TCG Working Groups
Terms of Reference

February 2020

TCG Institutional Organization

At the sixth TCG meeting in Yerevan (August 2019), the UIS presented a proposal to divide the indicator development group into working groups focused on data sources with the objective of focusing on data availability and quality including time dimensions. The following working groups were settled:

- administrative data / Education Management Information System (EMIS);
- household surveys;
- learning assessments
- personnel data on teachers;
- education expenditure; and
- additional groups on specific issues (e.g. refugees, conflict-affected countries).

The UIS will operate as the Secretariat for the working groups. The working groups will have different chairs from institutions willing to delegate their time for this task. Consultants could be appointed to support the working groups, but ideally they will not act as chairs.

The **objectives** will be to:

- **recommend and decide on priorities** on improvements in efficiency and alignment of education data collection systems;
- **propose, develop and endorse methodological norms and standards** for specific indicators;
- **propose, develop and endorse tools and guidelines** for specific indicators;
- **identify needs** and propose ways **to build capacity** for countries to utilise these tools and guidelines;
- **coordinate global efforts** to improve data availability and quality based on norms, standards and procedures; and
- **collaborate with agencies and countries in the implementation of the working groups strands** by sharing the chairing of the working groups with the support from the UIS as Secretariat.

The new working groups will work, when necessary and appropriate:

- with existing coordinating platforms, such as inter-agency working groups;
- with specific sectors and communities of practice interest; and
- others as may be suggested by the UIS.

The working groups will operate under the following guidelines:

- Working groups are set up with the agreement of the TCG to address specific technical topics

that are discussed as priority in the TCG and the Education 2030 Steering Committee. In the future, other working groups could be set up with the agreement of the TCG.

- Each working group, facilitated by the working group co-leads, will develop the proposed objectives, issues, indicator priorities and deliverables in an annual work plan.
- Working groups will meet at least twice a year and will report on progress to the TCG and to the indicators working groups.
- The Secretariat will facilitate working group meetings and provide other administrative support.
- Coordination between the working groups will be actively pursued with support from the Secretariat.
- Each of the working groups and the nature of their work is presented in more detail below, establishing a first draft of the Terms of Reference for each strand of work.

Administrative Data / EMIS

This working group will leverage efforts to develop harmonized guidance to countries that seek to strengthen their national EMIS. The first area of work will be to ensure faster action to maximize the reporting of indicators derived from administrative data by coordinating producers of administrative data and harmonizing different data sources. Another potential area will be on how to capitalize on technological advances, imputation and estimation.

Administrative Data/EMIS Working Group

Key issues
• Data gaps despite data availability in countries. • Data discontinuity in time series. • Insufficient use of administrative data for disaggregation by student characteristics. • Insufficient use of administrative data to collect data on teachers. • Disagreements over national and UN population data
Objectives
• Agree on the parameters needed to ensure quality of the data collected, i.e. data that are complete, relevant, accurate, timely and accessible, with a high degree of integrity. • Map and take advantage of existing efforts in the production of EMIS data. • Review, harmonize and endorse standards and generic guidance/tools. • Streamline the flow of information by reducing and eliminating duplications and redundancies, as well as filling information gaps.
Indicator priorities
• 4.1.3 Gross intake ratio to the last grade and 4.1.5 Out of school rate • 4.2.2 Participation rate in organized learning and 4.2.4 Gross early childhood enrolment ratio
Deliverables
• Data cleaning procedures (verification and validation) so information could yield internationally comparable data for various indicators. • Good practice in data imputation and estimation implementation methods when no observed data are available. • Protocol for data reporting to allow comparability with other sources of information and to guide reporting by countries. • Guidelines for disaggregation using administrative data. • Guidelines for modifying school surveys under EMIS to collect data on teacher qualifications.
Links with other groups
• UNESCO-managed coordination group on EMIS • Global Partnership for Education (GPE) data roundtable • Systems Approach for Better Education Results (SABER)
Members
Countries: … *Agencies*: …

Household Surveys

This working group will support the development of household survey-based indicators, maintain definitions of indicators calculated from survey data, contribute to the harmonization of survey data used by different organizations, and prepare guidelines for producers and users of survey data. Household surveys include multipurpose, income and expenditure, and labour force surveys, as well as population censuses.

Household Surveys Working Group

Key issues
• Household survey data are not sufficiently utilized for SDG 4 indicator measurement.
• Estimates based on administrative data and household survey data are often inconsistent.
• Guidelines are required for data providers (national statistical agencies and large-scale survey programmes, e.g. MICS and DHS, or repositories, e.g. IPUMS and LIS) that could be relied upon to estimate SDG indicators.
• Methodologies need to be developed for measuring specific indicators that balance the goals of (1) accurate measurement, (2) cross-survey and cross-time comparability, and (3) widest possible coverage.
• Methodology and criteria also need to be developed for reporting confidence intervals and standard errors as household surveys are sample-based.
• Capacity constraints: technical capacity is lacking in many education ministries: education ministries may not have a formal partnership with statistical agencies, statistical agencies may not have a mandate or technical expertise to provide data on education indicators.

Objectives
• Maximize the use of household survey data for SDG reporting.

Indicator priorities
• 4.1.4 Completion rate
• 4.1.5 Out-of-school rate: methodology and guidelines for measuring.
• 4.5.1 Parity indices: gender, wealth, ethnicity/language/religion, regions
• 4.c.5 Teacher salaries relative to similarly educated professionals (using labour force surveys)

Deliverables
• Guidelines on methodologies for defining and measuring relevant SDG indicators and disaggregation.
• Guidelines on reporting estimates and confidence intervals (or alternative measure of estimate sample variation).
• Guidelines on reporting deviations in methodology (e.g. if the survey excludes some parts of the country, etc.).

Links with other groups
• Inter-Secretariat Working Group on Household Surveys
• Inter-agency Group on Education Inequality Indicators

Members
Countries: …
Agencies: …

Learning Assessments

This working group is composed of the Global Alliance to Monitor Learning (GAML), whose goals and tasks are to improve learning outcomes by supporting national strategies for learning assessments and developing internationally comparable indicators and methodological tools to measure progress towards key targets of SDG 4.

So far, the GAML has focused on the development of methodologies for learning outcomes indicators with a special focus on Indicators 4.1.1, 4.7.4 and 4.7.5. Although there is still a need to continue working on the methodological aspect, there is also a need to fill the data gaps with information already produced by the countries through learning assessments.

Learning Assessments Working Group

Key issues
• Low coverage for some indicators. • Data is underutilized for providing measures of indicators other than learning outcomes (e.g. teacher characteristics, school characteristics).
Objectives
• Finalize the methodological developments for all learning outcome indicators. • Complete the definition of the minimum (or adequate) level of proficiency or for the remaining indicators.
Indicator priorities
• Finalize guidelines for measuring SDG targets using learning assessments. • 4.6.1 Adult literacy and numeracy proficiency • 4.7.4 and 4.7.5 on global citizenship and sustainable development skills • Information on teacher qualifications, language of instruction, school environment and other indicators.
Deliverables
• Protocol for data reporting and harmonization of indicators from different learning assessment • Guidelines on measuring non-learning outcome related indicators using learning assessments
Links with other groups
• Global Alliance to Monitor Learning
Members
Countries: … *Agencies*: …

Personnel Data on Teachers

This working group will develop guidelines for strengthening government capacity to compile data from various administrative and survey sources to provide measures for SDG 4.c indicators. A primary source of data for SDG 4.c indicators consists of public sector personnel data.

Personnel Data on Teachers Working Group

Key issues
• Lack of data collection on teacher qualifications in school surveys/EMIS. • Low capacity by education ministries to report actual teacher's salaries due to poor processes or infrastructure (e.g. no standardized electronic records). • Inability for education ministries to report actual salary payments (e.g. salary payments are administrated sub-nationally, by provinces or states; or salary payments are administrated through a different ministry, including public service ministries).
Objectives
• Improve the collection of data on teachers using different sources of information such as EMIS, human resources and payroll databases, and financial data.
Indicator priorities
• 4.c.1-4.c.4 on trained and qualified teachers. • 4.c.5 on teacher salaries • 4.c.6 on teacher attrition • 4.c.7 on in-service training
Deliverables
• Guidelines on strategies and best-practice examples for improving salary reporting capacity including regulatory or policy changes, partnering with sub-national jurisdictions or other ministries as needed, developing adequate reporting processes and infrastructure.
Links with other groups
• OECD NESLI, Teacher's Task Force
Members
Countries: … *Agencies*: …

Education Expenditure Data

This working group will support the development and implementation of guidelines for producers and users of education expenditure data, contributing to the harmonization of data from different sources.

Education Expenditure Data Working Group

Key issues
• Weak adoption of the NEA methodological framework.
• Public expenditure data have low country coverage, are not comprehensive (missing spending at local government level, especially if they result from fiscal transfers), are not disaggregated (by level of education or by spending category), have time lags, and double count fiscal transfers.
• Non-articulation of public expenditure and aid to education data.
• Low coverage and frequency of private expenditure data on both public and private schools:
• Lack of coverage of direct subsidies to private schools.
• Lack of information by income or wealth quintile of citizens.
Objectives
• Promote the use of the National Education Account (NEA) methodological framework, as a key step for harmonizing data sources for both public and private expenditure. Even if a formal NEA is not created for a given country, steps in that direction will help.
• Develop standards and guidelines on:
• reporting public education expenditure data disaggregated by level of education and spending categories;
• reporting education expenditure data from sub-national units; and
• how to avoid double counting public education expenditure and aid to education data.
• Promote the use of the World Bank/UIS guidelines on household expenditure in HHS
• Develop a dissemination strategy to communicate key issues.
Indicator priorities
Framework for Action indicators: Expenditure as percentage of GDP/total public expenditure.
4.5.3: Extent to which formula-based policies reallocate resources to disadvantaged populations.
4.5.4: Education expenditure per student by level of education and source of funding.
Mapping of current information to a simplified NEA.
Deliverables
• Mapping of public education expenditure data gaps and their causes.
• Refinement of NEA methodological framework and promotion to countries.
• Guidelines on reporting public education expenditure data from central and local governments.
• Guidelines on reporting public education expenditure data by spending category.
• Promotion of the standardized household survey module on education expenditure to countries.
Links with other groups
• Global Platform to Strengthen Education Financing Systems
• International Monetary Fund (IMF) Statistics Department (STA) / Government Finance Statistics (GFS)
• World Health Organization (WHO) National Health Accounts team.
Members
Countries: ...
Agencies: ...

Additional Groups on Specific Issues

This working group will focus on the development of indicators with disaggregated data for different vulnerable groups, which has been a priority in the adoption of the SDG Agenda and the Global Indicator Framework. As UIS is mandated to develop and implement the indicators needed to monitor SDG 4, it will work with the working group to develop a strategy to address the challenge of producing quality statistics on education and specific methodologies to report on vulnerable groups (such as refugees and migrants), which were prioritised by the 2030 Agenda. The work of this group will aim to support countries and agencies to apply the methodology and strategies developed to increase their capacity to report on these groups.

Additional Groups on Specific Issues Working Group

Key issues
• Low availability of data to report on vulnerable groups.
• Lack of methodology to produce and harmonize quality statistics on education, and thus, to report on vulnerable groups.
Objectives
• Develop a data strategy to improve the availability and quality of education statistics for refugees and migrants.
Indicator priorities
• Guidelines for the production of indicators
Deliverables
• Guidelines on education data report for refuges consisting of standards and definitions that could serve as the reference conceptual framework to collect statistics on the education situation of migrants and refugees.
• Methodology to translate education data from different sources into a set of internationally-comparable categories as a data strategy on education statistics for migrants and refugees
Links with other groups
•
Members
Countries: … *Agencies*: …