

UNESCO CONFERENCE ON EDUCATION DATA AND STATISTICS

DAY 3, 9 FEBRUARY 2024

The third and final day of the Conference opened with a keynote speech by H.E. Professor Mohammed Belhocine, Commissioner for ESTI, African Union Commission who talked about the opportunities for improving education data and statistics in 2024, declared African Union Year of Education.



Two sessions then followed, bringing together regional organizations and UN agencies – ILO, IMF, ITU, UNDP, and UNICEF – critical in the collection of data to enable monitoring of progress towards SDG 4 (watch the [video](#)).

These were then followed by two sessions on the potential of technology for collecting, analyzing and distributing education data.

An [Education databot](#) was announced during the Conference aimed at harnessing the power of machine learning to better visualize education data. In its prototype phase, the next development of the tool will include an interactive interface powered by an advanced chatbot. Fed by the reliable database from the UNESCO Institute for Statistics for SDG 4, it provides a unique and valuable resource for informed decision-making.

Education databot facilitates the creation of data visualizations and infographics; supports a variety of programming and visualization resources, ensuring compatibility and ease of use. The

Education databot provides accurate and relevant information, ensuring the generated visualizations are both meaningful and reliable. Users can set objectives, choose goals, create tailored plots and can adjust visualizations for specific needs.

See the snapshots of Day 3 in the [photo gallery](#)

CONFERENCE OUTCOMES

Mark your diaries:

The second UNESCO Conference on Education Data and Statistics will take place in April 2027 in Paris.

The Conference concluded with an outcome report helping set an agenda for the coming three years:

- on the ISCED process and its review panel
- on improving the efficiency of collecting administrative data, also through protocols for challenging questions, such as emergencies
- on a process to tackle the issue of defining trained teachers
- on overcoming the challenge of applying the standards agreed upon for learning
- on using household survey information more effectively but also to follow good practices on capturing key characteristics such as disability
- on being receptive to the concept of estimates to complement our understanding of progress on indicators that draw on multiple sources
- on building a process to strengthen country ownership in the [SDG 4 benchmarking](#) process



BIG THANKS YOU TO ALL THE PARTICIPANTS, OBSERVERS, SUPPORTERS, AND COLLEAGUES!