



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
FOR  
STATISTICS

# UNESCO Institute for Statistics Theory of Change



## International education data as a lever for change

This paper presents the Theory of Change for the UNESCO Institute of Statistics (UIS). As illustrated in the attached figure, the Theory of Change presents the Institute's vision of the factors and activities required to improve the quality of education and learning outcomes globally by catalysing a fundamental shift in the ways in which international education data are produced and used by countries. The vision is based on a highly collaborative approach with stakeholders including governments, civil society groups as well as technical and development partners.

### Levers or contributing factors for change

To begin with, the Theory of Change presents the levers or contributing factors needed to create an enabling environment to improve the production and use of globally-comparable education data. These levers range from forging alliances to foster a culture of data use to infrastructure and funding (see outer circle of figure).

Each factor has a direct impact on the performance of the education sector. Together, the factors make it possible to align policies to priorities while creating the institutional environment needed for effective data production and use.

### Activities to accelerate change

The inner circle of the figure highlights some of key UIS activities needed to accelerate the transformative change made possible by the contributing factors. These activities cover a range of UIS areas of work – from the harmonisation of standards and methodologies to the tools and processes needed to collect and produce high-quality data as well as the exchanges between data producers and users to stimulate and respond to greater demand for statistical information. In short, by improving the quality and availability of international data, the UIS is fostering greater demand for and use of statistical information for evidence-based policymaking.

### Synergy to achieve SDG 4: Reaching the goal by spurring data demand, use and accountability

The UIS Theory of Change breaks with the past tendency to view strategies and investments in data production in isolation from the wider environment and factors shaping the performance of education systems. It shows how the synergy between the levers and accelerators of change will perpetuate a cycle of better data production and enhanced use of information to improve the performance of education systems and the learning outcomes of children and youth.

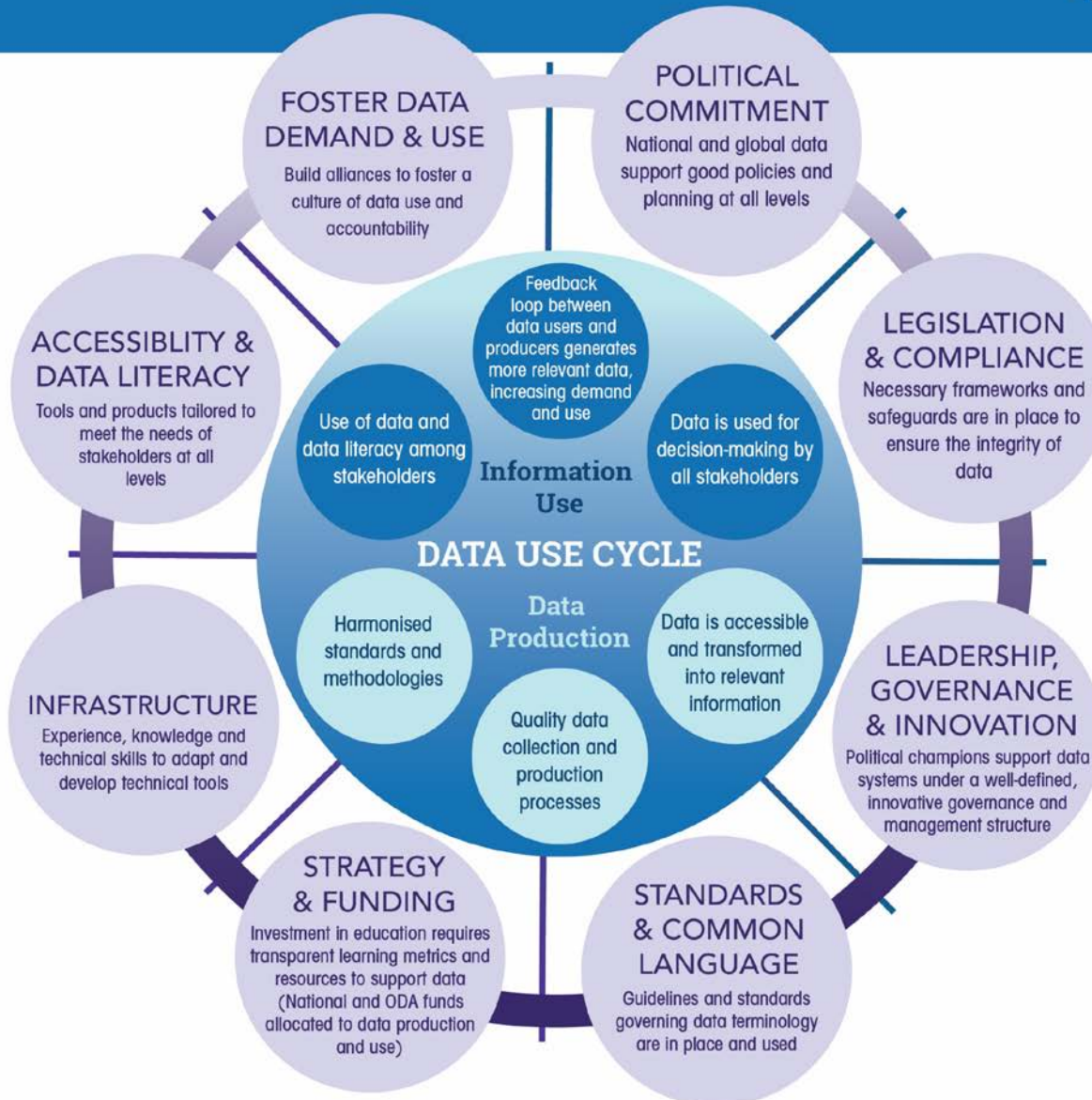
By strengthening data quality and fostering a strong culture of data use, the UIS Theory of Change will lead to the evidence-based decision-making needed to improve the outcomes of the education sector at all levels.



# UIS THEORY OF CHANGE

• PRIORITIZE EFFORTS AND RESULTS FOR CHANGE

• DATA AS A LEVER FOR CHANGE



**OUTCOMES**

Improved data literacy increases demand for high-quality data, leading to a more robust culture of data use and results such as:

1. Better quality learning and teaching practices
2. Service delivery focused on equity and reaching the marginalized
3. Allocation of resources according to shared vision of priorities
4. Good management practices and satisfaction of stakeholders about the availability and quality of learning opportunities
5. More productive and participatory populations able to achieve aspirations, decent livelihoods and quality of life

**SDG 4**

Quality education and better learning outcomes for all

**LEVERS (Factors)**      **ACCELERATORS (Activities)**

○                      ●      ○