TECHNICAL COOPERATION GROUP: REPORT FOR 2020

7th TCG MEETING REPORT AND INDICATOR DEVELOPMENT FOR 2020

Introduction

The Technical Cooperation Group on SDG 4 (TCG) had a busy year by pursuing the general goals for the group, but also in addressing the various challenges brought by the COVID-19 pandemic.

The global COVID-19 pandemic, which affected us all at a great magnitude on various levels, including the education system, motivated the TCG Secretariat to engage in regional meetings to provide a platform for Member States and the global community to support each other and present actions and systems. These were devised to share ideas and coping mechanisms in very difficult times.

The 7th TCG meeting (TCG7) was held virtually on October 27-28-29, 2020, during which, the TCG Members discussed various methodological issues at the technical and methodological level to continue indicator development related to the monitoring and reporting of indicators for SDG4 and also address any changes due to the COVID-19 pandemic.

The year 2020 was also important in developing and continuing the implementation of the agenda for benchmarking of the SDG 4 Indicators.

The **TCG Report 2020** has the objective to review the year 2020 with key events and indicator developments in three parts:
1. TCG 7th Meeting
    a. COVID-19 Pandemic
2. SDG 4 Indicator developments
3. Regional benchmarking of SDG 4 Indicators

Finally, the list of SDG 4 indicators reported in 2020 is available in **Annex 1** and will be published in early March 2021.

1. TCG 7th Meeting

The TCG 7th Meeting was held virtually, due to COVID-19 pandemic travel restrictions, over three days (27-28-29 October 2020). Each day focused on a specific topic and the main issues discussed are presented in **Table 1** (see calendar of TCG-related events: http://tcg.uis.unesco.org/tcg7-calendar/). Consult more detailed information on the TCG7 at:

- Agenda: http://tcg.uis.unesco.org/tcg7-agenda/
- Concept note: http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/08/TCG-7-Concept-Note_EN.pdf
- Documents: http://tcg.uis.unesco.org/tcg7-documents/
- Presentations: http://tcg.uis.unesco.org/tcg7-presentations/

Table 1 Overview of the TCG 7 Meeting Agenda

Day 1 27 October	**Opening of the 7th TCG Meeting and Report on Methodological Development and Standards**
	● Welcoming and presentation of the TCG 2020 global perspective of the UN Wide and Education Wide development.
	Highlight activities implemented by the UIS as Secretariat of the TCG, announce meeting objectives and explain voting procedures.
	● Updated the participants on the methodological developments of the SDG 4 indicators in seeking the endorsement and approval on methodological decisions from the TCG.
Day 2 28 October	**Impact of COVID-19 crisis on education and data collection**
	● The day was dedicated to an exchange of experiences in the management of statistical activities in the context of the COVID-19 pandemic with an emphasis of education, addressing impact on data collection in general (population and housing censuses; household surveys, new methods) among others; the impact on education data collection and the raising of new methods
	● 5 Member States (Russia, Brazil, Bangladesh, Lebanon, and Zambia) talked about the challenges they have faced and the solutions they have identified to mitigate those challenges, shared methodologies, practices, and recommendations.
	● Partners presented how the impact on learning can be measured, highlighted gaps and methodologies chosen to address the impacts, and demonstrated how projections for learning proficiency (SDG 4.1.1) can inform future educational strategies.
Day 3 29 October	**Regional Processes on Benchmarking**
	● The TCG Secretariat presented proposed benchmarks for selected indicators advancing on technical alternatives approaches , including: main issues; what the data show, proposed options for 2030 targets were enumerated and followed by a discuss on the proposal
	● Finally, representatives of the different regions of the world presented regional experiences in setting benchmarks in Africa, Arab States, Asia and Pacific, in Europe and in Latin America and the Caribbean.

Note: The TCG7 list of presenters are available in **Annex 2** and with their presentations at http://tcg.uis.unesco.org/tcg7-presentations/

2. SDG 4 Indicators Methodological and Standards Developments

Over the year 2020, the TCG Members were consulted two times regarding methodological and standards developments:

- July 2020 Consultation
- Post-TCG 7th Meeting Consultation

A summary of the outcomes of these consultations is presented in **Table 2**.

Table 2 Summary of results from the post-TCG 7 consultation

Indicator	Before 2020	After 2020
4.1.1 Minimum Proficiency Levels (MPL)		
MPL	Definitions of MPL adopted in 2018	Adopt clarifying revisions on minimum proficiency level for target 4.1.1
Review Panel	No review Panel	Create a 4.1.1 Review Panel to review the reliability and validity of outcomes reported to UIS for SDG 4.1.1
Global Proficiency Framework (GPF)		Endorse the use of the GPF as a common scale that defines global minimum proficiency for linking results to SDG 4.1.1
4.1.1 and 4.1.2		New indicator merging indicators 4.1.1 and 4.1.2
4.1.2 Completion rate		- Introduction of ranges for household survey-based regional averages when publishing results on aggregating completion rates, to reflect the uncertainty due to sampling and imputation - weights to use in computing household survey-based regional averages by either: - the size of the three cohorts used for the calculation (a focus on completion as individual attainment); or - the size of the school-age population of the underlying level (a focus on completion as a marker of system quality).

Indicator	Before 2020	After 2020
4.5.2 Home language as language of instruction	Percentage of students **in primary education** who have their first or home language as language of instruction	Percentage of students **in a) early grades, b) at the end of primary, and c) at the end of lower secondary education** who have their first or home language as language of instruction.
4.5.3 Existence of funding mechanism to disadvantage populations	Currently not reporting	Development of a qualitative indicator with a three-point scale
4.6.1 Fixed level of proficiency		Integrated strategy to address the gaps in data coverage adopted (with interim and mid-term strategies)
4.7.1 Global citizenship education and education for sustainable development		Use of Human Rights Education (HRE) Indicator Framework to validate data collected
4.7.3 Human Rights Education		• Use of Human Rights Education (HRE) Indicator Framework to validate data collected • Endorsement of piloting data collection using the HRE Indicator Framework • Inclusion in the monitoring Framework for SDG 4
4.7.4 Global citizenship and sustainability	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability
4.7.5 Environmental science and geoscience	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience
4.7.6 Breadth of skills	Not existent	Addition of indicator approved: *Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems*

Indicator	Before 2020	After 2020
4.a.1 Schools with basic services	Information restricted to the use of UIS questionnaires	Use learning assessments as secondary source to fill data gaps for the sub-indicators of SDG 4.a.1: a) electricity, b) the Internet, c) computers for educational purposes, and e) basic drinking water
4.a.2 Experience of bullying	Percentage of students experiencing bullying in the last 12 months	Percentage of students experiencing bullying in the last 12 months in a) **primary and** b) **lower secondary education**
4.c.5 Teachers' salary		Use statutory teacher salaries as interim reporting strategy until further methodological work is done. OECD countries will report Education at a Glance data.
4.c.6 Teacher attrition rate		Support OECD/NESLI's efforts to improvement measurement of teacher's attrition rate using two alternative measures: ● Indirect estimation ● Direct estimation
4.c.7 in-service training		Approved use of TALIS and Learning Assessments for all countries. The use of TALIS for OECD countries in TCG6 and had been extended.
Module for measuring SDG4 in household surveys		Endorsement of a joint initiatives between the World Bank, the UIS, UNICEF, and the OECD to develop modules for measuring SDG 4 learning outcome indicators for household surveys
ISCED-T		Limit the number of dimensions for the classification of teacher training programmes to only four dimensions (ISCED level of a programme, target teaching level of a programme, entrance requirements for a programme, an duration of a programme)
Disaggregation of disability in indicators		Support the recommendations, in the MICS[1] Child Functioning Module (5-17 years) with 13 functional domains, and always clarify which functional domains were used, when possible.

---

[1] MICS Multiple Indicator Cluster Survey (MICS)

2. Consultations Outcomes

2.1 July Consultation

The consultation consisted of 10 questions and 21 voting members responded to the online consultation; the voting results are presented here.

Table 3 Outcomes of July consultation

Indicator	Outcome of consultation
Thematic Indicator 4.5.3 Proposition of name change	SDG Indicator 4.5.3 name: Existence of funding mechanisms to reallocate education resources to disadvantage populations
Indicator 4.7.4 Proposition of name change	SDG Indicator 4.7.4 name: Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability
Indicator 4.7.5 Proposition of name change	SDG Indicator 4.7.5 name: Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience
Indicator 4.7.6 on breadth of skills	Endorsement of methodology proposed for the reporting
Indicator 4.7.1	Use of Human Rights Education (HRE) Indicator Framework to validate data collected
Indicator 4.7.3	- Inclusion/keep in the monitoring Framework for SDG 4 - Use of Human Rights Education (HRE) Indicator Framework to validate data collected - Endorsement of a pilot data collection using the HRE Indicator Framework

2.2 Post-TCG 7th Meeting Consultation

After the TCG 7, an online consultation was sent to all TCG Members requesting their contribution. In total, 23 members responded to the consultation. The results were analysed based on the TCG Rules for voting, and are presented in the next section.[2]

2.2.1 Household Surveys

The TCG Members were consulted regarding four issues pertaining to data from household surveys. For each of the issues for consultation, the members were presented with two alternative options. The results from the Member's votes are presented in this section.

---

[2] See Annex 1 for a summary of the distribution of the votes.

2.2.1.1 Decision H1 on general disability disaggregation in education indicators in household surveys

This decision relates to the concept and approach of child and adult functioning questions developed by the U.N. Washington Group on Disability Statistics and UNICEF for household surveys and seek the endorsement on the question of disaggregation on questions on disability to define functional difficulties by the TCG Members.

The majority of members (78%) voted to endorse the use of the recommendations and to specify which functional domains were used in the calculation specific indicators (option 2), as opposed to leave the definitions as they currently are.

H1	Disability and education indicators in household surveys – UNICEF	
The second proposed option was endorsed at **78%**.		
Option 1	**Option 2**	
Leave definitions as they are	**Support the recommendations, in the MICS[3] Child Functioning Module (5-17 years) with 13 functional domains, and always clarify which functional domains were used, when possible.**	
Documentations	WG-HHS-6	

2.2.1.2 Decision H2 on proposals for completion rate model specification

The Global Education Monitoring Report (GEMR) presented an option to remedy issues regarding multiple competing estimates of completion from different surveys.

The concept of functional difficulties and disaggregation is applied to the following SDG 4 targets 4.1 on education completion and 4.5 on equal access.

TCG Members agreed to adopt specifications to improve the model by endorsing an absence of long-term trend breaks for now, endorsing an optimistic specification of no long-term decline, and to include comments on alternative approaches to gender disaggregation.

H2	Proposals for completion rate model specification (GEM Report)	
The second proposed option was adopted at **83%.**		
Option 1	**Option 2**	
Leave specifications as they are	**Adopt specifications to improve model: long-term trend breaks, no long-term decline, and gender disaggregation**	
Documentation	**WG/HHS/3**	

---

[3] MICS Multiple Indicator Cluster Survey (MICS)

2.2.1.3 Decision H3 on the introduction of ranges for household survey-based regional averages

The GEMR proposed the introduction of ranges for household survey-based regional averages when publishing results on aggregating completion rates, to reflect the uncertainty due to sampling and imputation. This was presented as weights for aggregating completion rates, a decision which TCG Members were consulted in decision H4.

The concept of functional difficulties and disaggregation is applied to indicator 4.1.2 on education completion rate.

H3 Introduce ranges for household survey-based regional averages	
The second proposed option was adopted at **78%.**	
Option 1	Option 2
No changes	**Publish ranges for regional aggregates based on household surveys, to reflect uncertainty due to sampling and imputation**
Documentation	**Regional aggregation of HHS data: Some issues for discussion (Presentation)**

2.2.1.4 Decision H4 on weights for household survey-based regional averages

Based on decision H3, the members there also surveyed on the weights to use in computing household survey-based regional averages by either:
- the size of the three cohorts used for the calculation (a focus on completion as individual attainment); or
- the size of the school-age population of the underlying level (a focus on completion as a marker of system quality).

The concept of functional difficulties and disaggregation is applied to the following SDG 4 indicator 4.1.2 on education completion rate.

H4 Weights for household survey-based regional averages	
The second proposed option was adopted at **70%.**	
Option 1	Option 2
Size of three cohorts enters calculation (=individual attainment)	**Size of school-age population of each level (=system quality)**
Documentation	Regional aggregation of HHS data: Some issues for discussion (Presentation)

2.2.2 Learning Assessments
The decisions regarding learning assessments consisted of 11 issues, and the results concluded as follows.

2.2.2.1 Decision L1 on the minimum proficiency levels for SDG 4 Indicator 4.1.1

This decision point relates to the adoption of clarifying revisions of the minimum proficiency levels (MPL) for SDG 4 indicator 4.1.1 (as suggested by ACER Centre for Global Education Monitoring), or to keep the MPL definitions as set in 2018. The majority of the members opted for a clarifying revision of the definitions.

L1	Minimum Proficiency Levels for 4.1.1	
The first proposed option was adopted at **78%**.		
Option 1		Option 2
Adopt clarifying revisions on minimum proficiency level for target 4.1.1		Keep definitions as put forward in 2018
Documents	WG/GAML/ 6; Minimum Proficiency Levels: Revisions (2020)	

2.2.2.2 Decision L2 on Global Proficiency Framework (GPF) for Indicator 4.1.1

Decision L2 consists of the endorsement of the use of the Global Proficiency Framework (GPF) as a common scale that defines global minimum proficiency for linking results from assessments to SDG Indicator 4.1.1 and improve the comparability across assessments, to wish the TCG members agreed (as opposed to keep them as they currently are).

L2	Endorse the use of the Global Proficiency Framework (GPF) as a common scale that defines global minimum proficiency for linking results to SDG 4.1.1	
The second proposed option was adopted at **74%**:		
Option 1		**Option 2**
No action		**Endorse the use of the Global Proficiency Framework (GPF) as a common scale that defines global minimum proficiency for linking results to SDG 4.1.1**
Documentation	Global Proficiency Framework for Reading Global Proficiency Framework for Mathematics GAML/5 Policy Linking for Measuring Global Learning Outcomes Toolkit • Executive summary/Updates	

2.2.2.3 Decision L3 on the creation of a Review Panel for SDG Indicator 4.1.1

Decision L3 proposed the creation of a Review Panel which would be tasked with the revision of the reliability and the validity of outcomes reported to the UIS for SDG Indicator 4.1.1.

Although some of the members commented that a review panel would lack the necessary information to make clear decisions, a majority of the members agreed to proceed with the creation of such a group.

L3	Create a 4.1.1 Review Panel to review the reliability and validity of outcomes reported to UIS for SDG 4.1.1	
The second proposed option was adopted at **83%.**		
Option 1	**Option 2**	
No action	**Create a 4.1.1 Review Panel to review the reliability and validity of outcomes reported to UIS for SDG 4.1.1**	
Documentation	Draft Criteria for Policy Linking Validity *([draft](#))*	

2.2.2.4 Decision L4 on the refinement of SDG Indicator 4.5.2

The TCG Members were proposed a refinement of Indicator 4.5.2, for which the change would allow to use information from learning assessments at other levels and would be relevant to policies at different degrees and levels.

The proposed indicator was accepted at 78%.

Current indicators	Percentage of students **in primary education** who have their first or home language as language of instruction
Proposed indicator	Percentage of students **in a) early grades, b) at the end of primary, and c) at the end of lower secondary education** who have their first or home language as language of instruction.

L4	Refine indicator 4.5.2	
The second proposed option was adopted at **78%**.		
Option 1	**Option 2**	
Percentage of students in primary education who have their first or home language as language of instruction.	**Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction.**	
Documentation	[Methodological Note](#); [Metadata Note](#); Database: [SDG Data Book](#)(worksheets 440/449)	

2.2.2.5 Decision L5 on the refinement of SDG Indicator 4.a.2

The TCG Members were also suggested a refinement of Indicator 4.a.2, for which the change would take full advantage of available information from the World Health Organization (WHO) surveys and from international learning assessments. This change would also provide a better picture of bullying in basic education. Finally, A methodology for a better estimation and the publication of multiple data points and a choice of a unique source for comparison over time have been proposed.

The proposed indicator was accepted at 87%.

Current indicators	Percentage of students experiencing bullying in the last 12 months
Proposed indicator	Percentage of students experiencing bullying in the last 12 months in **a) <u>primary and</u>** **b) <u>lower secondary education</u>**

L5 **Refine Indicator 4.a.2**	
The second proposed option was adopted at **87%**.	
Option 1	**Option 2**
Keep as it is: Percentage of students experiencing bullying in the last 12 months	**Percentage of students experiencing bullying in the last 12 months in a) <u>primary, and</u> b) <u>lower secondary education</u>**
Documentation	[Methodological Note](); Database: [SDG4 Data Book]() (worksheets 576/582)

2.2.2.6 Decision L6 on the use of learning assessments to report on indicator 4.c.7

After the 6th meeting of the TCG, in 2019, the Members were consulted and agreed on the use of TALIS to report for OECD countries (see [TCG 6 Summary of decisions and TCG next steps](https://)). This year, there was a proposition to accept the use of additional learning assessments to report on SDG Indicator 4.c.7 *Percentage of teachers who received in-service training in the last 12 months by type of training.*

In fact, 74% of the TCG Members agreed to extend the use of TALIS to report for all participating countries, by providing proper annotation of metadata points, and to add data from learning assessments' teacher questionnaires.

L6 Use learning assessments to report on indicator 4.c.7	
The second proposed option was adopted at **74%**.	
Option 1	**Option 2**
Keep as it is	**Refine providing proper annotation of metadata points** • **Extend the use of TALIS to report for all participating countries (TCG6 approved use of TALIS only for OECD countries ([TCG6](), p.5)** **Add data from learning assessments' teacher questionnaires**
Documentation	[WG/GAML/12]() Methodological note with proposed metadata proposal

2.2.2.7 Decision L7 on the use of learning assessments to fill data gaps for indicator 4.a.1

Decision L7 seek the approval to use learning assessments as secondary source to fill data gaps for the sub-indicators of SDG 4.a.1: a) electricity, b) the Internet, c) computers for educational purposes, and e) basic drinking water, and it was approved by 83% of the TCG Members.

L7	Use learning assessments to fill data gaps for Indicator 4.a.1
The second proposed option was adopted at **83%**.	
Option 1	**Option 2**
Restrict information used to UIS questionnaires	Use learning assessments as a secondary source to fill data gaps for the following sub-indicators of SDG 4.a.1: (a) electricity; (b) the Internet; (c) computers for educational purposes; and (e) basic drinking water.
Documentation	WG/GAML/11 Methodological Note with proposed metadata proposal

2.2.2.8 Decision L8 on the addition of a new thematic indicator on the Breadth of skills

The TCG Members were presented with a new thematic indicator to measure the breadth of skills:

4.7.6	Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems

The proposed adoption was accepted at 70% of the voting members.

L8	Approve new indicator 4.7.6
The second proposed option was adopted at **70%**: Adopt the new indicator	
Option 1	**Option 2**
Reject new indicator	**Adopt the new indicator**
Documentation	WG/GAML/15

2.2.2.9 Decision L9 on the adoption of an indicator combining indicators 4.1.1 and 4.1.2

Decision L9 suggested to the Members the adoption of an indicator which would combine indicators 4.1.1 (on minimum proficiency) and 4.1.2 (completion rate), to which Members agreed at 78%.

This combination offers a clear picture of the learning achievement of an entire cohort, and not just of the students who were in school. The combined indicator would be based on existing global indicators and would not require additional calculation or data collection efforts.

L9	Adopt indicator that combines Indicator 4.1.1 and 4.1.2	
The second proposed option was adopted at **78%**.		
Option 1	**Option 2**	
No action	Adopt indicator that combines global indicators 4.1.1 (minimum proficiency) and 4.1.2 (completion rate)	
Documentation	WG/GAML/3	

2.2.2.10 Decision L10 on the elaboration of modules on the measurement of SDG 4 learning outcomes indicators in household surveys

The proposition of a joint initiatives between the World Bank, UNICEF, the OECD and the UIS to develop modules for measuring SDG 4 learning outcome indicators for household surveys was presented to the TCG Members. The proposition was accepted at 87%.

This outcome will contribute to better collaboration and liaison across international organizations, generate global public goods through the integration but also build on existing approaches.

L10	Generate modules for measuring SDG4 learning outcome indicators in household surveys (joint initiative World Bank/UIS/UNICEF and OECD)	
The second proposed option was adopted at **87%**.		
Option 1	**Option 2**	
No action	**Endorse and promote the joint initiative on developing modules**	
Documentation	WG/GAML/14; Learning through the lifecycle in multi-topic national household surveys	

2.2.2.11 Decision L11 on the adoption of an integrated strategy to address gaps in data coverage for SDG indicator 4.6.1

An integrated strategy to address the gaps in data coverage for SDG Indicators 4.6.1 was proposed.

4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

The strategy proposed consists of:
1. An interim strategy, which would revise the existing literacy measures in household surveys and include them in next survey rounds in countries which have not fielded any direct measures of literacy and numeracy.
2. A mid-term strategy, which would recommend to countries to field mini-LAMP to generate data for monitoring and reporting SDG Indicator 4.6.1.

The strategy was endorsed by 74% of the TCG Members.

L11	Adopt integrated strategy to address data coverage gaps for Indicator 4.6.1	
The second proposed option was adopted at **74%**.		
Option 1	**Option 2**	
No action	**Endorse:** **(1) <u>Interim strategy</u>: Revise existing literacy measures in household surveys and include these in the next survey rounds of countries which have not fielded any direct measures of literacy and numeracy** **(2) <u>Mid-term strategy</u>: Recommend to countries to field mini-LAMP to generate data for monitoring and reporting on 4.6.1**	
Documentation	WG/GAML/13	

2.2.3 Teacher Personnel Data
The following three decisions relate to the use of teaching personnel data.

2.2.3.1 Decision T1 to support the development of a methodology for Indicator on 4.c.6

Decision T1 presented the proposition to support OECD/NESLI's efforts to improvement measurement of teacher's attrition rate using two alternative measures:
- Indirect estimation, using the estimated number of teachers leaving the profession, based on the number of teachers entering the profession; and
- Direct estimation: use of the actual number of teachers leaving the profession.
The alternative option was to keep the methodology for reporting as it currently is.

The Members voted at 91% to support efforts to improve the measurement of Indicators 4.c.6.

T1 Support methodological developments for indicator 4.c.6	
The first proposed option was adopted at **91%**	
Option 1	Option 2
Support OECD/NESLI efforts to improve measurement of teacher attrition rate by two alternative models as follows: **- Indirect estimation (using estimated number of teachers leaving the profession based on number of teachers entering the profession)** **- Direct estimation (using actual number of teachers leaving the profession)**	No action
Documentation WG/T/3	

2.2.3.2 Decision T2 to adopt a methodology for indicator 4.c.5 on teacher salaries

The decision point concerned the indicator 4.c.5 on teacher salaries, T2, had four options on different methodologies presented to the Members:
1. Statutory teacher salaries
2. Labour force surveys
3. International learning assessments
4. Teaching staff compensation

70% of the voting Members were in favour of option one with the statutory teacher salaries option (as interim for reporting) and based on a collaboration of UIS and ILO to progress on the definition of indicator guidelines for a long-term approach to reporting on indicator 4.c.5

T2	Adopt methodology for Indicator 4.c.5 on teacher salaries		
The first proposed option was adopted at **70%**.			
Option 1	Option 2	Option 3	Option 4
Statutory teacher salaries: **Ratio of annual statutory salary for a teacher with typical qualifications and 15 years' experience by level taught (UIS questionnaire) to annual earnings of professionals (ILOSTAT)**	Ratio of teacher salaries to others controlling for education and other relevant covariates ("Mincerian earnings model")	Ratio of estimated teacher salaries to annual earnings of professionals (ILOSTAT)	Ratio of annual total teacher compensation per full-time equivalent teacher (computed from various UIS questionnaire items) to annual earnings of professionals (ILOSTAT)
Documentation	WG/T/8 Proposed Metadata for Interim Reporting of SDG Indicator 4.c.5		

2.2.3.3 Decision T3 on the scope of the ISCED-T classification

The TCG Members were presented with the possible expansion of the classification of the dimensions for teacher training programme, and based on the consultation, 83% of the Members voted to have a limited number of dimensions (4 dimensions: ISCED level of a programme, target teaching level of a programme, entrance requirements for a programme, an duration of a programme), aimed for completion in time for the UNESCO General Conference in 2021.

T3	ISCED-T: Scope of classification	
The first proposed option was adopted at **83%**.		
Option 1		Option 2
Limited number of dimensions for classification of teacher training programmes: Use only the 4 dimensions mentioned in UIS proposal		Expanded number of dimensions for classification of teacher training programmes
Documentation	WG/T/3	

2.2.4 Finance/Education expenditure

2.2.4.1 Decision F1 on approving the proposal of a methodology for Indicator 4.5.3

It was agreed at 78% that a qualitative indicator with a three-point scale should be developed by the majority of the voting members, instead of not reporting (as it has been for the past 5 years).

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

F1	**Approve proposal for a methodology for indicator 4.5.3**
The second proposed option was adopted at **78%**.	
Option 1	**Option 2**
Not reported	**Develop qualitative indicator with three-point scale**
Documentation	Presentation Equity in financing, a proposal for thematic indicator 4.5.3 WG/F/4: Proposed Methodology for SDG Thematic Indicator 4.5.3

3. Regional Benchmarking Processes

3.1 Regional benchmarks background

The Education 2030 Framework for Action had called on countries to establish "*appropriate intermediate benchmarks (e.g., for 2020 and 2025)*" for the SDG indicators, seeing them as "*indispensable for addressing the accountability deficit associated with longer-term targets*" (§28), a request that remains unrealized.

The Extraordinary session Global Education Meeting (2020 GEM) in October 2020 reminded countries of this commitment. Its Declaration called on "*UNESCO and its partners, together with the SDG-Education 2030 Steering Committee, to … accelerate the progress and propose relevant and realistic benchmarks of key SDG 4 indicators for subsequent monitoring*" (§10).

The effectiveness of the process to set, monitor and act on benchmarks rests on two factors: agreement on political commitments and overcoming technical challenges. The paper Benchmarks for SDG 4 indicators: A Political and Technical Bases for Discussion presents the options discussing with technical bodies to address these two challenges in detail.

Seven SDG 4 global indicators have been selected in the regional benchmarking process to take into consideration disparities of regions, sub-regions and countries:

Indicators for benchmarks	
4.1.1	Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)
4.1.4	Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
4.c.1	Proportion of teachers with the minimum required qualifications, by education level
	Equity indicator
	Education expenditures as a share of GDP/total expenditure

3.2 Technical process for setting regional benchmarks: two approaches

The setting of SDG 4 indicator benchmarks will serve three objectives:
- **Availability**: identify data gaps that prevent monitoring progress on key SDG 4 indicators;
- **Accountability**: assess progress relative to feasible, historically observed trends; and
- **Actionability**: lead to data collection and policy responses to fill gaps and accelerate progress.

Two main ways of selecting the benchmarks for the first five indicators (i.e., all except those related to financing and equity) have been presented.[4]

The first approach is suitable for regions or sub-regions that are relatively homogeneous. A common, **regional minimum benchmark** is set as a minimum that all countries should achieve by 2030. Different ways can be used to set the minimum. For instance, at the lowest end, the regional benchmark could be equal to the minimum progress the country with the lowest indicator value in the region at baseline can achieve. A more ambitious regional benchmark could be equal to the minimum progress a country with an indicator value, say, at the bottom quarter, third or half of countries in the region can achieve.

The second approach assumes that a common regional benchmark is not realistic because countries differ too much even within a region or sub-region. Instead, every country has its own benchmark. When all the country-specific benchmarks are added up, an implicit regional target 'benchmark' emerges. In setting their own benchmarks, an important reference point is a **country-specific minimum benchmark** which reflects feasible progress observed historically for countries with a similar initial level of the indicator or starting point.

Table 4 Regional benchmarking approaches considered

Description	Do all countries in a region have the same benchmark?	Is the benchmark feasible for all countries?	Does achieving the minimum benchmark (or higher) result in meaningful* progress?
Approach 1: Common regional minimum benchmark for all countries Each country in a region has the same benchmark, which is equal to the feasible progress an indicative country in the region is expected to make (e.g., the country furthest behind, the country in the bottom 25% etc.)	Yes	Depends on the level of the benchmark: higher implies less feasible	Depends on the level of the benchmark: higher implies more progress
Approach 2: Different benchmark for each country Each country sets its own benchmark. One approach is to use **country-specific minimum benchmark** based on its initial value and a rate of progress reflecting past observed progress (e.g.: the median progress for countries that have improved since 2000 as applied below).	No	Yes	Yes, but for countries with slow progress historically

* 'Meaningful progress' compares the projected value for the region if countries achieve the minimum benchmark or their projected value (whichever one is higher) to the projection for 2030 in absence of the benchmark.

Despite the fact that the two approaches differ in this important respect, regions could opt for a variation that includes both. For instance, under Approach 1, a region or sub-region may opt for a common benchmark for all countries. However, this benchmark will be too low for several countries in the region **(Table 3)**. Some of them may therefore select their own more ambitious benchmark**.**

4

Table 5 Approach 1: Regional minimum benchmark for indicator 4.1.1b

Region or country-income group	Baseline (2015 ±2 years)	Minimum regional benchmark	Countries achieving benchmark in baseline
Africa (Sub-Saharan)	20	29	24
Africa (Northern) and Asia (Western)	46	42	68
Asia (Central and Southern)	37	38	50
Asia (Eastern and South-eastern)	65	51	69
Oceania	58	34	36
Latin America and the Caribbean	50	45	70
Europe and Northern America	78	68	74
Low income	10	28	0
Lower middle income	35	34	33
Upper middle income	62	47	63
High income	80	67	84

Under Approach 2, countries may accept the **country-specific minimum benchmark** based on their initial value and a target feasible rate of progress or they may reject it and adopt instead a higher benchmark depending on their national ambitions and priorities. The need for countries to take an active role in setting their benchmarks is envisaged in the Framework for Action.

Proposed interim national benchmarks: Until countries select their own benchmark for each of the seven indicators, the following interim national benchmarks are proposed following approach 2. The method for assigning interim national benchmarks is to take the highest value of the three reference points provided: (1) the regional minimum benchmark, (2) the country-specific minimum benchmark and (3) the country-specific projection.

3.3 Regional benchmarking roadmap

Figure 1 presents an overview of the meetings roadmap for regional benchmarking for the year of 2021.

Figure 1 - Regional meetings roadmap on benchmarks in Africa, Asia and the Pacific, Arab States[5, 6]

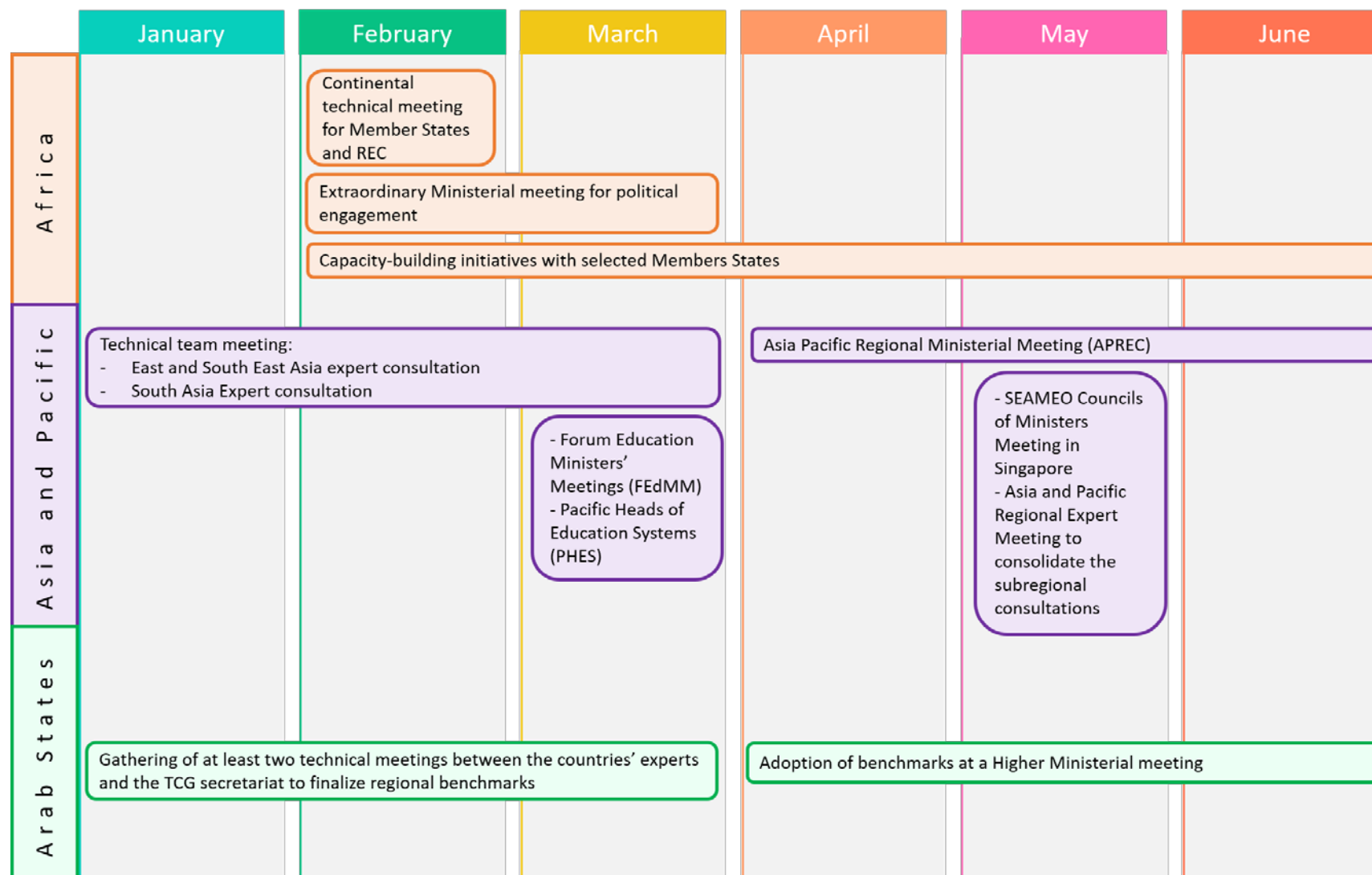| MEETINGS BY REGION	Q1			Q2			Q3			Q4		
Africa	J	F	M	A	M	J	J	A	S	O	N	D
Continental technical consultation on Benchmarking for CESA and SDG4 (Member States, Regional Economic Communities)		X										

---

[5] This list includes meetings confirmed as early January 2021 and other meetings may be added to regional meeting timelines.

[6] Q1: January, February and March; Q2: April, May, June; Q3: July, August, September; Q4: October, November, and December

MEETINGS BY REGION	Q1			Q2			Q3			Q4		
Capacity building initiatives with selected member states			X	X	X	X						
Extraordinary ministerial meeting for political engagement		X	X									
Asia and Pacific	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**	**O**	**N**	**D**
Technical team meetings (East and South East Asia, and South East consultations)	X	X	X									
Asia and Pacific regional expert meeting					X							
Forum Education Ministers' Meetings (FEdMM)			X									
Asia Pacific Regional Ministerial Meeting (APREC)				X	X	X						
Pacific Heads of Education Systems (PHES)			X									
SEAMEO Councils of Ministers Meeting (Singapore on May 30)					X							
SAARC: Education Ministerial Meeting in Nepal										X	X	X
Arab States	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**	**O**	**N**	**D**
Technical meetings between country experts and TCG secretariat	X	X	X									
Higher Ministerial meeting (Adoption of benchmarks)				X	X	X						
Latin America and the Caribbean *No meetings have been scheduled at the time of publication of this document.*												

Meetings in Latin America and the Caribbean are still in the planning phase at the moment this document is completed.

Roadmap of regional meetings (January to June 2021)

	January	February	March	April	May	June
Africa		Continental technical meeting for Member States and REC				
		Extraordinary Ministerial meeting for political engagement				
		Capacity-building initiatives with selected Members States				
Asia and Pacific	Technical team meeting: - East and South East Asia expert consultation - South Asia Expert consultation			Asia Pacific Regional Ministerial Meeting (APREC)		
			- Forum Education Ministers' Meetings (FEdMM) - Pacific Heads of Education Systems (PHES)		- SEAMEO Councils of Ministers Meeting in Singapore - Asia and Pacific Regional Expert Meeting to consolidate the subregional consultations	
Arab States	Gathering of at least two technical meetings between the countries' experts and the TCG secretariat to finalize regional benchmarks			Adoption of benchmarks at a Higher Ministerial meeting		

Annex 1 – List of indicators for reporting in 2021

	Indicators	Reporting in 2021
Target 4.1	**By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes**	
4.1.1	Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Yes
4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)	Yes
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)	Yes
4.1.4	Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)	Yes
4.1.5	Percentage of children over-age for grade (primary education, lower secondary education)	Yes
4.1.6	Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	Yes
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	Yes
Target 4.2	**By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education**	
4.2.1	Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex	Yes
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	Yes
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments	Yes
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	Yes

4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	Yes
Target 4.3	**By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university**	
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Yes
4.3.2	Gross enrolment ratio for tertiary education by sex	Yes
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	Yes
Target 4.4	**By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship**	
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Yes
4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	No
4.4.3	Youth/adult educational attainment rates by age group and level of education	Yes
Target 4.5	**By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**	
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	Yes
4.5.2	Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction	Yes
4.5.3	Existence of funding mechanisms to reallocate education resources to disadvantage populations	Yes
4.5.4	Education expenditure per student by level of education and source of funding	Yes
4.5.5	Percentage of total aid to education allocated to least developed countries	Yes

Target 4.6	**By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**	
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	Yes
4.6.2	Youth/adult literacy rate	Yes
4.6.3	Participation rate of illiterate youth/adults in literacy programmes	Yes
Target 4.7	**By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**	
4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	No
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	Yes
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	No
4.7.4	Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability	Yes
4.7.5	Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience	Yes
4.7.6	Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems	No
Target 4.a	**Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all**	
4.a.1	Proportion of schools offering basic services, by type of service	Yes
4.a.2	Percentage of students experiencing bullying in the last 12 months in a) primary, and b) lower secondary education	Yes

4.a.3	Number of attacks on students, personnel and institutions	Yes
Target 4.b	**By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries**	
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study	Yes
Target 4.c	**By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States**	
4.c.1	Proportion of teachers with the minimum required qualifications, by education level	Yes
4.c.2	Pupil-trained teacher ratio by education level	Yes
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution	Yes
4.c.4	Pupil-qualified teacher ratio by education level	Yes
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification	Yes
4.c.6	Teacher attrition rate by education level	Yes
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training	Yes

Annex 2 - List of presenters during the 7th TCG Meeting, by day

Day 1 27 October	**Opening** Opening and welcoming words from **Silvia Montoya**, Director of UIS, and **Manos Antoninis** Director of the Global Education Monitoring Report (GEMR) **Session 1 - Opening of the 7th TCG Meeting** Chair: Juan Daniel Oviedo (Colombia) **Prof Kazuhiro Yoshida**, co-chair of SDG-Education 2030 Steering Committee and Professor at the Hiroshima University (Japan) **Ms Maki Katsuno-Hayashikawa**, Director of the Division for Education 2030 (UNESCO) **Ms Silvia Montoya**, Director of the UNESCO Institute for Statistics, Co-Chair of the TCG and TCG Secretariat **Mr Manos Antoninis**, Director of the Global Education Monitoring Report Team, Co-Chair of the TCG **Session 2 - Report on methodological development and standards** Chairs: **Ms Ann-Charlotta Larsson** and **Ms Emma Snölilja** (Sweden) **Mr Andrés Guzmán**, Advisor to the Chief Statistician at the National Administrative Department of Statistics (Colombia), Chair of the Working group on Household Surveys **Ms Silvia Montoya**, Director of the UNESCO Institute for Statistics, Chair of the Working Group on Learning Assessments/GAML **Mr Robert Rakocevic**, Head of the European and International Relations Unit at the Department of Evaluation, Foresight and Performance of the Ministry of National Education, Higher Education and Research (France), Chair of the Working Group on Teachers' Personal Data **Ms Ethel Valenzuela**, Director of the Secretariat, Southeast Asian Ministers of Education Organization, Chair of the Working Group on Education Expenditure/Finance **Mr Bilal Barakat**, Senior Policy analyst at the Global Education Monitoring Report Team **Mr Friedrich Huebler**, Head of Education Methodology and Standards Section at the UNESCO Institute for Statistics **Ms Manon Costinot**, Statistician at the Innovation and Measuring Progress Division of the Directorate for Education and Skills, OECD
Day 2 28 October	**Session Impact of COVID-19 in data collection activities** Chair: **Ms Tiina Annus** (Estonia) **Mr Gero Carletto**, Director of the Center for Development Data, a Rome-based hub of the World Bank's Development Data Group dedicated to fostering methodological innovation and strengthening capacity in household surveys in low- and middle-income countries.

	● **Mr Daniel Capistrano**, social scientist, research fellow at the University College Dublin School of Education, consultant of the UNESCO Institute for Statistics ● **Mr Michael Ward**, Senior Policy Analyst at the OECD Directorate for Education and Skills ● **Mr Joao Pedro Azevedo**, Lead Economist at the World Bank's Poverty and Equity Global Practice ● **Mr Noam Angrist**, researcher and founder of Young 1ove, which is a grassroots, youth-led, evidence-based movement in Southern Africa ● **Mr Marc Agranovich**, Head of the Centre for Monitoring and Statistics of Education at the Federal Institute for Education Development of the Russian Federation ● **Ms Juliana Marques da Silva**, Coordinator of International Comparative statistics at the National Institute for Educational Studies and Research (Brazil) ● **Mr Rahman Habibur**, Director General of the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) ● **Ms Iman Assi**, Director and Project Coordinator at the General Directorate of the Ministry of Education and Higher Education in Lebanon ● **Mr Coster Chibwe**, Senior Planner -Monitoring and Evaluation at the Ministry of Higher Education (Zambia) **Session Impact of COVID-19 crisis on education** Chair: **Ms Phillipa Livingston** (Jamaica) ● **Mr Joao Pedro Azevedo**, Lead Economist at the World Bank's Poverty and Equity Global Practice ● **Ms Michelle Kaffenberger**, Research Fellow with the Research on Improving Systems of Education (RISE) Programme and affiliated to the Blavatnik School of Government at the University of Oxford ● **Mr Martin Gustafsson**, researcher with the Department of Economics at Stellenbosch University
Day 3 29 October	Session: Revised Technical Proposal on Benchmarking (Part I) Chair **Mr Alpha Bah** (The Gambia) ● **Ms Silvia Montoya**, Director of the UNESCO Institute for Statistics, Co-Chair of the TCG and TCG Secretariat ● **Mr Manos Antoninis**, Director of the Global Education Monitoring Report Team, Co-Chair of the TCG Session: Revised Technical Proposal on Benchmarking (Part II) Chair: **Ms Klarka Zeman** (Canada ● **Mr Adoumtar Noubatour**, Director of the Pan-African Institute of Education for Development (IPED) ● **Mr Shem Okore Bodo**, Senior Programs Officer at the Association for the Development of Education in Africa (ADEA)

	Ms Hana Yoshimoto, Chief of section/Senior Programme Specialist at the UNESCO Office in Beirut and Regional Bureau for Education **Mr Nyi Nyi Thaung**, Programme Specialist at the UNESCO Office in Bangkok and Regional Bureau for Education **Ms Ethel Valenzuela**, Director of the Secretariat, Southeast Asian Ministers of Education Organization **Mr Bartek Lessaer**, analyst at the European Commission's Directorate General for Education and Culture **Mr Alejandro Vera**, Programme Specialist at the UNESCO Office in Santiago and Regional Bureau for Education **Mr Carlos Staff Sanchez**, Secretary of the Council of Ministers of Education and Ministers of Culture of the Central American Integration System (CECC)