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TCG progress report

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TCG6/WD/2

Introduction

The Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 held its fifth meeting (TCG 5) in Mexico City from 14 to 16 November 2018. This document summarizes activities related to indicator development and data dissemination that took place since TCG 5.

Development of indicators

4.1.4: Completion rate

In an online consultation in December 2018, the TCG approved the use of estimations for reporting on indicator 4.1.4. The GEM Report team carried out additional research after the meeting that will be presented at TCG 6.

In June 2019, the UIS submitted a proposal to the IAEG-SDGs that recommends the completion rate as an additional global indicator for SDG target 4.1.

4.1.5: Out-of-school rate

TCG 5 approved a change in the calculation method of indicator 4.1.5. Children of primary school age in pre-primary education are no longer considered out of school. In September 2019, the UIS will disseminate the first national, regional and global out-of-school figures generated with the revised calculation method.

4.2.3: Percentage of children under 5 years experiencing positive and stimulating home learning environments

In an online consultation in December 2018, the TCG approved the set of questions used in the MICS Family Care Indicators as the standard data collection instrument for indicator 4.2.3. The UIS will disseminate data for this indicator for the first time in September 2019.

4.2.4: Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development

TCG 5 approved a change in the calculation method of indicator 4.2.4. The indicator is now calculated with the same age group in the numerator and denominator. The UIS will disseminate revised GER values with its September 2019 data release.

4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months

The UIS obtained data from labour force surveys from the International Labour Organization to calculate indicator 4.3.1. The additional data will be disseminated with the September 2019 data release by the UIS. The analysis of the data revealed that reference periods for questions on participation in education in LFS are typically shorter than 12 months, which leads to smaller indicator values. The reference ages also vary across surveys. The TCG will be consulted on the treatment of such data.

4.4.3: Youth/adult educational attainment rates

The TCG had previously recommended to simplify indicator 4.4.3. At TCG 5, agreement was reached to remove “programme orientation” as one of the dimensions of disaggregation. The results of a consultation on “economic activity status” in May 2019 could not be used because the response rate was too low. The TCG therefore has to consider “economic activity status” again at its next meeting.

4.5.2: Percentage of students in primary education whose first or home language is language of instruction

In an online consultation in December 2018, the TCG approved a change of the indicator so that it no longer refers to the “the language of instruction”. The new definition is “percentage of students in primary education who have their first or home language as language of instruction”.

An additional online consultation in May 2019 on using data collected with reference to “language of test” instead of “language of instruction” was inconclusive because the response rate was too low. The UIS will submit a proposal for next steps and consult on the indicator during TCG 6.

4.5.3: Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

So far, no approved methodology for this indicator exists. The GEM Report conducted research on this indicator after TCG 5 that will be presented at TCG 6.

4.6.3: Participation rate of illiterate youth/adults in literacy programmes

The UIS developed a new module on participation in literacy programmes that will be added to the UIS questionnaire on literacy statistics to improve the availability of data for this indicator.

4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

In December 2018, the IAEG-SDGs rejected a request for reclassification of indicator 4.7.1 from tier 3 to tier 2. UNESCO, with input from other agencies, has revised the proposed questionnaire for a next attempt at reclassification and the revised methodology will be discussed at TCG 6. Two additional methodological proposals will also be submitted to the TCG for consideration. Until the indicator has been upgraded, the UIS will not disseminate data for indicator 4.7.1.

4.a.1(d): Adapted infrastructure and materials for students with disabilities

In an online consultation in December 2018, the TCG approved the definitions of “adapted infrastructure” and “adapted materials” that were proposed at TCG 5. The TCG also approved the questions that were proposed at TCG 5 for data collection in national school censuses. There was no consensus on which schools should be counted as “schools with access to adapted infrastructure and materials for students with disabilities”; the TCG must be consulted on this issue again.

4.c.1, 4.c.3: Proportion of teachers who have received at least the minimum organized teacher training; percentage of teachers qualified according to national standards

The UIS commissioned research on options for measurement of indicators 4.c.1 and 4.c.3. The results will be presented at TCG 6.

4.c.5: Average teacher salary relative to other professions requiring a comparable level of education

The UIS commissioned research on options for measurement of indicator 4.c.5. The results will be presented at TCG 6.

Consultations after TCG 5

In an online consultation held in December 2018, the TCG approved opt-out by countries from reporting for three possible reasons: disagreement with the methodology, inadequacy of an indicator in the national context, and other reasons.

In the same consultation, the TCG agreed to the proposal to develop national benchmarks for as many global indicators as possible, in alignment with regional frameworks. The TCG also agreed that the UIS should support the development of national benchmarks, in collaboration with regional organizations.

In the December 2018 consultation, the TCG also agreed that TCG Working Groups 2 and 3 should be dissolved and that the work of the TCG should focus on indicator development.

In the same consultation, the TCG endorsed the proposal to have regional TCG meetings.

An additional consultation in May 2019, with questions about indicators 4.4.3 and 4.5.2, did not yield conclusive results because the response rate was too low.

Regional TCG meetings

In May and June 2019, the UIS organized a series of regional TCG meetings, held over Skype. The purpose of the meetings was to inform countries in the respective regions about the SDG 4 monitoring framework and the role of the TCG, strengthen engagement of TCG members with other countries in the regions that they represent, and to learn from countries about their experiences with SDG 4 monitoring.