



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
FOR  
STATISTICS



SUSTAINABLE  
DEVELOPMENT  
GOALS

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# Funding Opportunities

## SDG 4 and Internationally- Comparable Statistics





## The statistical office of UNESCO and the UN repository for comparable statistics in the fields of education, science, culture and communication



### STRATEGIC OBJECTIVES

- Producing common and agreed international norms, standards, and methodologies.
- Improving country engagement and readiness to produce and utilize data.
- Maintaining the world's most comprehensive database of internationally-comparable data on Education; Science, Technology, and Innovation; Culture, and Communication.

### Delivering the methodologies, national support and the data for monitoring the Sustainable Development Goals

The 2030 Agenda presents a strategic shift in the way that data are produced and used at national and international levels. The SDGs go well beyond their predecessors, the Millennium Development Goals (MDGs). The scope of the Agenda is much broader, with an additional emphasis on reducing inequalities. The 2030 Agenda requires disaggregated indicators across different population groups in order to better measure progress amongst those groups who are disadvantaged and seeks to measure skills related to society, technology and the environment. Member States took the lead role in developing the 2030 Agenda and the global indicator framework for the follow-up and review of the SDGs.

But while the SDGs are a major driver of these needs, they are by no means the only ones.

The UIS must expand its areas of work to produce a wider variety of data and indicators to respond to current and emerging needs emanating from UNESCO, its Member States and the international community at large.

The UIS medium-term strategy foresees more diversified information sources, a solid information system, indicator frameworks, tighter standards and more creative data collection approaches.

Working with Member States, the UIS will provide leadership in developing statistics, norms, standards and guidance to countries and international organizations on the implementation, monitoring and reporting of data and indicators related to UNESCO's mandate, including the relevant SDG goals and targets. We will develop a more comprehensive and integrated approach to improve the statistical capacities of Member States in the medium and long term.



# OUT-OF-SCHOOL CHILDREN

## Addressing the data gap

**The challenge:** Which children are out of school and why? There is a lack of tools and methodologies to identify out-of-school children, to measure the scope and describe the complexity of exclusion and disparities, to assess the reasons for exclusion, and to inform policy and planning.

**UIS offering:** The international mandate, expertise in statistics and methodology, a global network of statistical advisors, and the world's largest database of internationally-comparable education statistics.

### Achievements:

- Technical assistance provided to more than 70 countries.
- Guidance documents for analysts and policymakers: operational manual for national out-of-school studies, framework for monitoring participation in education, methodological papers.
- National, regional and global reports on out-of-school children.
- International database with profiles of out-of-school children.
- Evidence-based policy and practice pointers to improve education access and retention.

**Financials:** 1.1 M USD (UIS component)  
**Timeline:** 2013-2016 (one-time project)  
**Donors:** Member States, Global Partnership for Education (GPE)  
**Partners:** Member States, UNICEF

**One in five children, adolescents and youth is out of school**

**More than one in four out-of-school children will never enter a classroom**

**The countries with the highest out-of-school rates are in Africa**

**There are large disparities in access to education linked to location, wealth and disability**

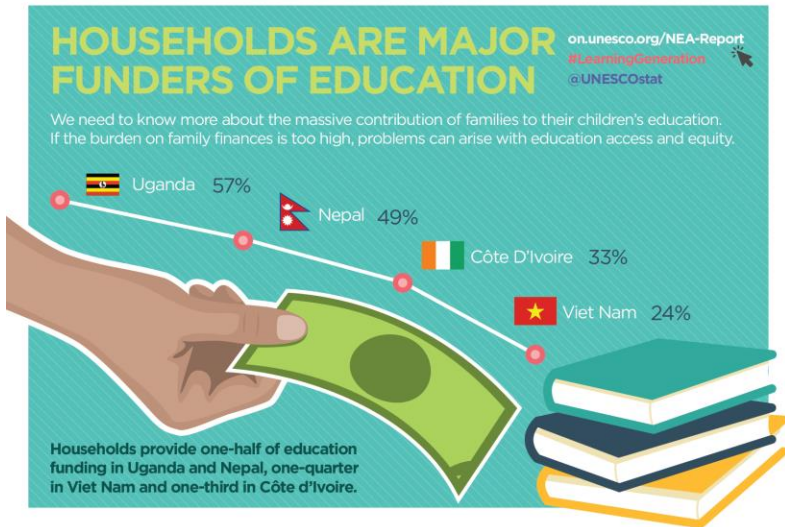
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# WHO PAYS FOR WHAT?

## Countries don't know how much they are currently spending on education

**The challenge:** Countries do not have the tools or data to track education expenditure by different levels of government and the amounts households contribute to their children's schooling.

**UIS offering:** Together with partners, the UIS developed a new methodology, the National Education Account (NEA), and helped eight countries gain a complete picture of their education spending.

**Achievements:**

- Methodology for NEAs produced.
- Côte d'Ivoire, Guinea, Lao PDR, Nepal, Senegal, Uganda, Viet Nam and Zimbabwe developed the internal capacity and knowledge and were able to collect and report on education spending.
- Guidelines produced to assist other countries apply NEAs.

**Financials:** 2.1 M USD (total)  
**Timeline:** 09/2013 to 07/2016 (34 months), one time  
**Donors:** Member States, Global Partnership for Education (GPE)  
**Partners:** Member States, IIEP, IIEP Pôle de Dakar

**Countries spend more on education than normally assumed**

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**Households are major funders of education**

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**New methodology developed**

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**Guidelines for countries developed**

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# CHILDREN NOT LEARNING

## Two-thirds of them are in school

**The challenge:** Learning assessment data cannot be compared internationally. New methodologies and tools are needed to help countries monitor and improve learning outcomes.

**UIS offering:** We are developing internationally-comparable indicators and methodological tools while supporting national strategies for learning assessments.

**Achievements:**

- Established the Global Alliance to Monitor Learning, which brings together governments, donors, technical experts and civil society groups.
- Release of the first estimates of the numbers of children unable to achieve minimum proficiency levels in reading and mathematics.

**Financials:** 0.7 M USD  
**Timeline:** 2015-2021  
**Donors:** Member States, UIS Global Donor Group  
**Partners:** Member States

**First global estimates produced**

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**617 million children are not learning**

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**Two-thirds of them are in school**

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**Global Alliance to Monitor Learning (GAML)**

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"No country can deliver on the data required to measure the Education 2030 Agenda alone. We need greater cooperation and support across countries, donors and civil society so that no one is left behind."

Silvia Montoya, Director,  
UNESCO Institute for Statistics



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## SDG 4 DATA CHALLENGE

### Quality education for all

**The challenge:** Sustainable Development Goal 4 (SDG 4) calls for inclusive and equitable quality education for all. The most marginalized groups – including persons with disabilities, indigenous peoples, disadvantaged children, refugees and others – are often invisible in education data.

**UIS offering:** The UIS is working with partners to produce the methodological tools and indicators to measure equity in education.

#### Achievements:

- Methodology for 10 global and 22 thematic indicators
- UIS Global Database extended to include data for 31 SDG 4 indicators
- Education indicators disaggregated where relevant by sex, location, wealth, migration status, home language and disability
- Handbook on Measuring Equity in Education
- Interactive data visualizations, eAtlases and country profiles

**Financials:** 0.75 M USD annual spend  
**Timeline:** 2015-2030  
**Donors:** Member States, UIS Global Donor Group  
**Partners:** Member States

Fewer than half of all countries have data for some indicators

Disaggregation reveals hidden disparities

New indicators on equity in education

Data quality remains an important issue

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# INFORMATION

## How many countries guarantee public access?

**The challenge:** SDG 16 seeks to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**UIS offering:** As a part of a larger project, the UIS will produce the methodological tools for SDG Indicator 16.10.2 in order to track which countries guarantee public access to information.

### Objectives:

- Develop methodology for global and thematic indicators to measure SDG 16.
- Monitor which countries guarantee public access to information.
- Develop a global survey.

**Financials:** 0.66 M USD (UIS component)  
**Timeline:** 2019-2021 (one-time project)  
**Donors:** Member States, Swedish International Development Agency (SIDA)  
**Partners:** Member States, UNESCO Communication and Information Sector

**Measuring SDG 16.10.2  
on public access to  
information**

**Developing  
methodology for global  
and thematic  
indicators**

**Designing a global  
survey**

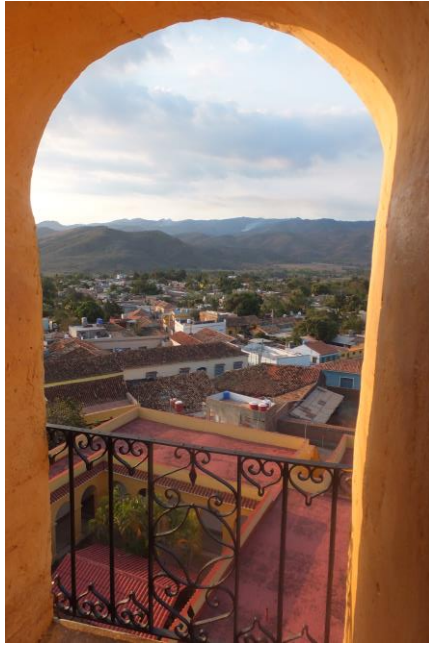
**#DataForSDGs**

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# WORLD HERITAGE

## Is it being protected and safeguarded?

**The challenge:** SDG Target 11.4 aims to “strengthen efforts to protect and safeguard the world’s cultural and natural heritage”.

**UIS offering:** We are the only agency to produce internationally-comparable data on culture and the custodian agency for SDG Indicator 11.4.1. The UIS is in the unique position to develop the new methodologies and indicators needed to measure public and private investments to strengthen, protect and safeguard the world’s cultural and natural heritage.

### Objectives:

- Develop methodology and indicator to measure public/private investment in heritage preservation.
- Offer a global view by designing a new survey to collect and publish information from Member States.

**Financials:** 0.65 M USD  
**Timeline:** 2016-2019, one-time project  
**Donors:** Member States  
**Partners:** Member States, UNESCO Culture Sector, Eurostat, AFRISTAT

**Measuring  
SDG 11.4.1 -  
public/private  
investment in heritage  
preservation**

**New methodology and  
indicators**

**New global survey**

**#DataForSDGs**

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# NATIONAL STRATEGIES

## Helping countries produce and use SDG 4 data

**The challenge:** Half of the data needed for the SDG 4 global indicators are not available in countries. No country can deliver the data alone.

**UIS offering:** We provide a sustainable approach to help countries strengthen their capacities to effectively monitor SDG 4.

### Achievements:

- A wide range of global training tools and guidelines designed to meet the specific needs of countries.
- 11 countries now have SDG 4 action plans integrated into their national statistical strategies.
- National roadmaps and action plans address priorities and strengthen monitoring.
- National expert groups on education data to support the development of national strategies for education statistics.
- National data sources and data gaps have been identified and assessed.

**Financials:** 1.0 M USD (UIS portion)  
**Timeline:** 2016-2018, one-time project  
**Donors:** Member States, CapEFA donors, Dubai Cares  
**Partners:** Member States, UNESCO Capacity Development for Education programme

**National SDG 4 action plans**

**11 countries receiving in-depth assistance**

**Global training tools and guidelines available for countries**

**National expert groups**

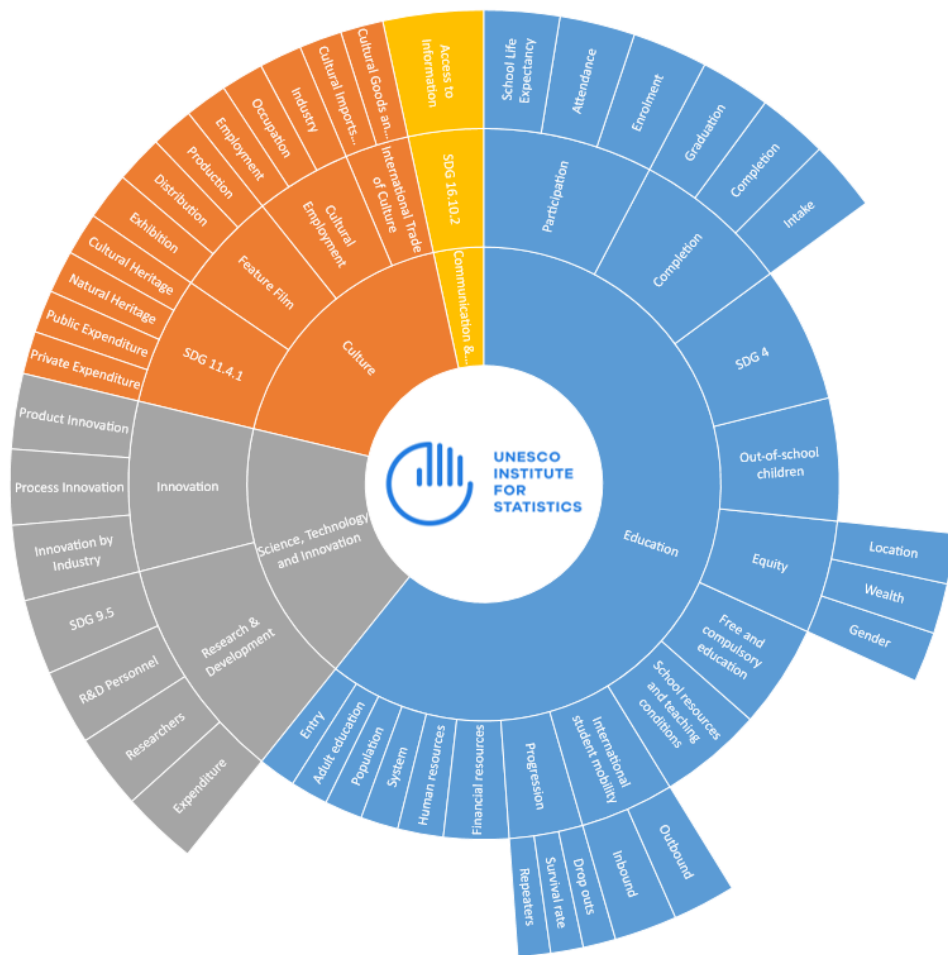
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# UIS GLOBAL DATABASE

## The world's most comprehensive resource

**The challenge:** The demand for more and better data has never been greater. The challenge lies in sustaining the production of high-quality, internationally-comparable data from all Member States on critical issues in education, science and technology, culture, and communication.

**UIS offering:** As part of our official mandate, we offer expertise in methodological development, data production and story-telling skills to produce high-quality statistics and maintain the currency and relevance of this critical global asset.

**What's next:** Continuous expenditure to update global indicators. Investments in innovation – data, technologies, story telling, API.

- Financials:** 4.8 M USD annual investment
- Timeline:** Ongoing
- Donors:** Member States, UIS Global Donor Group
- Partners:** Member States, OECD, Eurostat, RICYT, UNDP

**Monitor and benchmark progress**

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**Identify and target areas in greatest need**

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**Global reference for SDG 4 data**

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**A global perspective on progress and challenges**

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**Open data | Global API**

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