



**ANNOTATED
PROVISIONAL
AGENDA**

FEBRUARY 2024

2024 CONFERENCE ON
**EDUCATION DATA
AND STATISTICS**

PROVISIONAL AGENDA

1. Opening of the Conference: election of officers and adoption of agenda
2. Technical Cooperation Group on SDG4 indicators (TCG)
3. International Standard Classification of Education: challenges and solutions forward
4. Administrative data: challenges and solutions forward
5. Teacher data: challenges and solutions forward
6. Education expenditure data: challenges and solutions forward
7. Learning assessments and skills survey data: challenges and solutions forward
8. Household survey data: challenges and solutions forward
9. National SDG 4 benchmarks: challenges and solutions forward
10. Integration of statistics
11. Regional organizations and education monitoring
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13. Role of technology in education data production
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ANNOTATIONS

1. OPENING OF THE CONFERENCE: ELECTION OF OFFICERS AND ADOPTION OF AGENDA

Following a decision of the Technical Cooperation Group on SDG4 indicators (TCG), the UNESCO Institute for Statistics, in collaboration with the Global Education Monitoring Report, is organizing the first session of the UNESCO Conference on Education Data and Statistics envisioned as a mechanism for education statisticians from all over the world to regularly communicate, discuss, and reach consensus on key issues regarding SDG4 indicator measurement as well as impact of technological and other developments and the ways to benefit from them.

Under this first agenda item, it is suggested by the UNESCO Secretariat that, for its inaugural meeting, a special procedure be adopted for the election of the meeting's chairperson. Accordingly, the Chairperson of the UIS Governing Board, after consultation with the UIS Director and the members of the TCG, would open the meeting, launch the Conference, and immediately put forward to the floor the launch of the conference and the adoption of the rules of procedures which are intended to assist participants in planning and conducting the works.

Once the rules of procedures have been adopted, the Chairperson of the UIS Governing Board shall immediately put forward to the floor the nomination for the position of Chairperson, whose name would be chosen from among the most senior participants in attendance.

Once approved by the plenary, it is proposed that she/he immediately assumes the chairpersonship and proceeds to the election of the other Conference officers (up to two Vice Chairs and a Rapporteur) and to the adoption of the draft agenda of the first session.

Documentation

Launch of the UNESCO Conference on Education Data and Statistics ([1 UIS/EDS/1.1](#))

Rules of procedure: UNESCO Conference on Education Data and Statistics ([1 UIS/EDS/1.2](#))

Annotated provisional agenda (1 UIS/EDS/1.3)

Provisional programme of work and timetable ([1 UIS/EDS/1.4](#))

2. TECHNICAL COOPERATION GROUP ON SDG4 INDICATORS (TCG)

The Technical Cooperation Group on SDG4 indicators (TCG) was established in May 2016 to lead the development and implementation of the thematic indicators for education. The TCG provides a platform to discuss and develop the indicators used for monitoring the Education 2030 targets in an open, inclusive, and transparent manner, involving the main stakeholders. It makes recommendations on the necessary actions to improve data quality and availability, as well as the design and development of methodologies to produce thematic monitoring indicators. The TCG plays a critical role of advancing the implementation of the thematic indicator framework on education.

Co-chaired by the directors of the UIS and Global Education Monitoring (GEM) Report, the TCG, for which UIS serves as secretariat, is composed of 28 members, which are UNESCO Member States. It also includes observers, notably from UNESCO, multilateral organizations, civil society organizations, UN regional economic commissions, and regional organizations, which provide expert technical advice and support. Each selected Member State will serve as TCG member for three calendar years. Member States will be selected through the UNESCO regional Electoral

Groups. The next selection will take place in the first quarter of 2024 for the period 2024–2026. It is possible for a Member State that is already serving as a TCG member to be selected again.

The TCG shall make recommendations to UNESCO/UIS concerning the date of the following meeting of the Conference, ensure the substantive preparation of each meeting (including in particular all new proposals relating to education statistics standards, guidelines and models) and the finalization of the draft agenda, including proposals for inclusion of items emanating from the regional preparatory meetings, and ensure coordination of the follow-up to the meeting's recommendations and decisions. During the period of the Conference meetings, the chairs of the working groups of the TCG shall, in conjunction with the meeting's elected officers (Chair, Vice-Chairs and Rapporteur) serve as the Bureau of the Conference and in this regard take all necessary steps to ensure smooth and efficient proceedings and examine draft decisions and recommendations before their submission to plenary for adoption.

Documentation

Terms of Reference (ToRs) of the TCG (2023) ([1 UIS/EDS/2.1](#))

3. INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION: CHALLENGES AND SOLUTIONS FORWARD

ISCED is a framework that facilitates the transformation of national education data into internationally agreed categories making cross-national comparisons possible. As custodian of ISCED, the UIS is responsible for its development, maintenance, and provision of guidance on its use for data collection and analysis. In 2023, the UIS established an ISCED Committee to advise on the administration of ISCED 2011 and ISCED-F 2013, and ISCED-T to classify teacher training programmes. The first session of the UNESCO Conference on Education Data and Statistics will discuss the report presented to the review panel that described the main issues with the implementation of ISCED 2011; the mandate and recommendations of the ISCED Review Committee; and a progress summary of the implementation of ISCED-T.

Documentation

International Standard Classification of Education: challenges and solutions forward ([1 UIS/EDS/3](#))

4. ADMINISTRATIVE DATA: CHALLENGES AND SOLUTIONS FORWARD

While the agenda focuses on a subset of SDG 4 indicators, it is necessary to improve long-established statistical processes to resolve issues for reporting SDG 4. A selection of those pertaining to administrative data will be discussed at the first session of the Conference: mapping missing data and developing strategies to fill them; use of national and international population estimates; calculation of regional and global aggregates; the UIS survey of formal education and new templates; capacity building requests and streamlining of external assistance support; and initial prioritization of issues for a future education monitoring agenda post-2030.

Documentation

Administrative data: challenges and solutions forward ([1 UIS/EDS/4](#))

5. TEACHER DATA: CHALLENGES AND SOLUTIONS FORWARD

Teacher indicators have been part of the standard set of comparable education statistics for more than 20 years and yet there remains a considerable degree of uncertainty over even the most basic definitions, including those related to core SDG 4 concepts such as qualified and trained teachers. Issues that will be discussed at the first session of Conference include: new global definitions of qualified and trained teachers; appropriate data collection methodologies to monitor the updated definitions; mapping of teacher policies and development of policy indicators; and development of metadata related to teacher qualifications and training programmes.

Documentation

Teacher data: challenges and solutions forward ([1 UIS/EDS/5](#))

6. EDUCATION EXPENDITURE DATA: CHALLENGES AND SOLUTIONS FORWARD

There are two indicators on expenditure in the framework for action. Current reporting uses alternative sources with each source ranked by order of priority on when to use them. The

problem with multiple sources is that indicator values may differ for the same country and year. These sources are official in the sense that they have been provided to data collectors through official government channels by official government respondents. Private expenditure relies on the existence of surveys and other sources for the non-household component. The Conference will explore ways to combine different sources and discuss how to obtain more regular private expenditure data and the per capita indicator.

Documentation

Education expenditure data: challenges and solutions forward ([1 UIS/EDS/6](#))

7. LEARNING ASSESSMENTS AND SKILLS SURVEY DATA: CHALLENGES AND SOLUTIONS FORWARD

The most important development in education monitoring relates to the introduction of learning outcome indicators, especially those with reference to minimum learning proficiency in reading and mathematics for primary and lower secondary school students. Major progress has been achieved in refining concepts, agreeing definitions, issuing guidelines, and designing options that Member States can use. However, there are still considerable challenges that will be discussed at the Conference: low reporting on learning outcome indicators; lack of information on options for collecting and reporting data, including operational and cost issues; characteristics of a robust assessment; and limited use of learning assessments as a source of information for other SDG 4 indicators.

Documentation

Learning assessments and skills survey data: challenges and solutions forward ([1 UIS/EDS/7](#))

8. HOUSEHOLD SURVEY DATA: CHALLENGES AND SOLUTIONS FORWARD

The emphasis of the SDG data agenda on equity has popularized the use of household surveys. Since 2020, household surveys have also been used in education to introduce an additional source of information to fill gaps and triangulate estimates that have traditionally been based on school censuses for core indicators, such as out-of-school and completion rates, but also for new indicators, such as those related to adult education participation or digital skills. However, there

remain important issues that will be discussed at the Conference: validation process of indicator estimates based on multiple sources; development of an inventory of household surveys and mapping of key variables; harmonization of key education-related questions in household surveys; and limited use of household surveys as a source of information for SDG 4 indicators.

Documentation

Household survey data: challenges and solutions forward ([1 UIS/EDS/8](#))

9. NATIONAL SDG 4 BENCHMARKS: CHALLENGES AND SOLUTIONS FORWARD

The national SDG 4 benchmarking process has been at the heart of recent efforts to revise education monitoring by focusing on national targets. Extensive efforts have been made to present the process to Member States, respond to queries, communicate developments, introduce a mechanism to assess progress and report back to Member States. The process has also brought up issues that will be discussed at the Conference: differences in definitions and data sources for selected benchmark indicators; familiarization of all Member States with the process and with the outstanding gaps; process of registering queries and of updating national benchmarks; and alignment between national, regional, and global targets.

Documentation

National SDG 4 benchmarks: challenges and solutions forward ([1 UIS/EDS/9](#))

10. INTEGRATION OF STATISTICS

This agenda item discusses on challenges and solutions to address the existence of multiple data sources for reporting education indicators and how to create a unified view. Multiple sources refer not only to alternative type of sources (e.g. administrative and survey data) but also to the existence of multiple estimates of the same type of sources (e.g. surveys). The agenda item will discuss and propose actions in terms of the engagement with member states in the understanding of the estimation techniques and the adoption of guidelines to propose increased transparency and promote good practices. (1 UIS/EDS/10)

11. REGIONAL ORGANIZATIONS AND EDUCATION MONITORING

Regional education organizations are critical partners in the collection of data to enable monitoring of progress towards SDG 4. This work includes the setting of regional benchmarks reflective of regional and national situations and relevant for regional and national educational policies. This session will feature representatives from regional organizations from Africa, the Arab States, Asia and the Pacific, Europe, and Latin America and the Caribbean responsible for bridging national and global processes in monitoring and reporting of SDG4.

The objective of this session is to improve coordination with regional organizations with a stake in education in terms of the quantitative and qualitative monitoring of SDG 4 and to promote policy dialogue. Discussants will:

- Discuss on the articulation between global and regional monitoring frameworks in education
- Outline diverse approaches to setting regional benchmarks and how these link to national implementation of regional policies and strategies to achieve education goals in the respective regions
- Foster peer learning and collaboration amongst regional education stakeholders to build a culture of learning, knowledge generation and evidence-based alternatives to accelerate progress towards SDG 4.

12. UN ORGANIZATIONS AND EDUCATION MONITORING

Data and monitoring approaches differ widely between UN agencies each tasked to monitor various facets at the intersection of education with the other sustainable development goals. Whilst cross fertilization and collaboration on data collection exists amongst different sectors more needs to be done to streamline data collection methodologies, avoid duplication of efforts and ensure the provision of consistent, credible data to policy makers and data users on all aspects of education.

Featuring representatives from different sectors with a stake in these areas the objective of this session is to learn from current education data collection and monitoring efforts across sectors

and identify ways to harmonize approaches to ensure efficient and expansive coverage on all aspects of SDG 4. Discussants will:

- Introduce and learn from different education data and monitoring efforts across sectors
- Identify areas for increased collaboration
- Demonstrate the utility of new benchmark indicators in the ongoing efforts to collect data and monitor progress for specific interest groups.

13. ROLE OF TECHNOLOGY IN EDUCATION DATA PRODUCTION

The relentless pace of digital technology development; the rapid expansion of generated data; and the advent of artificial intelligence tools are changing the education monitoring landscape and have potential implications that are yet to be mapped or discussed at a global scale. A selection of future-oriented issues that affect the education statistics community will be discussed at the first session of the UNESCO Conference on Education Data and Statistics: big data and potential implications for SDG 4 and other comparable education monitoring; rules and protocols for the use of big data in education; and potential of artificial intelligence for the generation of policy-related indicators.

The conference will have two sessions devoted to introducing the work of organizations and then of countries on the use of technology in education data production; discussing the associated opportunities and challenges; and discussing rules, and protocols for the use of big data in education statistics and the potential of artificial intelligence for the generation of policy-oriented SDG 4 indicators.

14. EDUCATION DATA: CHALLENGES AND SOLUTIONS FORWARD

The session will put forward some solutions for discussion to address the challenges faced with the production of education data and statistics. More specifically, the solutions will be related to the issues discussed during the first session of the Conference including, among others, the following topics: ISCED; administrative data; education expenditure data; teachers' data; learning assessments and skills survey data; household survey data and national SDG4 benchmarks.

Documentation

Agenda forward ([1 UIS/EDS/14](#))

15. PROVISIONAL AGENDA OF SECOND CONFERENCE ON EDUCATION DATA AND STATISTICS

The Conference will have before it the draft provisional agenda of its second session, together with an indication of the documents to be submitted under each item. The Commission is invited to approve the provisional agenda and documentation of its second session.

The draft provisional agenda may be orally amended during the consideration of [item 15](#) of the provisional agenda, considering decisions recommended during the Conference deliberations.

Documentation

Provisional agenda of second Conference on Education Data and Statistics ([1 UIS/EDS/15](#))

16. REPORT OF THE FIRST SESSION OF THE CONFERENCE ON EDUCATION DATA AND STATISTICS

The decisions concerning individual agenda items adopted at the end of each relevant agenda item and the conclusions reached by the Conference shall be embodied in a Report which shall be transmitted to the Director of the UNESCO Institute for Statistics.

Documentation

Report of the first session of the UNESCO Conference on Education Data and Statistics (1 UIS/EDS/16)