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Institute for Statistics

Report on the activities of the UNESCO Institute for Statistics

2024

ACER	Australian Council for Educational Research
AMPL	Assessments for Minimum Proficiency Levels
API	Application Programming Interface
CCSA	Committee for the Coordination of Statistical Activities
CCS-UN	Committee of the Chief Statisticians of the United Nations System
CESA	Continental Education Strategy for Africa
ECLAC	United Nations Economic Commission for Latin America and the Caribbean
ECOSOC	Economic and Social Council of UN
EDSC	Education and Statistical Commission
FCS	2009 Framework for Cultural Statistics
GAML	Global Alliance to Monitor Learning
GEM Report	Global Education Monitoring Report
GPE	Global Partnership for Education
HLSC	Education 203 High-Level Steering Committee
IAEG-SDGs	Inter-agency and Expert Group on SDG Indicators
ILL	International Item Library
ILO	International Labour Organization
ISCED	International Standard Classification of Education
ISCED-T	International Standard Classification of Teacher Training Programmes
LFS	Labour Force Surveys
MPL	Minimum Proficiency Level
MTS	Medium-Term Strategy
OECD	Organisation for Economic Co-operation and Development
OPRI	Other Policy Relevant Indicators
R&D	Research and Development
RICYT	Ibero-American Network of Science and Technology Indicators
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
TAG	Technical Advisory Group
TCG	Technical Cooperation Group on the Indicators for SDG 4
TES	Transforming Education Summit

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The UIS extends its gratitude to all Member States participating in the UIS data collection and to other partners for granting access to their data, which has significantly enhanced data availability.

Lastly, we would like to express our appreciation to all technical and implementation partners for their collaboration on various UIS initiatives.

Foreword by the UIS Director Dr. Silvia Montoya

For the past 25 years, the UIS has been **a leader in making data matter in education, science, and culture**. It remains the go-to source for accurate, policy-relevant data, the development of innovative methodologies, the consensus builder among various stakeholders, and the enable of national capacities.

Since its inception, the UIS continued to evolve to stay at the forefront of a rapidly changing global development environment: transitioning from traditional to modelled data; expanding from a few indicators in education to a diverse set of interconnected indicators; and shifting from a survey-focused approach to a country-owned and indicator-centric approach.

In 2024, the UIS launched the first-ever UNESCO Conference on Education Data and Statistics, establishing a global framework for education data governance and providing an expert forum for monitoring, advising and steering the development of methodologies, standards and indicators. The Conference will meet every three years. Its work is supported by the Education Data and Statistics Commission (EDS Commission), the leading body for coordinating education data worldwide. Building on the legacy of the Technical Cooperation Group on SDG 4 indicators (TCG), the EDS Commission advances the development of education indicators, standards, and methodologies.

The UIS continues to focus on areas where education data is essential for protecting basic human rights, particularly in learning, helping the international community to reach consensus on technical issues that requires broad-based political support. However, a key challenge remains: the high cost of learning assessments for low-income countries. To close data gaps, financial and technical support must be more cost-effective and aligned with national needs.

The UIS also intensifies its efforts to provide data for monitoring research and development (SDG 9.5) and expenditure on preservation of cultural and natural heritage (SDG 11.4) worldwide.

UNESCO has always valued data and promoted data-driven decision-making. As the UIS moves forward, it remains dedicated to innovation and adaptation, fostering robust dialogue among Member States to ensure that data supports equity and quality of development globally. This commitment is key to the steady future of UNESCO's statistics.

PROGRAMME SUMMARY

In 2024 and in line with the Strategic Objectives (SO) of the Medium-Term Strategy 2022-2029, the UIS continued to:

- strengthen the global evidence base (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

Education data production

The 2024 data releases included a significant increase in data points, with 112,000 national data points added in February and 235,596 national data points added in September. This comprised updates to SDG indicators[1] and Other Policy Relevant Indicators (OPRI)[2], with notable increases in out-of-school (SDG indicator 4.1.4) and completion rates (SDG indicator 4.1.2) due to the inclusion of modelled data – 42% and 22% respectively. Thanks to more LFS data from ILO and indicators, there was an increase of 8% in the participation rate in formal and non-formal education and training (SDG indicator 4.3.1) and 12% in educational attainment rates (SDG indicator 4.4.3).

The September release included time series for **regional averages** for 4.1.2 and 4.1.4 (1990 to 2023), 4.1.1 or the proportion of students with minimum proficiency level, and 4.1.0 or the proportion of students prepared for the future (2000 to 2019). It also included regional estimates for 4.3.1 and 1.a.2, the latter reflecting government spending on education.

Data for SDG 4 indicators now cover **62% of the global population and 58% of countries**, marking an increase from the previous releases. The improvement is the result of a multi-pronged approach towards observed data production and data/indicator acquisition that could be summarized as follows:

[1] See the list of all SDG 4 indicators here
[2] See the list of Other Policy Relevant Indicators here

- Using multiple data sources;
- Maximizing indicator production from each source of data;
- Crowdsourcing indicators and raw data from partners;
- Using advanced statistical methods to improve accuracy in data analysis and reporting.

These practices have re-shaped the landscape of international education data reporting, which is now based on a multitude of sources and operates within a complex delivery structure. Additionally, due to the diverse nature of data production, it encompasses various processes of data capture.

By adopting a multisource approach and rigorous modeling methods, the UIS effectively addresses the challenge of closing data gaps, especially when historical data for time series is unavailable. An example of this work is the model for estimating completion and out-of-school rates.

Figure 1 illustrates the diverse sources used in the SDG 4 monitoring framework.

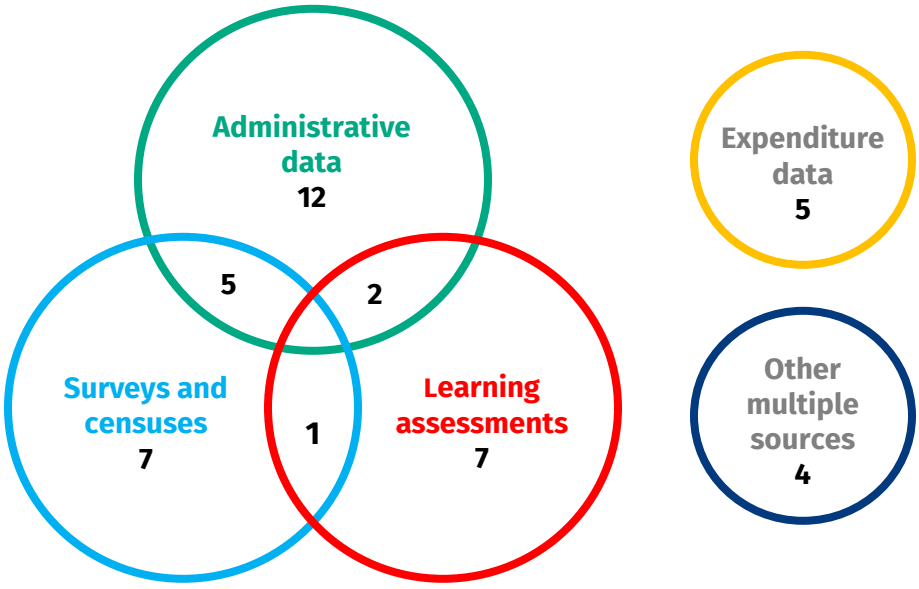


Figure 1 - Distribution of SDG 4 global and thematic indicators, by potential data source

Science, Technology, and Innovation data production

In March 2024, the UIS released new data for its research and development (R&D) statistics, based on responses to its 2023 R&D Statistics Survey and data received from to the Ibero-American Network of Science and Technology Indicators (RICYT). The dataset was refreshed in November 2024 with the addition of new OECD and Eurostat data. Altogether, **new data for 85 countries** were added to allow more timely

tracking of SDG target 9.5. At the global level, this leads to 55% and 51% of data coverage for SDG 9.5.1[3] and 9.5.2[4] indicators respectively, where at least one data point is available during the last 5-year period.

In June 2024, the unit successfully launched its UIS 2024 Survey of Research and Development Statistics (SDG 9.5), and data collection and processing are currently in progress.

Culture data production

The processing of the UIS 2023 Survey of Expenditure on Cultural and Natural Heritage (SDG 11.4.1[5]) was completed and data were disseminated in November 2024. **Fifty-five countries** responded to the survey in 2023, representing 27% response rate. However, the total number of countries with data in the dataset increased **from 58 to 71.** This increase also reflects the inclusion of data from countries that previously submitted data that were not publishable due to quality issues. New countries that provided data for the first time include Côte d'Ivoire, Cameroun, The Gambia, Bahrain, Iran, Syrian Arab Republic and Iraq.

The UIS 2024 Survey of Expenditure on Cultural and Natural Heritage was launched in September with data collection and processing in progress.

Standards and methodologies

Various methodological developments were undertaken to expand coverage and improve the quality and availability of data.

In **education statistics**, important advancements were made in the measurement of learning (see ***Box 1*** and ***Figure 2)*** and the estimation of out-of-school and completion rates using joint modelling approach.

The ISCED Review Panel established by the UIS in June 2023 concluded its work in September 2024. Its 17 recommendations were presented to the Education Data and Statistics Commission in February 2025.

In **culture statistics**, the revision of the **2009 UNESCO Framework for Cultural Statistics (FCS)** is underway. In October 2023, the UNESCO Executive Board instructed the UIS to revise this Framework to improve the conceptual and monitoring framework for measuring the contributions of the creative economy to

[3] SDG 9.5.1: Research and development expenditure as a proportion of GDP
[4] SDG 9.5.2: Researchers (in full-time equivalent) per million inhabitants
[5] SDG 11.4.1: Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)

development. The UIS commissioned a position paper and formed the FCS Expert Group to assist in this effort. By early 2024, the position paper was reviewed by the FCS Expert Group. A draft FCS, including the Conceptual Component and Classifications Guide, was completed by June 2024 and reviewed by the Expert Group.

A global consultation on the revised FCS was conducted from July to August 2024, receiving 96 responses from stakeholders worldwide. In October 2024, the second meeting of the FCS Expert Group took place in Montreal to finalize decisions based on consultation feedback. The final version is expected in early 2025.

At its 220th session in October 2024, the UNESCO Executive Board reviewed progress on the FCS revision. Positive feedback was received, but it was noted that funding is needed for Phase II – developing a Culture and Creative Industries Indicators Set.

Responding to the IAEG-SDGs' decision in October 2023 to 'demote' Indicator 4.1.1a from Tier I to Tier II due to low coverage, the UIS made significant strides in 2024 to enhance countries' reporting on learning assessments.

Many countries still struggle with reporting on the key reading skill – whether children read well enough to learn - the information provided by assessments offers valuable insights into the set of foundational and precursor skills, that represent the building blocks of the reading and comprehension skill, which is the level required by indicator 4.1.1 (a). The UIS proposed a reporting scheme that unpacks reporting of the Minimum Proficiency Level (MPL) by individual skills, incorporating existing assessments and helping establish standards for each skill and language.

Acknowledging the importance of measuring precursor skills, the UIS proposed a study to set benchmark levels for these skills in different languages, linking oral fluency rates with comprehension percentages. Countries can use these benchmarks to track progress or identify issues. Since April 2024, UIS has collaborated with American Institute for Research (AIR), funded by the Gates Foundation, to model precursor skill levels for various languages using Item Response Theory.

The UIS convened a Technical Advisory Group (TAG) on SDG indicator 4.1.1 to refine the eligibility criteria that assessments should meet for reporting, with emphasis on SDG 4.1.1.a (early grades). The TAG met in March and May 2024 to analyze feedback, refine criteria, and outline steps forward. The UIS continued collaborating with countries and experts throughout 2024, presenting a revised document on eligibility criteria for the use of an assessment to report on SDG 4.1.1 and key point summary at the 11th Global Alliance to Monitor Learning (GAML) meeting in February 2025.

In September 2024, the UIS hosted a webinar series 'Reshaping the ecosystem for learning assessments,' highlighting progress and ongoing efforts to address issues in reporting SDG indicator 4.1.1. The first webinar focused on institutional innovations, architecture of the assessments' ecosystem, and proposed improvements like a virtual fund and vetting mechanism for assessments. The second webinar introduced a proposed buyer's guide to help countries make informed choices about learning assessments. The webinars attracted over 200 participants, facilitating discussion on learning measurement challenges.

Box 1 -4.1.1 reporting

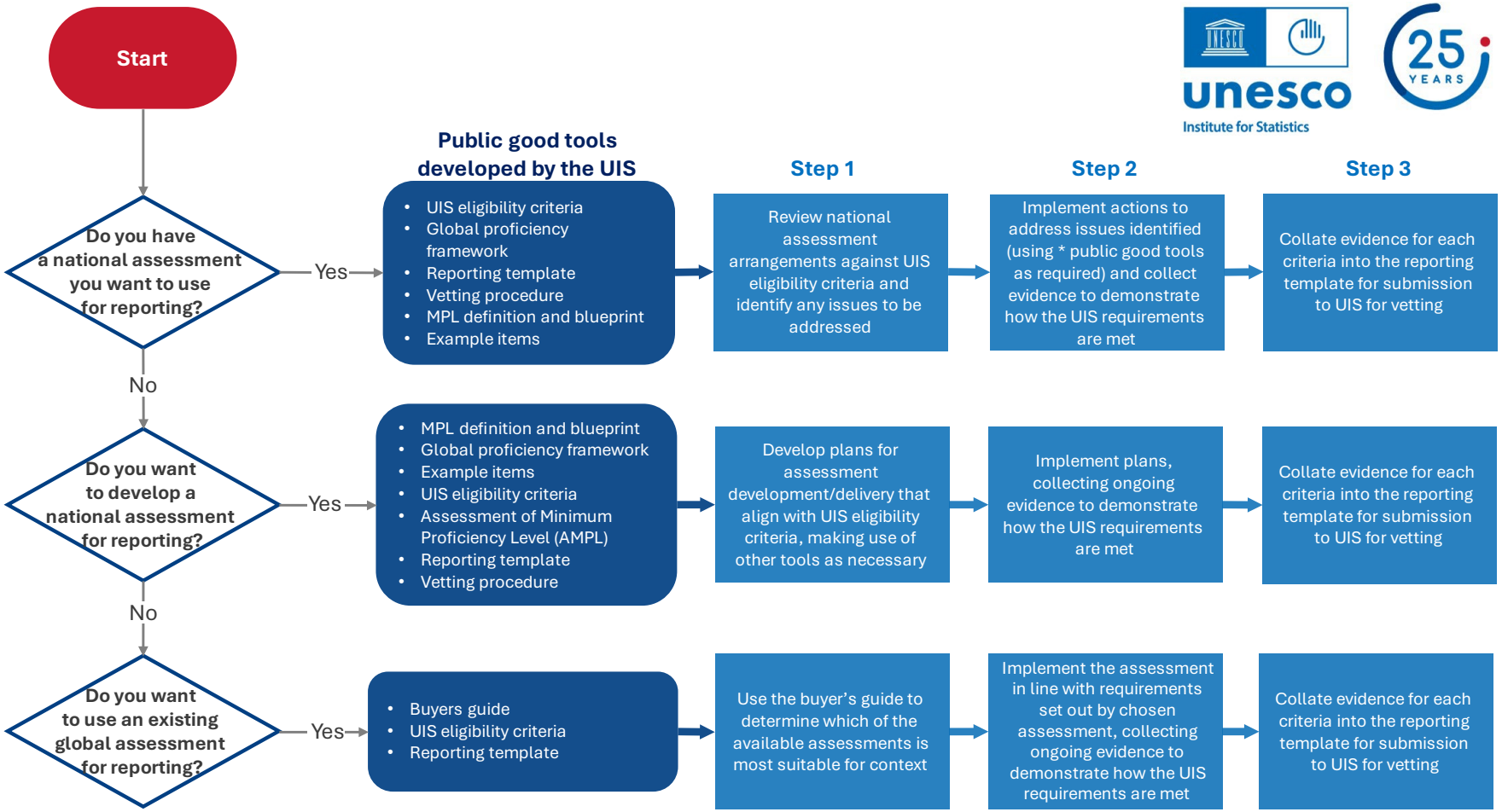


Figure 2 – How the UIS work supports countries' efforts to report on learning

SO2: DEVELOP THE CAPACITY OF MEMBER STATES AND OTHER RELEVANT PARTNERS

Training and direct support

Over 80 countries were supported, **of which 35 in Sub-Saharan Africa**, through targeted training on **education statistics** - setting benchmarks, reporting on learning (4.1.1) and education data collection tools (including training on data collection and disaggregation by gender and disability).

A special project to strengthen the capacities of selected African countries to produce **R&D data for national and global monitoring of SDG 9.5** is underway, supported by the additional UNESCO core financing received for 2024-25. The aim is, in collaboration with UNESCO Field offices, to implement new R&D national surveys and/or improve the quality and coverage of existing R&D surveys in selected sub-Saharan countries. Five priority countries (Angola, Burundi, Ethiopia, Madagascar, and Tanzania) were approached to solicit their interest. All the countries submitted project proposals and detailed budgets. The review of the proposals is ongoing.

The UIS contributed to the **mid-term review of the Continental Education Strategy for Africa (CESA 16-25)**. This review aims to evaluate the strategy's progress, effectiveness, and impact, providing actionable insights for its enhancement. The review assesses the effectiveness of the CESA monitoring framework and offers recommendations for strategic adjustments.

A key achievement was **deepened collaboration** with such regional partners as the Pacific Community (SPC), The Caribbean Community (CARICOM), Organisation of Eastern Caribbean States (OECS), and the Southern African Development Community (SADC). These partnerships exemplify UIS's commitment to impactful alliances that support data-driven policymaking.

Tools

Data for education

A set of products, including a report, an infographic, a short video and a presentation, was developed to guide policymakers and helpg them understand what data sources are available and why producing high quality data is key for effective policy planning. After presenting the four key sources of education data - administrative data, financial and expenditure data, household surveys and population censuses, and learning assessments -, the report emphasizes the importance of combining data sources for value-added analysis, and producing quality data that is relevant, comparable, and accessible. It also identifies common bottlenecks for effective data policy planning, outlines potential solutions and available resources, and describes sustainability of 'fit-for-purpose' education data ecosystem, through an understanding of the specific context, challenges, and priorities of each country.

LASER: a new tool to assess national education statistical capacity

In 2024, the UIS launched the LASER monitoring tool, which aims to empower countries to evaluate and strengthen their national education data ecosystems, supporting informed policy making and effective governance of education systems. LASER helps countries identify available resources, highlight gaps, and leverage data to produce internationally comparable education indicators, ultimately enhancing capacity to produce education data.

A LASER score, derived from each of these five components, reflects a country's overall statistical capacity. Each component's score stems from its sub-components, offering a granular view of the strengths and weaknesses of the national education data ecosystem. LASER scores are currently available for 205 countries.

- **L**earning assessment system meets international standards
- **A**dministrative data on key indicators regularly collected including inequality dimensions
- **S**urveys population system collects education indicators
- **E**xpenditure is reported regularly for all sources
- **R**eview and monitor progress

Learning outcomes – Assessments for Minimum Proficiency Levels (AMPL)

AMPLs are ground-breaking and robust tools to measure the attainment of a single proficiency level for reading and mathematics at a given level of the education cycle. AMPLs allow to identify the proportion of children and young learners in a level of education achieving at least the Minimum Proficiency Level (MPL). This enables countries to produce internationally comparable learning outcomes data to report on the global indicator SDG 4.1.1

In 2024, the UIS expanded the scope of the AMPL project to support more Member States in producing data on learning outcomes (***Table 4)***. The project includes capacity-building components to foster national ownership of conducting learning assessments. The UIS launched a comprehensive microsite hosting all resources related to AMPL-ab and MILO.

Country	Main field administration level		Main field administration language	Pilot level	Pilot language	Mode
	AMPL-a	AMPL-ab		AMPL-a		
Lebanon	✓	✓	Arabic		Arabic	Along with National Assessment
Botswana	✓		English			Integrating with National Assessment
Kenya	✓		English			Standalone
Lesotho	✓		English			Integrating with National Assessment
Rwanda	✓		English			Integrating with National Assessment
Pakistan				✓	Urdu, Singhi	
Sri Lanka				✓	Tamil, Sinhala	
Cambodia				✓	Khmer	
Nepal				✓	Nepali	
Bangladesh				✓	Bangla	

Table 4- planned implementation of AMPL by country, education level, language and mode, 2024-25

Pairwise comparison method (PCM)

The UIS offers options for countries to report on SDG 4.1.1, including the Pairwise Comparison Method (PCM) for global learning outcomes. PCM helps countries benchmark their assessments against global minimum proficiency by comparing their items with those aligned to the Learning Progression Scales (LPSs) for reading and mathematics. The UIS also co-authored the Pairwise Comparison Method (PCM) toolkit in 2024 to support countries in aligning their learning assessments with global standards and report against SDG 4.1.1.

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

UNESCO Conference on Education Data and Statistics

In February 2024, the UIS organized the first-ever Conference on Education and Data Statistics (EDS Conference_, providing an inclusive, open, transparent and expert forum for monitoring, advising, and steering the international community's efforts to develop methodologies, standards and indicators.

At the **institutional** level, the Conference decisions included that it would convene every three years; the UIS will provide its Secretariat; and the Education Data and Statistics Commission (EDS Commission) will be its implementing body taking forward its recommendations between sessions.

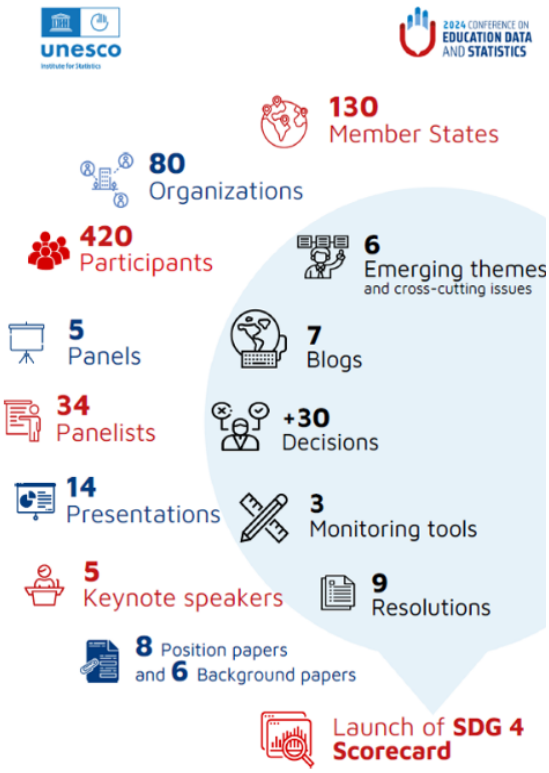


Figure 3 - EDS Conference in numbers

At the **programmatic** level, there were nine resolutions and an average of 15-20 country comments on each, several written statements including 8 from the engagement day, in addition to very informative panels on each day. There were at least 300 comments during the Conference sessions and six emerging themes and cross-cutting issues were identified. These could be grouped into four categories: Innovation in data collection to improve data coverage and quality; data integration by utilizing data from multiple sources and harmonizing them through modeling; technical assistance with data production along with a widespread demand for harmonization, production of manuals and establishment of criteria; use of data and benchmarks[6] which highlights the importance of engaging a broad spectrum of stakeholder so that the education sector can benefit from more accurate, relevant, and actionable insights, leading to better outcomes for all.

[6] For more information, please refer to the Decisions and the Executive summary of the Conference

In sum, the decisions of the inaugural session of the Conference on Education Data and Statistics helped define a technical agenda forward to guide the work of education stakeholders and the EDS Commission for the next triennium.

The Conference marked a historically significant milestone, establishing itself as a pioneering forum in the field of education, bridging a critical gap in the global education statistics landscape and setting the foundation stone for future education agendas.

Education Data and Statistics Commission (formerly known as Technical Cooperation Group on SDG4 Indicators)

The Conference on Education Data and Statistics endorsed re-branding the Technical Cooperation Group on SDG4 Indicators as the Education Data and Statistics Commission (EDS Commission).

With renewed Terms of Reference, the EDS Commission completed its membership rotation process for the period 2024-2026. It is currently composed of 28 regionally representative Member States; all other Member States are observers.

Electoral groups	GROUP I Western Europe and North America	GROUP II Eastern Europe	GROUP III Latin America and Caribbean	GROUP IV Asia and the Pacific	GROUP V(a) Africa	GROUP V(b) Arab States
2024-2026 (28 Member States)	**Cyprus** France Germany **Norway**	Armenia Estonia **Romania**	**Argentina** Brazil **Chile** **Guatemala** Jamaica	Bangladesh **Lao PDR** **Malaysia** Pakistan **Sri Lanka** **Thailand** **Tonga**	**Benin** **Côte d'Ivoire** **Equatorial Guinea** Gambia **Nigeria** **South Africa**	**Iraq** Oman **Tunisia**

Figure 4 – EDSC membership 2024-2026 (new members are in bold)

In 2024, the EDS Commission had two virtual meetings (on 29 April and on 4 July). The key decisions of the Commission in 2024 included:

- Replacing global indicator 4.6.1 on functional literacy and numeracy with thematic indicator 4.6.2 on youth and adult literacy rates
- Approving the metadata for 'Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary, and tertiary curricula' and using it to report on "greening education" (SDG indicator 13.3.1 - Extent to which (i) global citizenship education and (ii)

education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment)

- Discontinuing ISCED-T data collection as a path towards global reporting of indicators 4.c.1 and 4.c.3.

Other notable achievements of the EDS Commission in 2024 include:

- Establishing the **Education in Emergencies Task Force** as one of the working groups of the EDS Commission to provide more accurate estimates of out-of-school children in conflict-affected areas. It has made progress in developing methodologies based on multisectoral needs assessments (MSNA) datasets and mobilizing country-level experts.
- Initiating the review of the SDG 4 framework to propose refinements and new indicators within **the 2025 Comprehensive Review Process of the global SDG Indicator Framework.** This included the reclassification of SDG 4.6.2 as a Tier 1 indicator.

Engagement in SDG monitoring and global governance

In 2024, the UIS continued to be actively involved in SDG 4 coordination and data governance through various initiatives and events, including serving as a co-technical lead for Functional Area 2: Data and Monitoring within the SDG4-Education 2030 High-Level Steering Committee (HLSC).

Month	The UIS Director's involvement
January	Addressed the Economic and Social Council (ECOSOC) Coordination Segment on closing the digital divide on behalf of the Committee of the Chief Statisticians of the United Nations System (CCS-UN).
February	Led the first-ever UNESCO Conference on Education Data and Statistics.
May	Addressed the 2024 Conference of Commonwealth Education Ministers (22CCEM), presenting SDG progress and the dedicated Scorecard.
June	Contributed to the ninth annual meeting of the Global Education Monitoring Report Advisory Board.
September	Addressed the West and Central Africa Sub-Regional Consultation on the 2024 Global Education Meeting and presented at the 6th Asia-Pacific Meeting on Education 2030 (APMED 6)
October	Hosted a biannual meeting of the Committee of the Chief Statisticians of the United Nations System (CCS-UN) and the 44th session of the Committee for the Coordination of Statistical Activities (CCSA) at the UIS office in Montreal. The meeting elected the UIS Director to co-lead CCSA in 2025-2026 alongside the Director-General of Eurostat.
October	Delivered a keynote on monitoring progress towards the SDGs at the International Conference on Assessment and Learning (ICAL 2024).
October	Proposed adjustments to the SDG monitoring framework at the Fifteenth meeting of the Inter-agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs).
October	Presented SDG 4 updates and benchmarking at the Global Education Meeting 2024 (GEM 2024).

Table 5 - Highlights of SDG leadership work in 2024

Furthermore, the UIS Director regularly participated in the meetings of the UN Friends of the Chair Group on Social and Demographic Statistics (FoC) and contributed to the Global Education Coalition principals meetings.

Monitoring publications and tools

Scorecard 2024

The UIS and the GEM Report launched the second edition of the SDG 4 Benchmark Scorecard on the first day of the UNESCO Conference on Education Data and Statistics (February 2024) . The 2024 edition focuses on teachers.

In collaboration with the GEM Report, the UIS released several regional and thematic scorecards or brochures in 2024. These present a summary of the findings from the second global assessment of country progress towards achieving benchmarks. The Africa scorecard was published during the AU summit (15-19 February 2024); the Commonwealth Scorecard during the Commonwealth Conference of Education Ministers (16-17 May 2024); and the Asia-Pacific Scorecard during the 6th Asia-Pacific Meeting on Education 2030 (10-13 September 2024). An additional thematic scorecard on school internet connectivity was produced.

SDG 4 Scorecard Dashboard

The SDG 4 Scorecard Dashboard is a new way of monitoring progress towards the global education goal. Jointly coordinated by the UIS and the GEM Report, the dashboard provides a classification of country progress towards the 2025 benchmark values for every benchmark indicator, the share of countries with data that achieved fast progress by country income group, and the baseline value (2015), latest value (2022) and benchmarks (2025/2030) along with the actual and needed trajectories to achieve them.

Dashboard and map of data gaps in benchmarks 2024

The UIS developed a dashboard and a map which allow users to visualize data gaps in benchmark indicators. The status of each country and for each indicator is reflected using a colour code. Green means that a country has at least one data point in the last 4 or 5 years and at least one data point in the preceding 4 or 5 years which permits a trend analysis; yellow means that a country has at least one data point in the last 4 to 5 years; orange means that a country has at least one data point in the last 8 to 10 years; and red means that a country does not have any data in the last 8 to 10 years.

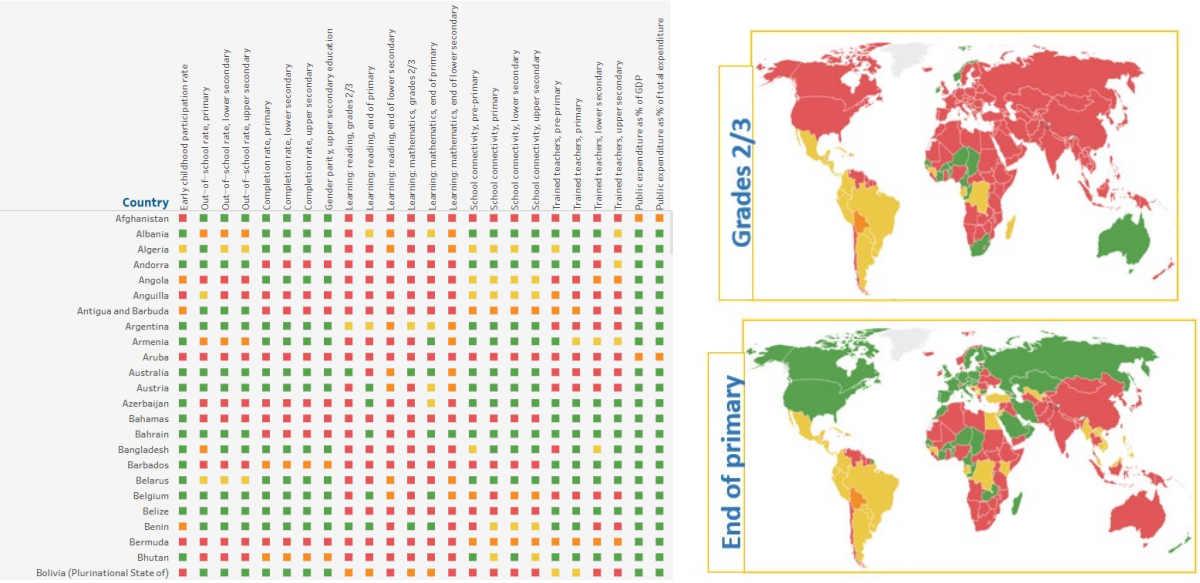


Figure 5 - Visualizing data gaps in benchmarks indicators using the dashboard and map

Education Finance Watch 2024

Since 2021, the Education Finance Watch (EFW) by the World Bank, GEM Report, and UIS has tracked trends in education spending, especially in low- and middle-income countries. The EFW 2024, released at the Global Education Meeting in Brazil in October 2024, examined the connection between education financing and rising international debt. The report showed a global steady rise in total education spending over the last decade. However, this increase hasn't significantly improved per-child allocations in poorer countries with growing populations.

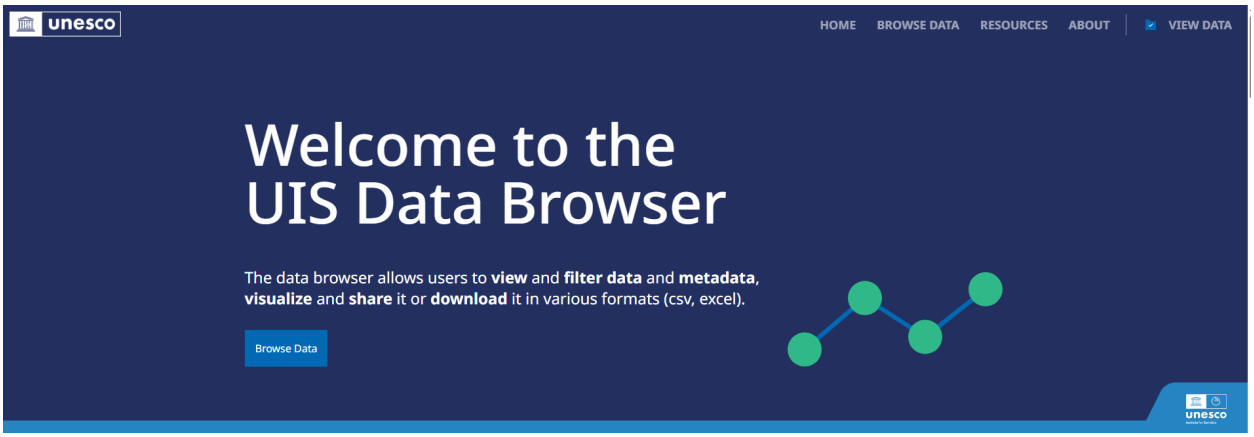
Contribution to the Global Partnership for Education Results Report

The GPE 2025 Results Framework monitors partner countries' progress in learning, access to education, and gender equality, aiding strategic decisions and transparency. The UIS and GEM Report collaborate on providing the first chapter of the annual GPE Results Report, updating on partner countries' progress with indicators from the Results Framework and more specifically their progress towards national SDG 4 targets. These align with the 2025 Strategic Plan to promote fair, inclusive, and resilient education systems.

New dissemination tools

New UIS data browser

The new UIS data browser was launched in September 2024 along with the UIS data release. The browser is a one-stop-shop resource for policymakers, researchers, and developers interested in internationally comparable data on education, science, and culture.



With a revamped interface, the new browser allows users to easily view and download customized datasets in various formats, explore metadata and documentation more effectively, and enjoy enhanced visualization tools. Users can filter indicators by country or region, create charts to track trends over time, and share insights on social media. The key features of the browser are to:

- **Explore the data tailored to the needs:** the browser allows users to search for indicators in Education, Science, Culture and Demographics and discover available disaggregations. They can add indicators to their selection to investigate them further.
- **Gain insights by visualizing and customizing:** the browser allows users to filter selected indicators by country or region and visualize them using line or bar charts to gain more insights about their development and performance over time.
- **Explore and evaluate metadata:** the browser allows to gain a deeper insight into the data by exploring the metadata provided for each selected indicator or browse through the glossary for terminology and definition.
- **Share and download**: the browser allows to share insights on social media or download the data with the applied filters for further analysis in different formats (csv, excel, json).

The home page of the browser also includes a section with key facts on indicators and a section on data insights with visualizations and the option to explore the data.

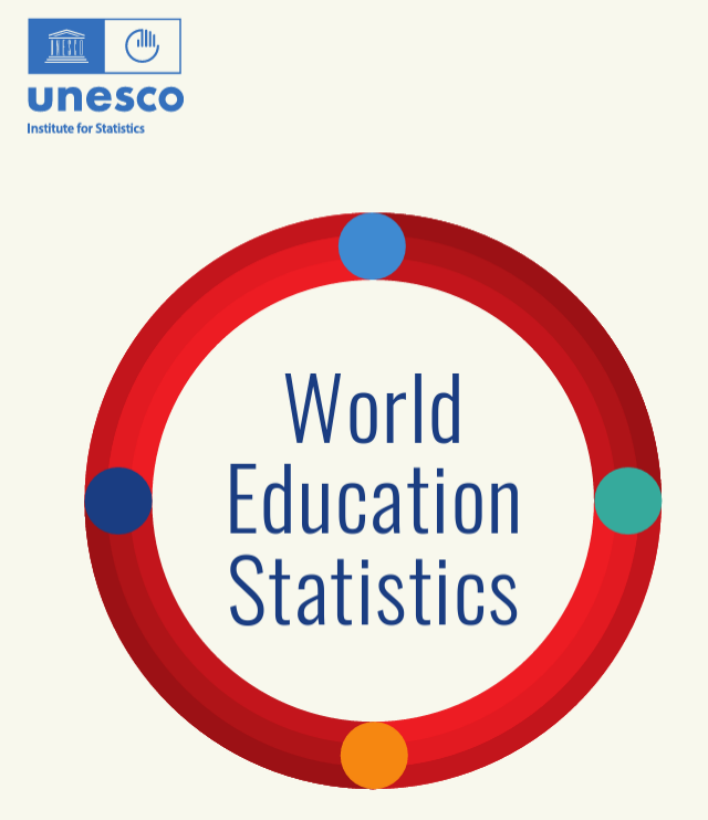
The new UIS data browser has a web Application Programming Interface (API) which allows programmatic data extraction for integration in reproducible reports and applications. To assist data users in extracting data from the API, the UIS offered two training webinars attended by **186 participants** from 66 countries.

World Education Statistics 2024

The UIS published the first-ever World Education Statistics in September 2024 along with the data release. This publication marks the first of a series of World Education Statistics publications that the UIS will be producing on an annual basis. It summarizes the education data published by the UIS and serves as a

fundamental resource and essential guide for policymakers, researchers and analysts, and anyone interested in education data and statistics.

The publication draws on the wealth of information produced by the UIS and provides highlights on each of the targets of SDG 4. Statistics are presented in 11 thematic chapters, covering primary and secondary education; early childhood; technical, vocational and tertiary education; skills; parity; literacy and numeracy; sustainable development and global citizenship; learning environment; scholarships; teachers; and financing education. The publication includes tables for all SDG 4 indicators by country from 2015 to 2024. and is be accompanied by a user-friendly interactive visualization allowing users to view data, when available, for every indicator.



ANNEX I. Progress toward UIS 2024 targets by key performance indicators (KPI)

UIS output 1: Global leadership in the monitoring of the SDG 4-Education 2030 agenda enhanced through the development of internationally agreed norms and standards and the collection, production and distribution of timely and high-quality data

Target 2024 (T)	Progress January-December 2024	
KPI 1.1 - Global SDG 4 data platform established, and regional mechanisms supported to monitor progress toward SDG 4		
T1: The upgraded version of the Global SDG 4 data Centre released and maintained T2: The network of TCG country and regional focal points operational and actively involved in the SDG 4 monitoring	–T1: - New UIS Data Browser is released with updated data and new features - SDG 4 Scorecard dashboard is produced. T2: The nominations of countries to the Conference on Education Data and Statistics contributed significantly to the increase in the network of TCG country and regional focal points.	
KPI 1.2 - Coverage of (i) SDG 4 global indicators; (ii) SDG 4 thematic indicators; (iii) overall response rate to UIS Education Survey (iv); response rate by region.		
T1: 65% coverage rate for SDG 4 global indicators, with at least 50% rate for each SDG region:	SDG: Central and Southern Asia SDG: Eastern and S-E Asia SDG: Europe and N. America SDG: LAC SDG: Northern Africa and W. Asia SDG: Oceania SDG: Sub-Saharan Africa SDG: World	74% 58% 68% 77% 57% 59% 65% 67%
T2: 70 % coverage for SDG4 thematic indicators, with at least 55% rate for each SDG region:	SDG: Central and Southern Asia SDG: Eastern and S-E Asia SDG: Europe and N. America SDG: LAC SDG: Northern Africa and W. Asia SDG: Oceania SDG: Sub-Saharan Africa SDG: World	66% 55% 67% 66% 55% 49% 52% 60%
T3: Response rate to the UIS Education Survey QA: 72% QB: 53% QC: 57%	QA: 67% QB: 35% QC: 51%	

Target 2024 (T)	Progress January-December 2024
T4: Response rates for the UIS Survey of Formal Education per region:	

Region	QA	QB	QC
SSAfrica	61%	42%	46%
Asia	83%	67%	76%
Pacific	88%	38%	33%
LAC	68%	60%	53%
Arab States	75%	50%	60%
NAWE / CEE	91%	64%	91%

Region	QA	QB	QC
Sub-Saharan Africa	50%	25%	33%
Asia	67%	83%	88%
Pacific	75%	38%	36%
LAC	75%	68%	40%
Arab States	75%	20%	60%
NAWE / CEE	92%	53%	92%

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.	
T1: 8 global SDG 4 indicators, out of 8 relevant indicators, disaggregated by sex by 94% of all countries reporting T2: 4 global SDG4 indicators, out of 5 relevant indicators, disaggregated by at least one other dimension by 60% of all countries reporting	T1: 8 global SDG 4 indicators, out of 8 relevant indicators, disaggregated by sex by 96% 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	
T1: - 59% countries with national benchmarks for tracking TES commitments - Increase number of countries with benchmarks on 4.1.1 by at least 7% (67 countries for 2025 and 69 for 2030)	T1: - 34% of countries with national benchmarks on school connectivity - 99 countries ready to report on greening (51% of 196 UN Member States and 80% of global population)

UIS Output 2: Member States capabilities to design policies and implement the SDG 4-Education 2030 agenda supported through strengthening capacity to monitor and report against SDG 4 targets

Target 2024 (T)	Progress January-December 2024
KPI 2.1 Number of tools, guidelines or training resources provided to meet the capacity building needs of countries	
T1: - 3 new outputs produced (+1, LASER). - All relevant resources maintained. - Update microsite on learning	T1: - LASER (Webpage, Concept note, Tool to generate LASER profiles) - World Education Statistics (Webpage, report, visualization) - GAML website updated and AMPL microsite developed

Target 2024 (T)	Progress January-December 2024
- Update the benchmark browser - Data refresh and release in March and September - Annual release of the SDG 4 Scorecard report on benchmarks - Support the G7 Global Objectives report (2024)	- Data refresh and release in March and September 2024 - Benchmarks: • SDG 4 Benchmark Scorecard • Africa scorecard • Commonwealth Scorecard • Asia-Pacific Scorecard • Scorecard on school internet connectivity • SDG 4 Scorecard Dashboard • Dashboard and a map of data gaps - UIS provides data for 4.1.1 and 4.1.4 for the G7 Global Objectives report (2025) • UIS provided data and analysis for the UNSG report
KPI 2.2 Number of countries supported to improve reporting against the SDG 4 agenda	
T1: - At least 80 countries supported - 60 Member States receive training and support (including 25 in Sub-Saharan Africa)	T1: - Over 80 countries supported - Over 60 countries received training and support on various topics including setting benchmarks, reporting on learning (4.1.1) and data collection tools (including training on data collection and disaggregation by gender and disability) (including 35 in SSA)

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

Target 2024 (T)	Progress January-December 2024
KPI 3.1 Number of indicators, methodologies, tools, guidelines, or reports developed to address relevant current and emerging policy issues in Education supported by resource mobilization	
T1: - Network of partnerships maintained - Establish a framework of indicators relevant to providing evidence on post-TES priority areas - Produce data on indicators for TES priority areas – in particular, data for the indicator on youth for up to 25 countries. [new additional target] - Organize the first international conference on education data and statistics - Organize TCG and GAML annual meetings	T1: - Network of partnerships maintained - TES indicators: • Internet connectivity in schools: scorecard dedicated to progress in Member States • Greening education metadata approved by the EDSC; 99 countries ready to report on greening (51% of 196 UN MS and 80% of global population); potential to reach 130 countries • School meals metadata will be presented to the EDSC - Organized the first international Conference on education data and statistics - Organized 3 meetings for the EDSC (formerly TCG) - Task forces on Education in Emergencies and Teachers

Target 2024 (T)	Progress January-December 2024
- 90% of Member States designate 2 focal points (MoE and NSO) - Expand on notable contributions to work in the Coalition on Learning and support work in the Learning Data Compact - 4 new outputs produced (benchmarks; foundational learning; emerging issues)	- Organized meetings for the TAG on 4.1.1a - Organized a webinar series on learning assessments - 148 Member States designated or confirmed their focal points from MoE, NSO, LA because of the Conference - Benchmarks Scorecard 2024 (also regional and thematic) - Data and analysis for Education Finance Watch 2024 and GPE Results Report Learning: - Expansion of AMPL (countries and languages) and AMPL microsite - Pairwise comparison method (PCM) - TAG on 4.1.1a/Eligibility criteria/Benchmarks for precursor skills - Partnerships (ACER-AIR-USAID-GEMR and WCER) - Webinar series on learning assessments - International Item Library - Blogs - Buyers' guide/Virtual fund and vetting mechanism

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

Target 2024 (T)	Progress January-December 2024	
KPI 4.1 Indicators and analysis sets produced for science flagship reports supporting evidence-based decision		
T1: Respond to SC Sector requests for data	Formal discussions with the UNESCO SC Executive Office have been initiated.	
KPI 4.2 Number of Member States for which R&D SDG Global indicators are available		
T1: At least one data point available for SDG 9.5 indicators for 110 member states	Sub-Saharan Africa	8 (18%)
	Arab States	9 (43%)
	Asia	24 (69%)
	Pacific	2 (18%)
	Europe and North America	42 (91%)
	Latin America and Caribbean	17 (46%)
	World	**102 (52%)**

Target 2024 (T)	Progress January-December 2024	
KPI 4.3 Number of Member States for which STI R&D data disaggregated by gender are available		
T1: At least one data point available for R&D gender-disaggregated indicators for 100 member states	Sub-Saharan Africa	9 (28%)
	Arab States	9 (43%)
	Asia	22 (63%)
	Pacific	0 (0%)
	Europe and North America	37 (80%)
	Latin America and Caribbean	14(38%)
	World	**91 (47%)**

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

Target 2024 (T)	Progress January-December 2024	
KPI 5.1 Indicators and data produced and analysed in support of UNESCO thematic framework approved for Culture | 2030 Indicators and of flagship publications		
T1: Respond to CLT Sector requests for data and technical support	T1: - UIS made an online presentation at the UNESCO Culture|2030 Indicators: University Heritage Forum (UHF) with Cairo as a Case Study in January 2024 - UIS reviewed and provided feedback on UNESCO Culture|2030 Indicators - Culture profiles in July 2024 - UIS reviewed data submission on SDG 11.4.1 for Kenya via the UNESCO Culture|2030 Indicators project in November 2024	
KPI 5.2 Number of Member States for which the CLT SDG Global indicator or one of its disaggregation's are available		
T1: At least one data point available for SDG 11.4.1 indicators for 70 member states	SDG: Central and Southern Asia	8 (57%)
	SDG: Eastern and South-Eastern Asia	6 (38%)
	SDG: Europe and Northern America	35 (76%)
	SDG: Latin America and the Caribbean	11 (28%)
	SDG: Northern Africa and Western Asia	9 (38%)
	SDG: Oceania	2 (12%)
	SDG: Sub-Saharan Africa	5 (10%)
	World	**76 (31%)**

ANNEX II. 2024 Publications

Publications for the UNESCO Conference on Education Data and Statistics

- 1 UIS/EDS/1.1 *Launch of the UNESCO Conference on Education Data and Statistics* (English | French | Spanish)
- 1 UIS/EDS/1.2 *Rules of procedure: UNESCO Conference on Education Data and Statistics* (English | French | Spanish)
- 1 UIS/EDS/1.3 *Annotated agenda* (English | French | Spanish)
- 1 UIS/EDS/1.4 *Provisional programme of work and timetable* (English | French | Spanish)
- 1 UIS/EDS/2.1 *Terms of reference of the Technical Cooperation Group on SDG4 indicators (TCG)* (English | French | Spanish)
- 1 UIS/EDS/3 *International Standard Classification of Education: challenges and solutions forward* (English | French | Spanish)
- 1 UIS/EDS/4 *Administrative data: challenges and solutions forward* (English | French | Spanish)
- 1 UIS/EDS/5 *Teacher data: challenges and solutions forward* (English | French | Spanish)
- 1 UIS/EDS/6 *Education expenditure data: challenges and solutions forward* (English | French | Spanish)
- 1 UIS/EDS/7 *Learning assessments and skills survey data: challenges and solutions forward* (English | French | Spanish)
- 1 UIS/EDS/8 *Household survey data: challenges and solutions forward* (English | French | Spanish)
- 1 UIS/EDS/9 *National SDG 4 benchmarks: challenges and solutions forward* (English | French | Spanish)
- 1 UIS/EDS/10 *Integration of statistics* (English | French | Spanish)
- 1 UIS/EDS/11 *Regional organizations and education monitoring* (English | French | Spanish)
- 1 UIS/EDS/12 *UN organizations and education monitoring* (English | French | Spanish)
- 1 UIS/EDS/13 *Role of technology in education data production* (English | French | Spanish)
- 1 UIS/EDS/14 *Agenda forward* (English | French | Spanish)
- 1 UIS/EDS/15 *Provisional agenda and place of the second Conference on Education Data and Statistics* (English | French | Spanish)
- 1 UIS/EDS/16 *Executive summary* (English | French | Spanish)
- *Full report of the Conference* (English)
- *Decisions of the Conference on Education Data and Statistics* (English | French | Spanish)
- *Conference Brochures*
    - *Online tools for monitoring SDG 4*
    - *Tools and resources for monitoring SDG 4 indicator 4.1.1*
    - *National SDG 4 benchmarks and the SDG 4 scorecard*
    - *UIS survey of formal education*
    - *SDG 4 UIS data digest and scorecard series*

World Education Statistics series

- *World Education Statistics, 2024* (English)

SDG 4 Scorecard series

- *SDG 4 scorecard progress report on national benchmarks: focus on teachers* (English, Français, Español, العربية, Русский язык),
- *SDG 4 scorecard: progress report on national benchmarks in Asia and the Pacific* (English)
- *SDG 4 scorecard: progress report on national benchmarks on school internet connectivity* (English)

- *SDG 4 scorecard progress report on national benchmarks in the Commonwealth* (English)
- *SDG 4 scorecard progress report on national benchmarks in Africa* (English, Français, Español)

AMPL publications

- *Assessments for Minimum Proficiency Levels a and b (AMPL-ab): international report* (English)
- *Assessments for minimum proficiency levels a and b (AMPL-ab): Kenya* (English)
- *Assessments for minimum proficiency levels a and b (AMPL-ab): Lesotho* (English)
- *Assessments for minimum proficiency levels a and b (AMPL-ab): The Gambia* (English)
- *Assessments for minimum proficiency levels a and b (AMPL-ab): Zambia* (English)

Other publications

- *#HerEducationOurFuture: Investing in girls' and women's education: a smart investment to accelerate development; the latest facts on gender equality in education* (English, Français, Español)
- *Background information on education statistics in the UIS database* (English, Français)

UIS Newsletter

- March 2024 edition
- September 2024 edition

UIS Blogs

- Administrative data: How do we measure progress towards SDG 4 – Part 1
- Household surveys: How do we measure progress towards SDG 4 – Part 2
- Learning data: How do we measure progress towards SDG 4 – Part 3
- Data integration: How do we measure progress towards SDG 4 – Part 4
- Learning levels unknown for over half a billion children. A new education data ecosystem is needed
- 2024 SDG 4 Scorecard now out: see how countries are progressing towards their national targets
- A new tool to fill the data gap on learning: AMPL
- How can we capture the impact of crises on out-of-school children estimates?
- SDG 4.1.1a: Good progress, but collective action needed
- On the way forward for SDG indicator 4.1.1a: our proposal
- On the way forward for SDG indicator 4.1.1a: setting the record straight
- New UIS data show that the share of women in STEM graduates stagnant for 10 years

Press clipping/interviews

- **We need good education data to be able to achieve good education progress**, Modern Diplomacy
- **Necesitamos datos educativos de calidad para poder progresar debidamente en la educación**, EUROEFE Euractiv
- **Common Space in Southeast Asian Higher Education: A Catalyst for Collaboration?** https://fulcrum.sg/common-space-in-southeast-asian-higher-education-a-catalyst-for-collaboration/
- **Interpreting India's Middle-Income Trap Position and its Implications** https://thewire.in/economy/interpreting-indias-middle-income-trap-position-and-its-implications
- **THESIS Podcast: Trends in Higher Education Systems in International Spheres** https://www.linkedin.com/posts/thesis-podcast-trends-in-higher-education-systems-international-spheres_highered-highereducation-activity-7249433471406735360-F3C4/?utm_source=share&utm_medium=member_desktop