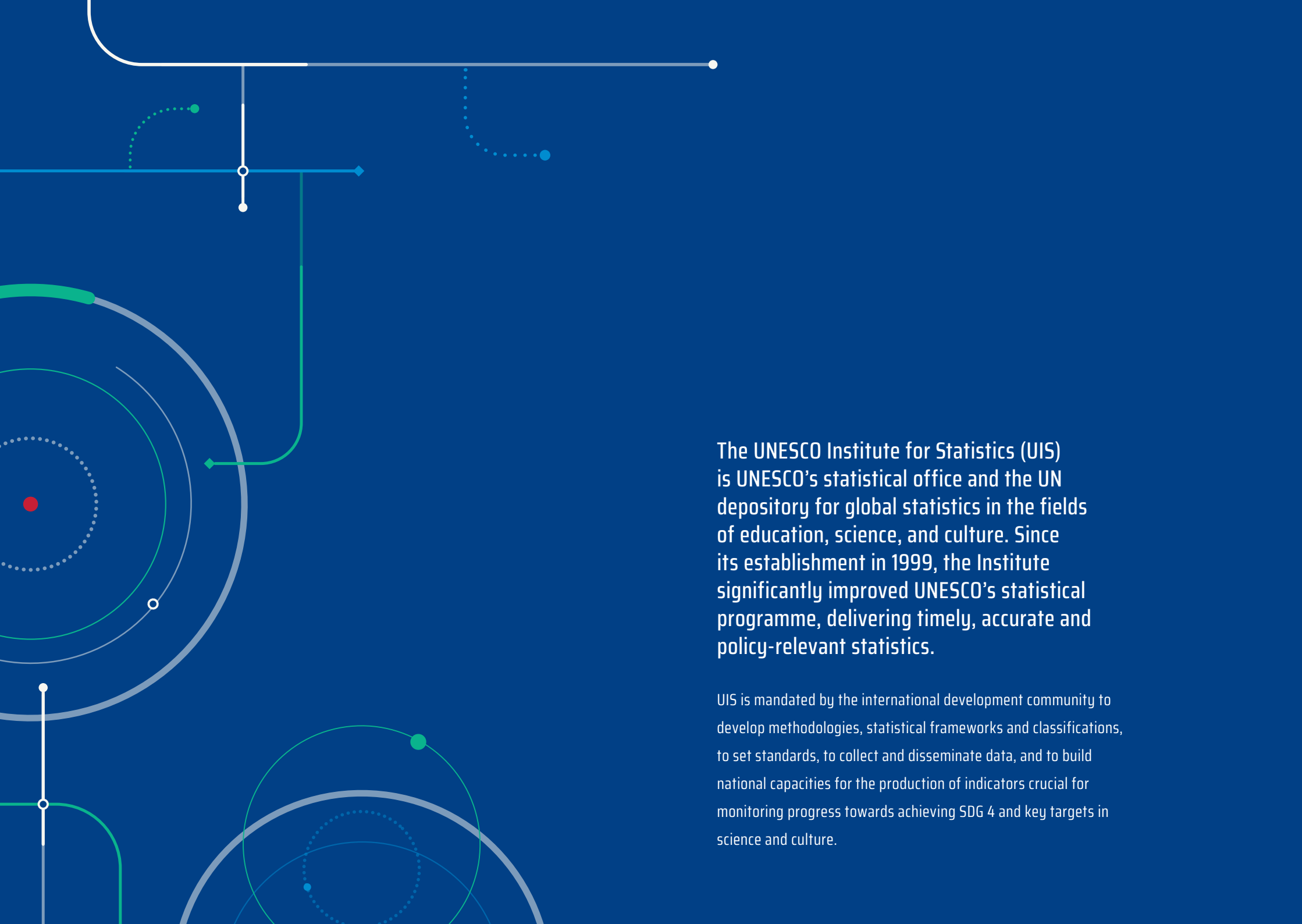




# Celebrating 25 Years of the UNESCO Institute for Statistics





The UNESCO Institute for Statistics (UIS) is UNESCO's statistical office and the UN depository for global statistics in the fields of education, science, and culture. Since its establishment in 1999, the Institute significantly improved UNESCO's statistical programme, delivering timely, accurate and policy-relevant statistics.

UIS is mandated by the international development community to develop methodologies, statistical frameworks and classifications, to set standards, to collect and disseminate data, and to build national capacities for the production of indicators crucial for monitoring progress towards achieving SDG 4 and key targets in science and culture.

## The UIS continuously evolves



Transitioning from traditional data to **modelled data**



Expanding from a small number of indicators to a **diverse set of interconnected indicators** that capture social and economic dimensions



Shifting from a survey-focused approach to an **indicator-centric, country-owned approach**

Celebrating its 25th anniversary, UIS remains committed to innovation, leveraging technology to address data gaps and shape the future of official statistics.

## 25 Years of Data Insights

The UIS 25th anniversary timeline shows the transformational journey that UNESCO and the UIS have followed to lead the statistical agenda by adapting to the constantly evolving data needs and to stay fit-for-purpose.

Over the years, the collection of data through surveys has transformed into a multi-sourced, multi-dimensional, and country-owned process with emphasis on new methods and new approaches to capacity development and data stewardship.



1929

**International Bureau of Education established**

**International Bureau of Education (IBE)** is the first intergovernmental organization focused on regional and international cooperation for education. It is a precursor to UNESCO and continues to be a UNESCO Category 1 institute. In the year of its establishment, IBE launched the first global education survey.

1935

IBE publishes the First International Yearbook on Education.

1937

IBE creates the first comparative tables with numbers of primary and secondary schools, students and teachers.

1945

**Birth of UNESCO**

UNESCO is created with a clear post-war vision of achieving lasting peace by bringing people together and strengthening the intellectual and moral solidarity of humankind through **mutual understanding and dialogue between cultures**.



1946

### UNESCO establishes an international statistical service on education

It follows two objectives: to work on an international **standardization of educational statistics** and to **collect and analyze education data** and publish results openly and widely.

1948

### Education is a human right

The **right to education is enshrined** in Article 26 of the **Universal Declaration of Human Rights**, adopted by the UN. UNESCO leads and monitors its implementation with UN bodies.



1963

### UNESCO's first Statistical Yearbook on education, science and culture



1950

### UNESCO's first global questionnaire-based survey of education

The survey covers 57 Member States and reports on four indicators: **literacy, higher education, TVET and number of schools.**

1958

### Recommendation on International Standardization of Educational Statistics

Adopted by the UNESCO General Conference, this recommendation sets standards, including **definitions, classifications and tabulations of statistics on education and illiteracy.**

1974

### Education for Peace, Human Rights and Sustainable Development

UNESCO's General Conference adopts the Recommendation concerning **education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.**

*This recommendation was updated in 2023 to include sustainable development.*

1997

ISCED 1997 introduces 25 fields of education



1976

### International Standard Classification of Education

The first version of International Standard Classification of Education (ISCED), ISCED 1976 is endorsed at the UNESCO General Conference, with **seven levels of education** plus a category "Education not definable by level".

1970-1992

### UNESCO's Division of Statistics

UNESCO's Division of Statistics undergoes several **organizational changes**. Initially part of the **Communications Sector** (1970-1976), it moves to the **Programme Support Sector** (1977), then later to the **Bureau of Studies, Programming and Evaluation** (1992) following the recommendation to give it a more **central place in the organization.**



1986

### UNESCO' first Framework for Cultural Statistics

Following the Recommendation of the UNESCO Conference of European Ministers of Culture UNESCO creates its first Framework for Cultural Statistics (FCS).

2000

### Dakar Framework for Action

The Dakar Framework for Action reaffirms the **commitment to achieve EFA** by 2015. UNESCO coordinates efforts on six key education goals: early childhood care, free primary education, life skills, adult literacy, gender parity and equality, and education quality. UIS is the official data source for monitoring the EFA targets.



2009

### UNESCO Framework for Cultural Statistics

The 2009 FCS aims to **facilitate assessment of socio-economic contribution of the culture sector** within the cultural and creative ecosystem. UIS utilizes this data to analyse trends in international trade of cultural goods and services, as well as cultural employment.

1990

### Education For All movement

Launch of the Education For All (EFA) movement as a global commitment to **universalize primary education and reduce illiteracy** by the end of 2015.



2000

### Millennium Development Goals

Following the Millennium Summit, **eight Millennium Development Goals (MDGs) were set for 2015**. They focus on poverty, education, gender equality, child mortality, maternal health, diseases, sustainability, and global partnership. UIS is the official data source for education-related MDG targets.

2003

Launch of UIS' Global Education Digest series

2011



### Adoption of ISCED 2011

This edition includes **new categories for tertiary and early childhood education**. Subsequent development includes further refinement of fields of education and training (ISCED-F, 2013), and teacher training programmes (ISCED-T, 2021).



1999

### Birth of the UNESCO Institute for Statistics

The UNESCO Institute for Statistics is **established** through a formal decision of the **General Conference at its 30th session**, and relocates to Montreal in 2001. As a Category I institute, UIS continues to be institutionally and legally **part of UNESCO** and is an integral part of its Programme and Budget, with its **own Governing Body**.

2000

### UIS' first Survey of Formal Education

UIS launches the first annual Survey of Formal Education to **collect data on students, teachers and educational expenditures at all levels of education**. This survey remains one of the **main official data collection mechanisms** that underlie the production of **international education indicators**.

2004

### UIS' Global Research and Development Survey



UIS begins the Global Research and Development (R&D) Survey regularly following an extensive international **review of policy priorities and information needs** in the fields of **science and technology**.

2014

### Benchmarking for progress

In 2014, the UN Secretary General calls for a culture of shared responsibility based on benchmarking for progress.

2015

The Education 2030 Framework for Action recommends countries to establish appropriate intermediate benchmarks for selected SDG indicators.

2016



### Technical Cooperation Group on SDG 4 Indicators

The UIS establishes the Technical Cooperation Group on SDG 4 Indicators (TCG) to **oversee the education indicators monitoring framework**. It collaborates with the Inter-agency and Expert Group on SDG indicators (IAEG-SDGs) and the Global Alliance to Monitor Learning (GAML).

*In 2024, the TCG becomes the Education Data and Statistics Commission.*

2015



### Sustainable Development Goals and the Education 2030 Framework for Action

The UN General Assembly adopts the Sustainable Development Goals (SDG) agenda and the **Education 2030 Framework for Action (FFA)** setting out a new vision for education for the next 15 years. The UIS is placed at the forefront of education data, **monitoring the 10 SDG 4 targets** and a broader set of **indicators under SDG targets 1.a, 8.5, 8.6, 9.5 and 11.4.**

2018



### Work on Learning Outcomes

UIS publishes the **Minimum Proficiency Levels and the Global Proficiency Framework** for reading and mathematics, a significant step forward to align national and cross-national assessment programmes to produce globally comparable data in this area.

2016

### UIS' SDG 4 Data Digests series replaces the Global Education Digest Series

2017

### Cultural Employment Statistics

UIS collects data and releases the Cultural Employment Statistics, feeding into **SDG 8** which calls for **full and productive employment for all women and men by 2030**, with decent work and equal pay. These statistics, which include sex disaggregated data, are new and internationally comparable for the first time.

2021



### Setting national benchmarks for SDG 4 monitoring

The UIS, in collaboration with the Global Education Monitoring Report (GEM Report), invites countries to **submit national benchmarks for seven selected indicators for 2025 and 2030**, a major step at global level to address the accountability deficit associated with longer-term international development goals and targets.

2020-2022



## Survey on National Education Responses to COVID-19 School Closures

UIS leads four waves of the Survey on National Education Responses to COVID-19 School Closures with UNESCO, OECD, UNICEF and the World Bank. The resulting data and analyses guide policy **responses to mitigate school closures' impact and prepare for reopening.**

2022

## UIS Medium-Term Strategy 2022-2029

UIS' Medium-Term Strategy (MTS) lays out a **vision of data transformation and roadmap** to fulfill the data demands of countries, regions and international organizations by providing new data solutions, addressing emerging policy needs and providing coordinated and innovative support to Member States.

2022

## Transforming Education Summit proposes new benchmarks

The Summit calls for **elevating education on the global agenda**, endorses benchmarking, and proposes indicators for greening education, digital transformation, and youth participation. Countries are invited to set benchmarks for school Internet connectivity.



2022

## Model estimates to produce education indicators

The TCG approves the **use of model estimates to report on regional and global averages** for out-of-school, completion and minimum proficiency indicators, as well as national values of out-of-school rates for countries that have not reported data in the last five years.

2023

## Global minimum education level for teaching

The TCG establishes **ISCED level 6, equivalent to a Bachelor's degree**, as the global minimum education level required for teaching.

2024



## UNESCO Conference on Education Data and Statistics

The UIS holds the first UNESCO Conference on Education Data and Statistics, providing an **inclusive forum to develop methodologies, standards and indicators.** The Conference builds a robust governance of education data and statistics as part of the global education cooperation mechanism.

2023-2024

## SDG 4 Scorecards

UIS, in collaboration with the GEM Report, publishes SDG 4 Scorecard reports to **overview countries' progress towards national benchmarks.** The 2023 edition focuses on early childhood education, and the 2024 edition on teachers. The SDG 4 Scorecard dashboard monitors progress in education.



2024

## World Education Statistics 2024

UIS launches the World Education Statistics 2024 which summarizes the education data published by the Institute, serving as a fundamental resource and essential guide for policy-makers, researchers and analysts, and anyone interested in education data and statistics and providing highlights on each of the targets of SDG 4.



2024

## LASER UIS launches the LASER tool

LASER is a Statistical Performance Indicator Index to help countries assess their education data ecosystems, promoting the use of diverse data sources for policymaking and governance.

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Engage with us and become a catalyst for change!

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