



**UNESCO CONFERENCE  
ON EDUCATION DATA  
AND STATISTICS**

**DECISIONS**

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FEBRUARY 2024

**2024 CONFERENCE ON  
EDUCATION DATA  
AND STATISTICS**

## REPORT

This document summarizes the decisions of the First Conference on Education Data and Statistics:

### I. LAUNCH OF THE CONFERENCE

The UNESCO Conference on Education Data and Statistics:

1. Having considered the proposals presented by the Secretariat concerning the governance arrangements, vision, purpose and operating principles of the Conference;
2. Expresses its appreciation to UNESCO and its Institute for Statistics for initiating this new series of conferences;
3. Shares the view that such conferences are necessary and should be conducive to greater international coordination in the field of education data and statistics and enhanced progress towards the relevant international sustainable development goals;
4. Endorses the governance proposals and operating principles set out in this document;
5. Adopts the proposed [Rules of Procedure](#) attached to the documentation (1 UIS/EDS/1.2)

### II. TECHNICAL COOPERATION GROUP

Noting the progress achieved since 2016 by the Technical Cooperation Group on SDG 4 indicators (TCG) in supporting the leading role of the UIS in the development of methodologies and standards, as per paragraph 100 of the Education 2030 Framework for Action; acknowledging the engagement and active participation of Member States in the activities of the TCG in their meetings and deliberations; acknowledging the engagement and contribution of stakeholders, partners and civil society, in the work of the TCG:

The UNESCO Conference on Education Data and Statistics is invited:

1. To take note of the revised [Terms of Reference of the TCG](#) endorsed by Member States in 2023 (1 UIS/EDS/2.1);

2. To take note, as per document [1 UIS/EDS/1.1](#) (point 13) that the:
  - (a) TCG will be renamed 'Education Data and Statistics Commission' (EDS Commission);
  - (b) TCG will remain the primary body for the coordination of the global education data and statistics;
  - (c) TCG will take forward the recommendations of the UNESCO Conference on Education Data and Statistics (EDS Conference) between sessions.

### **III. INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION**

Noting the information presented in the document 'International Standard Classification of Education: Challenges and solutions forward' (1 UIS/EDS/3); acknowledging the role of the UIS as the custodian of ISCED and the support provided to countries in the classification of their national programmes in accordance with ISCED:

The UNESCO Conference on Education Data and Statistics:

1. Welcomes the establishment of the ISCED review panel by the UIS in 2023 in accordance with ISCED 2011 and 2013 classifications;
2. Invites the TCG/EDS Commission to follow up on the results of the deliberations of the ISCED review panel.

### **IV. ADMINISTRATIVE DATA**

Noting the information presented in the report '[Administrative data: challenges and solutions forward](#)' (1 UIS/EDS/4); acknowledging the collaborative efforts of the international community; further noting the challenges affecting comparability of education data, namely:

- quantity of data collected;
- biases created by different data sources;
- quality of data collected,

The UNESCO Conference on Education Data and Statistics:

1. Requests the TCG/EDS Commission to focus efforts on:
  - (a) supporting and scaling-up innovative approaches to increase ownership and decrease burden on Member States, such as the dynamic template;
  - (b) scaling-up the hybrid approach regarding population data;
  - (c) developing protocols and standards to capture the impact of emergencies and crises on affected populations;
  - (d) developing capacity through tools and guidelines such as standard items and formats with all variables needed to estimate SDG 4 indicators.

## **V. TEACHER DATA**

Noting the information presented in the report '[Teacher data: challenges and solutions forward](#)' (1 UIS/EDS/5); congratulating Member States for their efforts to increase the production of data on teachers; acknowledging the challenges associated with collecting and reporting teachers' data; welcoming the decision of the 10th TCG meeting (2023) on a global standards for teacher minimum qualifications based on the new UIS database on teacher policies:

The UNESCO Conference on Education Data and Statistics:

1. Requests the TCG/EDS commission to:
  - (a) agree on a global definition of trained teachers in 2024 through a dedicated task force;
  - (b) produce standards for teacher training programs;
  - (c) consider policy indicators on attracting, preparing, and retaining teachers that are today not part of the framework;
  - (d) support innovation in data collection reviewing the feasibility and updating teacher data collection instruments;
  - (e) develop guidelines for data production on teachers to guide member states.

## VI. EDUCATION EXPENDITURE DATA

Noting the information presented in the report '[Education expenditure data: challenges and solutions forward](#)' (1 UIS/EDS/6); acknowledging the three challenges associated with the calculation of expenditure indicators, namely:

- low coverage, apart from total public expenditure;
- conflicting data sources for public expenditure;
- private expenditure data production,

The UNESCO Conference on Education Data and Statistics:

1. Requests the TCG/EDS commission to focus efforts on:
  - (a) Creating a menu of harmonization methods of the FFA and SDG 1.a.2 indicators;
  - (b) Simplifying data collection instruments including prioritization;
  - (c) Developing and providing guidelines to national statistical offices on how to collect household expenditure on education;
  - (d) Simplifying guidelines and expanding the national education accounts methodology.

## VII. LEARNING ASSESSMENTS AND SKILLS SURVEY DATA

Noting the information presented in the report '[Learning assessments and skills survey data: challenges and solutions forward](#)' (1 UIS/EDS/7); welcoming the significant progress made in establishing conceptual, methodological, and reporting frameworks for SDG indicator 4.1.1; acknowledging the remaining challenges in reporting SDG indicator 4.1.1; noting the low coverage and remaining challenges for SDG indicators 4.6.1, 4.7.4 and 4.7.5:

The UNESCO Conference on Education Data and Statistics:

1. Requests the TCG/EDS Commission to focus efforts on:

- (a) an assessment harmonization and reporting handbook
- (b) an assessment accreditation system
- (c) the standardization of context questionnaires in learning assessments
- (d) innovative methodologies on indicators with low coverage

2. Invites the international community to develop an approach to increase investment to fund learning assessments.

## VIII. HOUSEHOLD SURVEY DATA

Noting the information presented in the report '[Household survey data: challenges and solutions forward](#)' (1 UIS/EDS/8); acknowledging the importance of exploring the full potential of household and other surveys and censuses as a source of data to monitor SDG4; noting the challenges associated with the use of survey data including:

- non-harmonized survey instruments;
- different reference periods;
- quality and comparability of background information;
- comparability issues with measuring literacy, knowledge and skills;
- inaccuracy in collection of household education expenditure; and
- availability and accessibility of survey data,

The UNESCO Conference on Education Data and Statistics:

1. Requests the TCG/EDS Commission to focus efforts on:
  - (a) raising awareness of the opportunities that surveys offer for generating education statistics;
  - (b) establishing a standardized set of modular survey items;
  - (c) issuing guidelines for data collection and processing;
  - (d) developing standardized definitions and measures for factors such as household wealth, migration and disability, notably facilitating the integration of recently developed data

collection tools aligned with a more comprehensive concept of disability into large-scale surveys;

- (e) ensuring accessibility while maintaining data security.

## **IX. NATIONAL SDG 4 BENCHMARKS**

Noting the information presented in the report '[National SDG 4 benchmarks: Challenges and ways forward](#)' (1 UIS/EDS/9); welcoming the efforts of Member States to fulfil the commitment they made in 2015 to set SDG 4 benchmarks; acknowledging the release of the second SDG 4 Scorecard that monitors progress towards the national SDG 4 benchmarks; noting the decision of the SDG 4 High-level Steering Committee to have three additional benchmark indicators developed to reflect the priorities of the Transforming Education Summit:

The UNESCO Conference on Education Data and Statistics:

1. Invites Member States to complete submission of national benchmarks, especially on the equity indicator, and to include them consistently in national sector plan, regional dialogue, and global cooperation processes;
2. Invites the UIS to strengthen its efforts to improve the quality of the benchmark database;
3. Invites the UIS and the GEM Report to propose a mechanism enabling countries to seek clarifications and propose corrections to the SDG 4 Scorecard assessment;
4. Requests the TCG/EDS Commission to:
  - (a) refine and approve the proposed SDG 4 Scorecard review mechanism.

## **X. INTEGRATION OF STATISTICS**

Noting the information presented in the report '[Integration of statistics: challenges and solution forward](#)' (1 UIS/EDS/10); acknowledging that multiple sources of data are a growing area of interest in education statistics, which presents opportunities and challenges; noting the initiatives that have recently been taken to use multiple sources and prepare estimation models on out-of-school and completion rates:

The UNESCO Conference on Education Data and Statistics:

- 1.** Requests the TCG/EDS Commission to focus efforts on:
  - (a) formalizing good practice for reporting estimates, for instance adapting the WHO GATHER checklist on health to education statistics;
- 2.** Invites the UIS and the GEM Report to:
  - (a) support country participation through a mechanism to address country queries and suggestions;
  - (b) propose a joint model of out-of-school and completion rates, also taking into account the need to address the implications for crisis-affected populations;
  - (c) propose a prioritization of other indicators that might benefit from development of estimation models that rely on multiple data sources.

## **XI. PROVISIONAL AGENDA**

Noting the information presented in the report 'Provisional agenda and place of the second Conference on Education Data and Statistics' (1 UIS/EDS/15) and the oral introduction by the Secretariat;

The UNESCO Conference on Education Data and Statistics:

- 1.** approves the draft provisional agenda of its second session, as outlined in document 1 UIS/EDS/15 and entrusts the EDS Commission with streamlining and finalizing it;
- 2.** takes note that the second meeting of the Conference on education data and statistics will be held on 21–23 April 2027 in Paris, France ;