

TCG Member Information

Email Address

TCG: Consultation December 2021

* Information of the I	respondent	
Name		
Organization		
Country		



TCG: Consultation December 2021

Introduction

The 8th annual meeting of the Technical Cooperation Group on the Indicators for SDG 4-Education 2030 (TCG8) was held online on 2 November 2021.

This online consultation focuses on issues presented during the TCG 8 meeting.

TCG Voting Rules

As a general rule, only one representative per member state or organization can be counted as a vote and by rule, consensus is aimed.

For more information, please consult the <u>TCG Voting Rules</u> document.



TCG: Consultation December 2021

Decisions related to Teacher Personnel Data

T1: Definitions of "trained" and "qualified" teachers

Challenges	Existing definitions of trained and qualified teacher in the UIS Survey of Formal Education but variety of definitions internationally	
	Uncertainty about the quality and comparability of data	
Proposal	Carry out a short collection of metadata on « trained » and « qualified » teachers	
	National definitions of trained and qualified teacher	
Items to be included	Minimum ISCED levels of qualifications required to teach the specific level of education	

Minimum requirements in terms of duration of pre-service teaching (in weeks)	
Proposed decision	Agree with the proposal
Reference WG/T/3 - see Metadata Proposal on SDG Indicator 4.c.1	

Documentation:

- <u>WG/T/3</u> Download the Excel file by copying and pasting the following link in your browser: http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/10/TCG-WG-T-3-Metadata_proposal_on_4.c.1.xlsx
- Metadata Proposal on SDG Indicator 4.c.1 Proportion of teachers with the minimum required qualifications, by education level

Please se	lect one	of the	options	be	ow:
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\bigcirc	In agreement to carry out a short collection of metadata on "trained" and "qualified" teachers
\bigcirc	Not in agreement with the collection of metadata on "trained" and "qualified" teachers
\bigcirc	Do not know
Con	nments

T2: Availability of data on trained teachers

Challenges	Uneven availability of data on trained teachers and poor comparability		
Proposal	Map national teacher training programmes according to the 5 main categories of ISCED-T and use it to produce internationally comparable data		
	Map the relevant existing and/or past pre-service training programmes – Use as reference to collect data for total teacher population (« stock »)		
Option 1	Pros • Broader picture of the current situation in a country	Likely difficulties with mapping historical programmes. Underestimation of trained teachers if only some programmes mapped Likely difficulties with data availability Little relevant to limit the scope to pre-service training	
	Map the relevant and currently existing pre-service training programmes – Use to collect data for the recent entrants into the profession (« flow »)		
Option 2	Pros More precise scope & population. Easier to identify programme(s) to map. Less underestimation of trained teachers Data availability likely better	Limited insight into teachers' population Little relevant to limit the scope to pre-service training	
Proposed decision	Implement ISCED-T, subject to its adoption at the 41st UNESCO General Conference, and choose option 1 or option 2		
Reference	International Standard Classification of Teacher Training Programmes (ISCED-T 2021) (WG/T/2_EN)		

Documentation:

 International Standard Classification of Teacher Training Programmes (ISCED-T 2021) (WG/T/2_EN)

	Option 1: Map the <u>relevant and existing and/or past</u> pre-service training programmes - Use as reference to collect data for total teacher population (<u>"stock"</u>)
	Option 2: Map the <u>relevant and currently existing</u> pre-service training programmes - Use to collect data for the recent entrants into the profession (<u>"flow"</u>)
	O Do not know
	Comments
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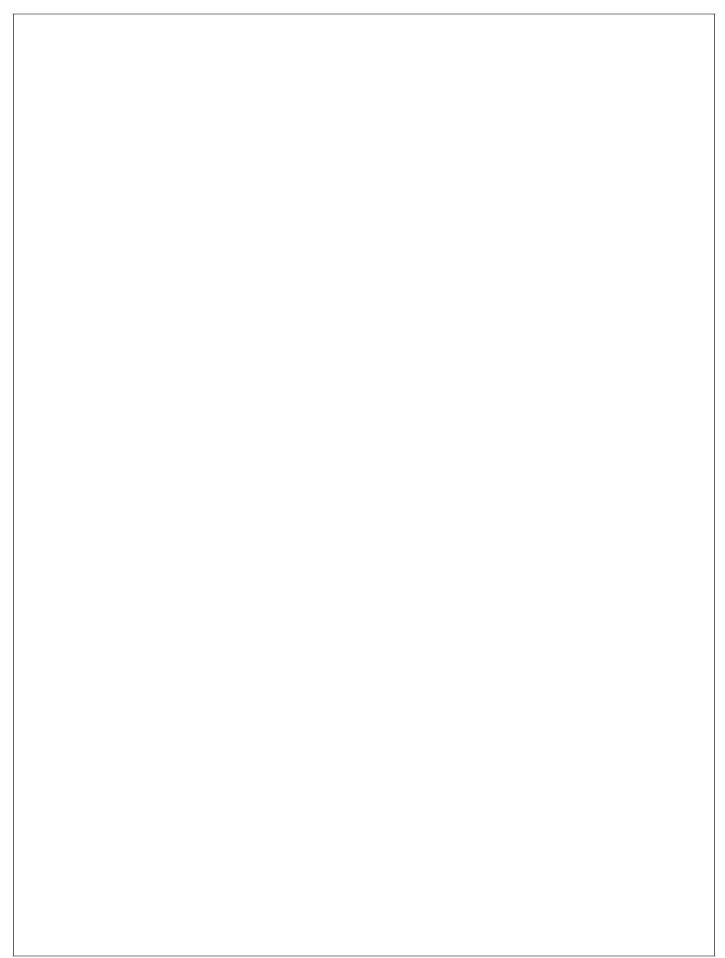
T3: Data on teacher training programmes not based on global metrics

Challenges	Data on teacher training programmes not based on global metrics	
Proposal	Map national teacher training programmes according the 5 main categories of ISCED-T and use it to develop an international standard for « trained » and « qualified » teachers	
	Map the relevant existing and/or past pre-s international standard for « trained » and «	
Option 1	Pros • Broader picture of the current situation in a country Man the relevant and currently existing and country.	Likely difficulties with mapping historical programmes. Underestimation of trained teachers if only some programmes mapped Likely difficulties with data availability Little relevant to limit the scope to pre-service training Cross-national differences likely too big to fit into a single standard
	Map the relevant and currently existing pre-service training programmes – Use to define international standard for « trained » and « qualified » recent entrants into teaching pre-service training programmes – Use to define	
Option 2	More precise scope & population. Easier to identify programme(s) to map. Less underestimation of trained teachers Data availability likely better Easier to define global minimum standard for recent/current entrants into profession	 Cons Limited insight into teachers' population Little relevant to limit the scope to pre-service training Cross-national differences likely too big to fit into a single standard
Proposed decision	Implement ISCED-T, subject to its adoption at the 41 st UNESCO General Conference, and choose option 1 or option 2	
Reference	International Standard Classification of Teacher Training Programmes (ISCED-T 2021) (WG/T/2_EN)	

Documentation:

 International Standard Classification of Teacher Training Programmes (ISCED-T 2021) (WG/T/2_EN)

	•
	Option 1 : Map the relevant and existing and/or past pre-service training programmes - Use to define international standards for "trained" and "qualified" teachers (whole population)
	Option 2 : Map the relevant and currently existing pre-service training programmes - Use to define international standard for "trained" and "qualified" <u>recent entrants</u> into the teacher profession
\bigcirc	Do not know





TCG: Consultation December 2021

Decisions related to Household Surveys

H1: Proposal for out-of-school (OOS) rate model specification - UIS and GEM Report

Proposal for out-of-school (OOS) rate model specification – UIS and GEM Report		
	Option 1	Option 2
Description	Status quo (parallel reporting of administrative and HHS 4.1.4 estimates)	Adopt proposed specification for joint modeling of administrative and HHS estimates
Pros	Simple	Single set of out-of-school estimates
Cons	Contradictory data	May not be straightforward, further methodological discussion required
Proposed decision	Endorse Option 2, subject to open process for finalising methodology	
Documentation	Out-of-School Rate Modelling (<u>WG/HHS/2</u>)	

Documentation:

• Out-of-School Rate Modelling (WG/HHS/2)

Please select one of the options below:			
Option 1: Status quo (parallel reporting of administrative and household survey 4.1.4 estimates)			
Option 2: Adopt the proposed specification for joint modelling of administrative and household survey estimates			
O Do not know			
Comments			

H2: Disability and Education Indicators in Household Surveys

Disability and Education Indicators in Household Surveys - UNICEF			
	Option 1	Option 2	
Description	Leave definitions as they are	 Restrict indicator age ranges to avoid mixing child functioning module (CFM) and Washington Group Short Set questions (WGSS), specifying choice. e.g. All youth-related indicators covering age 15-24: only report for ages covering adult functioning (18-24) or child functioning (15-17). SDG 4.1.2: when age group includes adults, do not calculate 	
Pros		Consistent estimates/comparisons	
Cons	Misleading comparisons	Loss of some data points	
Proposed decision	Option 2		
Documentation	Issues and Recommended Approaches for Using Disability Variables for Education Indicators in Household Surveys (<u>WG/HHS/3</u>)		

Documentation:

• <u>Issues and Recommended Approaches for Using Disability Variables for Education Indicators in Household Surveys (WG/HHS/3)</u>

Option 1: Leave definitions as they are currently.
Option 2: Restrict indicator age ranges to avoid mixing child functioning module (CFM) and Washington Group Short Set questions (WG-SS), specifying the choice.
O Do not know
Comments

H3: Unified Guidelines for Learning Assessment in Household Survey

Unified Guidelines for Learning Assessment in Household Surveys		
	Option 1	Option 2
Description	Modular approach, with limited harmonization of, e.g. ethical or privacy guidelines	 Unified guidelines and assessment modules for different ages/stages Informed by in-country implementation experience Make all modules free, platform agnostic, etc.
Pros	Some synergies	Demand-driven one-stop guidelines and toolkit for countries
Cons	Fragmented learning modules, supply-driven	Requires further piloting and cross-agency coordination
Proposed decision	Endorse piloting and Option 2 as aim	
Documentation	Roadmap for Measuring Learning Through the Lifecycle in Multi-topic National Household Surveys (WG/HHS/4)	

Documentation:

• Roadmap for Measuring Learning Through the Lifecycle in Multi-topic National Household Surveys (WG/HHS/4)

Option 2: Unified guidelines and assessment modules for different ages/stages, informed by in-country implementation experience; make all modules free, platform agnostic
O Do not know
Comments



TCG: Consultation December 2021

Decisions related to Administrative data / EMIS

A1: Use of Workflow 2 - Dynamic Template, data mining and country's validation on education indicators

Use of Workflow 2 - Dynamic Template, data mining and country's validation on education indicators		
	UIS complements questionnaire with dynamic automatic template to produce education indicators	
Description	Use of Workflow 2 - Dynamic Template, data mining and country's validation for producing and reporting SDG4 indicators from administrative data sources	
Pros	 Increases government ownership over statistics Allows capacity development on spot Alternatives based on needs (such as use of national population) could be enabled Values of indicator are validated jointly. It also includes addition indicators (CESA framework indicators) for Africa 	
Cons	May take some time to familiarise the template with the countries	
Proposed decision	UIS implements Workflow 2 progressively in Africa and Asia and the Pacific regions	
Documentation	Expanding Data Collection Tools and Options (WG\EMIS\2)	

Documentation:

• Expanding Data Collection Tools and Options (WG\EMIS\2)

Please select one of the options below:

	n agreement with the UIS implementing Workflow 2 progressively in Africa and Asia and he Pacific regions
\bigcirc N	Not in agreement with the proposed implementation of Workflow 2 by the UIS
	Do not know
Comn	nents

A2.1: Change in the collection of population data

	Option 1	Option 2
Description	 Introduce the possibility for all countries to report population data. Could be done by: adding a dedicated module where countries could report their national population estimates; and/or expanding some of the UIS tools for data collection The adjustment in the data collection would ask countries to report population data required by the UIS to calculate the relevant indicators as well and the source of the data. In cases of no response, UNPD data would be used. 	No action
Pros	Increases government ownership over statistics: - Addresses a frequent grievance raised by countries during dialogue with UIS - Values of indicators are more consistent with national indicator values	
Cons	 Demands the recalculation of all the series according to the sources proposed and agreed with the country Country should make a choice applicable for a long period (10 years) Special rules and protocols needed for alternatives based on needs (specific indicators are of specific interest of the national authorities) 	
Proposed decision	Option 1	
Documentation	Proposal: A Hybrid Approach to the Use of Population Data for Education	Indicators (<u>WG\EMIS\3</u>)
• Proposal: /	A Hybrid Approach to the Use of Population Data for	r Education Indicators

O not know

Comments

A2.2: National population statistics

National population statistics		
	Option 1	Option 2
Description	Require national population statistics to be sourced from national or, if the country wishes, regional publicly available data	No action
Pros	 Transparency increased Projection methodology and data clear and credibility reviewed by national or international experts 	
Cons	UNPD data used in case countries have national data sources but are not publicly available/not reliable due to absence of population census for a long time (more than 15 years)	
Proposed decision	Option 1	
Documentation	Proposal: A Hybrid Approach to the Use of Population Data for Education Indicators (WG\EMIS\3)	

Documentation:

• <u>Proposal: A Hybrid Approach to the Use of Population Data for Education Indicators</u> (WG\EMIS\3)

Option 1: Require national population statistics to be sourced from national or regional publicly available data
Option 2: No action
O Do not know
Comments

A2.3: Population estimates from national statistics offices or Bureau of Population Census

Population estimates from national statistics offices or Bureau of Population Census		
	Option 1	Option 2
Description	Prioritize population estimates from national statistics offices (NSO) or the Bureau of Population Census in case there are multiple sources of population data in the country	No action
Pros	Ensures that population data being reported has official endorsement to boost credibility	
Cons	Potential issue could be the consistency with other SDG indicators if country continues to use UNPD data to compute them Regional and global averages will continue being calculated using UNPD data	
Proposed decision	Option 1	
Documentation	Proposal: A Hybrid Approach to the Use of Population Data for Education Indicators (WG\EMIS\3)	

Documentation:

• Proposal: A Hybrid Approach to the Use of Population Data for Education Indicators (WG\EMIS\3)

Option 1: Prioritize population estimates from NSO or Bureau of Population Census when there are multiple sources of population data for a country	n
Option 2: No action	
O Do not know	
Comments	



TCG: Consultation December 2021

Decisions related to Education Expenditure / Finance

F1: Use of Workflow 2 - Dynamic Template, data mining and country's validation on education finance and expenditure

Use of Workflow 2 - Dynamic Template, data mining and country's validation on education finance and expenditure		
	UIS complements questionnaire with dynamic automatic template to produce education finance indicators	
Description	Use of Workflow 2 - Dynamic Template, data mining and country's validation for producing and reporting SDG4 indicators from finance data sources	
Pros	Increases government ownership over statistics; allows capacity development on spot; Substantially reduce timing for data entry and producing indicators, easy to verify trends, results with historical data with UIS database and other sources	
Cons	May take some time for users/countries to get familiar with the template	
Proposed decision	UIS implement Workflow 2 progressively in Africa and Asia and Pacific regions	
Documentation	Expanding Data Collection Tools and Options (WG\EMIS\2)	

Documentation:

• Expanding Data Collection Tools and Options (WG\EMIS\2)

Please select one of the options below:
 In agreement with the UIS implementing Workflow 2 progressively in African and Asia and the Pacific regions
O Not in agreement with the UIS implementing Workflow 2
O Do not know
Comments

F2: Reporting of SDG 4 Global Indicator 1.a.2

Reporting of SDG 4 Global Indicator 1.a.2			
	Utilize a Phase Approach to increase country choice of sources and		
Description	 A step by step approach to walk the respondent through the data collection process allowing for Step 1: List all government entities that have education expenditure. Step 2: Select a source of expenditure data from a pre-defined, ranked list that is available for each of the government entities identified in Step 1. Step 3: Collect data on total education expenditure and total government expenditure (from the same source); (necessary for SDG 1.a.2) Steps 4 and on: Collect data on total education expenditure by level, by level and the various types in the original UIS questionnaire. To be done for each government entity listed in Step 2. 		
Pros	Increases government ownership over statistics by letting select the sources to be used for the reporting based on a dialogue with the UIS		
Cons	Change could take time.		
Proposed decision	UIS starts implementing progressively the approach for Africa and Asia and the Pacific regions		
Documentation	Expanding Data Collection Tools and Options (WG\EMIS\2)		

Documentation:

• Expanding Data Collection Tools and Options (WG\EMIS\2)

	In agreement of the UIS implementing progressively the approach for Africa and Asia and the Pacific regions
	Not in agreement of the UIS implementing progressively the approach for Africa and Asia and the Pacific regions
\bigcirc	Do not know
Con	nments



TCG: Consultation December 2021

Decisions related to Learning Assessments / Global Alliance to Monitor Learning (GAML)

L1: Use of Science Proficiency as a Proxy for SDG 4.1.1 in Reading

SDG Indicator 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

Use of Science Proficiency as a Proxy for SDG 4.1.1 in Reading			
	Option 1	Option 2	
Description	No action	Use of Science proficiency in 4th and 8th grades TIMSS as a proxy for the minimum proficiency in reading at the end of primary and lower secondary respectively.	
Pros		 Increase coverage and number of reading data points at primary and lower secondary levels. Additional data on learning achievement to measure progress towards SDG 4.1.1 and the learning poverty indicator. Significant increases in coverage in some regions. 	

		High correlation between the Science proxy and the actual reading proficiency at both levels of education.	
Cons	Low coverage for reading data points.	 Some differences between the Science proxy and the actual reading proficiency at the lower secondary level. Needs more research about correlation between reading and science (IEA's) for the different levels. 	
Proposed decision			
Documentation			

Documentation:

 Proposed Use of Science Proficiency as a Proxy for SDG 4.1.1 in Reading (WG/GAML/2)

Please select one of the options below:
Option 1: No action
Option 2: Use of science proficiency in 4th and 8th grades TIMSS as a proxy for the minimum proficiency in reading at the end of primary and lower secondary respectively.
O Do not know
Comments

L2: Use of Cross-National Learning Assessments to measure SDG 4.2.3 - Percentage of children under 5 years experiencing positive and stimulating home learning environments

Use of Cross-National Learning Assessments to measure SDG 4.2.3 SDG 4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments			
	Option 1 Option 2		
Description	Keep as it currently is measured: SDG 4.2.3 using MICS or DHS data and reported by UNICEF. Use of data collected in the parents' questionna national assessments such as PISA and TIMSS to SDG 4.2.3.		
Pros		Add additional data points for high- and middle-income countries (and in a few cases low) not included in MICS or DHS.	
Cons	MICS and DHS cover low- and middle-income countries.	Recall bias. Time lag. Poorly defined or mismatched age group.	
Proposed decision	To expand research and present in 2022 for decision		
Documentation	Use of Cross-National Assessments to Measure SDG 4.2.3 (WG/GAML/3)		

Documentation:

• Use of Cross-National Assessments to Measure SDG 4.2.3 (WG/GAML/3)

. I can consider an a constant parameter and	
Option 1: Keep as it currently is measured: SDG 4.2.3 using MICS or DHS data and reported by UNICEF.	
Option 2: Use of data collected in the parents' questionnaires in cross-national assessments such as PISA and TIMSS to get data on SDG 4.2.3	
O Do not know	
Comments	

L3: Create quality control team to review quality, reliability and validity of the outcomes (benchmarks) reported to UIS for SDG 4.1.1

Create quality control team (task force, within UIS and brining experts) to review quality, reliability and validity of the outcomes (benchmarks) reported to UIS for SDG 4.1.1				
	Option 1	Option 2		
Description	No action	Create a 4.1.1 quality control task team to review GPF, Policy linking toolkit, process of the workshops and the reliability and validity of outcomes of the workshops (benchmarks) reported to UIS for SDG 4.1.1		
Pros		It enhances the quality and comparability of the benchmarks set by Policy Linking workshops. The taskforce will review the Policy Linking Toolkit, GPF, procedure and outcomes of the workshopsbenchmarks and suggest for the improvement, if necessary		
Cons	May make it easier for countries to report inaccurate results by not following standard procedure; reduces comparability of results between countries	May slightly reduce the number of countries reporting to SDG 4.1.1 if the minimum threshold of comparability have not been achieved.		
Proposed decision	Option 2	Option 2		
Documentation	Overview of Policy Linking Workshops, Major Outcomes and Learning of the Workshops (WG\GAML\5)			

Documentation:

• Overview of Policy Linking Workshops, Major Outcomes and Learning of the Workshops (WG\GAML\5)

Option 1: No action
Option 2: Create a 4.1.1 quality control task team to review the Global Proficiency Framework (GPF), policy linking toolkit, process of the workshops and the reliability and validity of outcomes of the workshops (benchmarks) reported to UIS for SDG 4.1.1.
O Do not know
Comments

L4: Endorse the analytical approach by subject-based linking studies coordinated by the UIS

Endorse the analytical approach by the subject based linking studies coordinated by the UIS as the Rosetta Stone and the **MILO** projects Option 1 Option 2 Description No action Students takes two test different days or the same day in order to establish a linking for assessment who are not conceptually identical. **Pros** Methodologically rigorous takes full information of student ability that allows to express one assessment into each other's scale through a concordance table Allow to identify how regional assessment are linked to international (global) assessments such as PIRLS and TIMSS. Cons Financially costly Operationally demanding (be sure that students are clearly identified from day 1 to day 2) **Proposed decision** Option 2 Rosetta Stone **Documentation** MILO Study Design

Documentation:

Rosetta Stone
 MILO Study Design

Option 1: No action
Option 2: Students takes two test different days or the same day in order to establish a linking for assessment who are not conceptually identical.
O Do not know
Comments

L5: Endorse projects with rigorous technical approaches with capacity development components

Endorse projects that combine rigorous technical approaches with capacity development components and the generation of global public goods aligned with the parameters that are aimed to global reporting.

	Option 1	Option 2	
Description	No action Rescription No action Endorse projects which combine lapproach and capacity developmed also contribute to the generation with the parameters that are aimed		
Pros		Provides an automated tool to the countries to work on Minimum Proficiency level, to measure the impact of learning outcomes. It can also contribute to the generation of global public goods such as the AMPL-b test, the Bank of items and the toolkit for implementations. The MILO project is an example of projects which has the two components (rigorous technical approach and capacity development).	
Cons		None	
Proposed decision	Option 2		
Documentation	MILO Study Design		

Documentation:

• MILO Study Design

Please	select	one	of the	options	helow:
ricasc	361661	OHIE	OI LIIC	Options	DCIOW.

Option 1: No action
Option 2: Endorse projects which combine rigorous technical approaches and capacity development components, contributing to the generation of global public goods aligned with parameters useful for global reporting.
O Do not know
Comments

L6: Endorse the development of alternative tools for measuring learning for SDG 4.1.1

SDG Indicator 4.1.1 - Proportion of children and young people (a) in Grade 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

Endorse development of alternative tools for measuring learning and support the generation of generic modules to assess the MPL for indicators 4.1.1 a through c

	Option 1	Option 2			
Description	No action	Endorse and promote the joint initiative on developing generic modules to use and report for indicator 4.1.1 in all its points based on MILO's project experience			
Pros		Very solid technical method and approach Strong regional and global partners and supporting agenda Integration and building upon existing approaches Generation of global public goods and allowing countries to use			
Cons	- None				
Proposed decision	Option 2				
Documentation	MILO Study Design				

Documentation:

• MILO Study Design

P	lease	select	one	of the	options	helow:
	LUGU	361661		OI HIC	OBLIGITS	DCIOVV.

Option 1: No action
Option 2: Endorse and promote the joint initiative on developing generic modules to use and report indicator 4.1.1 for all its points based on the MILO's project experience.
O Do not know
Comments



TCG: Consultation December 2021

TCG Reorganization - Member States Representation

TCG 1: Member States Representation

There are challenges in reaching to Member States which are not represented in the TCG, which as been an obstacle in terms of communicating with them regarding priorities, decisions and developments.

The TCG Secretariat proposes to enable the participation of all countries and recognize <u>two tiers</u> in the TCG structure.

TIER 1

All member states to nominate TCG contact point(s) who will receive agenda, take part in global and regional meetings and receive decisions.

An important step to familiarize Member States with TCG proceedings and facilitate continuity when TCG members need to rotate.

TIER 2

TCG (voting) members as per the current TCG rules

In agreement with the proposed 2 tiers	
O Not in agreement with the proposed 2 tiers	
O Do not know	
Comments	

TCG 2: Member States Representation

There are potential gaps in communication between education ministries and statistical offices despite expanded scope of SDG monitoring with multiple sources of information

The TCG Secretariat proposes that each Member States nominates 2 TCG contact points:

- from the ministry of education (1)
- from the national statistical office (1)

	Please	select	one	of	the	or	otions	be	low:
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Option 1: Each member states to nominate two TCG contact points
Option 2: No action
O Do not know
Comments

TCG 3: Member States Representation

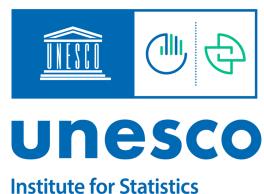
No rotation process for Members States is specified in the original TCG terms of reference.

The TCG Secretariat proposes an official rotation mechanism from 2022 onward as follows:

- Each Member State will serve as TCG member for three calendar years
- Member States will be selected through the UNESCO regional Electoral Groups
- Next selection will take place in the first quarter (Q1) of 2022 for the period of 2022-2024

	Please	select	one	of	the	or	otions	be	low:
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In agreement with the proposed rotation mechanism
O Not in agreement with the proposed rotation mechanism
O Do not know
Comments



TCG: Consultation December 2021

TCG Member State Engagement

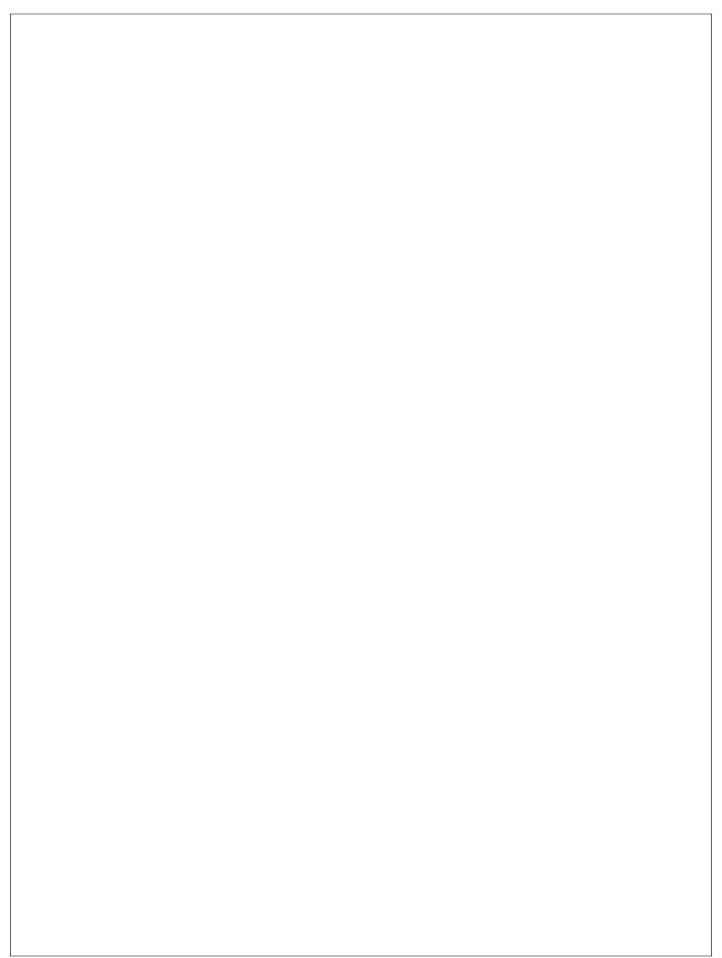
TCG 4: Member State Participation

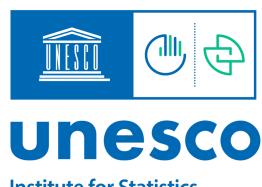
Member State participation could be strengthen by giving them more opportunities to express preferences and concerns. The global setting of meetings may be an obstacle.

The Secretariat proposes that:

- 6 regional organizations become TCG members
- Regional organizations are currently observers only
- Regional TCG meetings to be added to the plenary and working groups meetings

	In agreement with the proposed participation of regional organizations and addition of regional meetings
\bigcirc	Not in agreement with the proposition
\bigcirc	Do not know
Con	nments





TCG: Consultation December 2021

TCG: Benchmarking process

TCG 5: Benchmarking process

As benchmarking has become a key activity of the TCG, with discussions on issues arising in the use of indicators for benchmarking, decision on the addition, deletion, or refinement of indicators, advise on benchmark adjustments when unexpected event occurs etc., the Secretariat proposes to **add the development of national benchmarking process to TCG objectives in the terms of references.**

 In agreement of adding the national benchmarking process to the TCG objectives in the Terms of References (TORs)
Not in agreement with the proposition
O Do not know
Comments



TCG: Consultation December 2021

TCG: Data Gaps

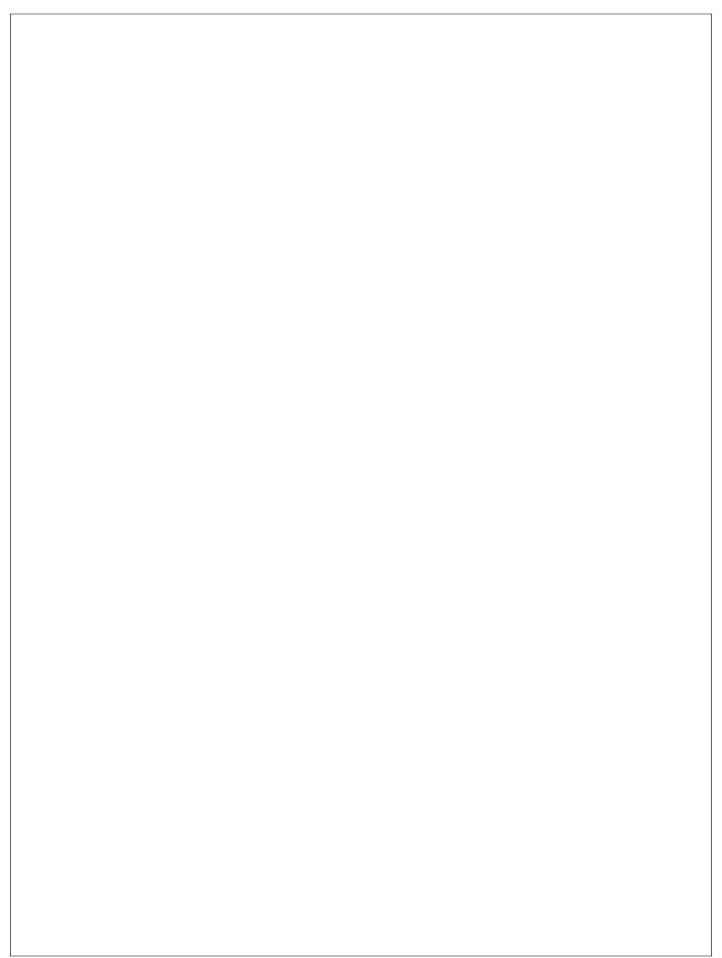
TCG 6: Limited engagement in coordinating global efforts to improve data availability and quality

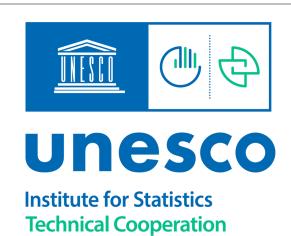
To address the limited engagement in coordinating global efforts to improve data availability and quality, a greater TCG involvement is needed to ensure the voice of all countries is heard.

Therefore, the TCG Secretariat proposes that the TCG is consulted in each global initiative that aims to improve data collection to fill SDG 4 monitoring data gaps.

The definitions, methodologies and approaches established by the TCG would then need to be followed in these initiatives.

In agreement with the proposition	
Not in agreement with the proposition	
O Do not know	
Comments	





TCG: Consultation December 2021

TCG: Cooperation Mechanism

Group

TCG 7: Interactions with the SDG-Education 2030 Steering Committee

The recent changes to the global education cooperation mechanism are expected to improve the interactions with the SDG-Education 2030 Steering Committee.

The Secretariat proposes to update the TCG Terms of References to reflect the new global education cooperation mechanism.

Please select one of the options below:
In agreement with the proposition
O Not in agreement with the proposition
O Do not know
Comments



TCG: Consultation December 2021

Deletion of Indicator

TCG	χ.	Deletion	of SDG	Indicator	473
	U.	DCICHOII	UI JUU	mucator	T.1.3

Given that Global Indicator 4.7.1 is now reported, the TCG Secretariat proposes **to delete thematic SDG indicator 4.7.3 from the list of SDG 4 Indicators.**

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

Proposition to delete SDG Indicator 4.7.3:

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)

Please select one of the options below
--

Option 1: Delete SDG 4.7.3	
Option 2: Keep SDG 4.7.3	
O not know	
Comments	
Comments	