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Institute for Statistics  
Technical Cooperation  
Group

TCG : Consultation December 2021

TCG Member Information

\* Information of the respondent

Name

Organization

Country

Email Address



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Technical Cooperation  
Group

## TCG : Consultation December 2021

### Introduction

The 8<sup>th</sup> 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 [TCG Voting Rules](#) document.



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Decisions related to Teacher Personnel Data

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

<b>Challenges</b>	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
<b>Proposal</b>	Carry out a short collection of metadata on « trained » and « qualified » teachers
<b>Items to be included</b>	National definitions of trained and qualified teacher
	Minimum ISCED levels of qualifications required to teach the specific level of education

	Minimum requirements in terms of duration of pre-service teaching practice (in weeks)
<b>Proposed decision</b>	Agree with the proposal
<b>Reference</b>	<a href="#">WG/T/3</a> - see Metadata Proposal on SDG Indicator 4.c.1

**Documentation:**

- [WG/T/3](#) - 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](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 select one of the options below:**

- ☐ **In agreement** to carry out a short collection of metadata on "trained" and "qualified" teachers
- ☐ **Not in agreement** with the collection of metadata on "trained" and "qualified" teachers
- ☐ Do not know

**Comments**

## T2: Availability of data on trained teachers

<b>Challenges</b>	Uneven availability of data on trained teachers and poor comparability	
<b>Proposal</b>	Map national teacher training programmes according to the 5 main categories of ISCED-T and use it to <b>produce internationally comparable data</b>	
<b>Option 1</b>	<b>Map the relevant existing and/or past pre-service training programmes - Use as reference to collect data for total teacher population (« stock »)</b>	
	<b>Pros</b> <ul style="list-style-type: none"> <li>• Broader picture of the current situation in a country</li> </ul>	<b>Cons</b> <ul style="list-style-type: none"> <li>• Likely difficulties with mapping historical programmes. Underestimation of trained teachers if only some programmes mapped</li> <li>• Likely difficulties with data availability</li> <li>• Little relevant to limit the scope to pre-service training</li> </ul>
<b>Option 2</b>	<b>Map the relevant and currently existing pre-service training programmes - Use to collect data for the recent entrants into the profession (« flow »)</b>	
	<b>Pros</b> <ul style="list-style-type: none"> <li>• More precise scope &amp; population. Easier to identify programme(s) to map. Less underestimation of trained teachers</li> <li>• Data availability likely better</li> </ul>	<b>Cons</b> <ul style="list-style-type: none"> <li>• Limited insight into teachers' population</li> <li>• Little relevant to limit the scope to pre-service training</li> </ul>
<b>Proposed decision</b>	Implement ISCED-T, subject to its adoption at the 41 <sup>st</sup> UNESCO General Conference, and choose <b>option 1 or option 2</b>	
<b>Reference</b>	International Standard Classification of Teacher Training Programmes (ISCED-T 2021) ( <a href="#">WG/T/2_EN</a> )	

### Documentation:

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

### Please select one of the options below:

- ☐ **Option 1:** Map the relevant and existing and/or past pre-service training programmes - Use as reference to collect data for total teacher population ("stock")
- ☐ **Option 2:** Map the relevant and currently existing pre-service training programmes - Use to collect data for the recent entrants into the profession ("flow")
- ☐ Do not know

### Comments

### T3: Data on teacher training programmes not based on global metrics

<b>Challenges</b>	Data on teacher training programmes not based on global metrics	
<b>Proposal</b>	Map national teacher training programmes according the 5 main categories of ISCED-T and use it to <b>develop an international standard for « trained » and « qualified » teachers</b>	
<b>Option 1</b>	<b>Map the relevant existing and/or past pre-service training programmes – Use to define international standard for « trained » and « qualified » teachers (whole population)</b>	
	<b>Pros</b> <ul style="list-style-type: none"> <li>• Broader picture of the current situation in a country</li> </ul>	<b>Cons</b> <ul style="list-style-type: none"> <li>• Likely difficulties with mapping historical programmes. Underestimation of trained teachers if only some programmes mapped</li> <li>• Likely difficulties with data availability</li> <li>• Little relevant to limit the scope to pre-service training</li> <li>• Cross-national differences likely too big to fit into a single standard</li> </ul>
<b>Option 2</b>	<b>Map the relevant and currently existing pre-service training programmes – Use to define international standard for « trained » and « qualified » recent entrants into teaching profession</b>	
	<b>Pros</b> <ul style="list-style-type: none"> <li>• More precise scope &amp; population. Easier to identify programme(s) to map. Less underestimation of trained teachers</li> <li>• Data availability likely better</li> <li>• Easier to define global minimum standard for recent/current entrants into profession</li> </ul>	<b>Cons</b> <ul style="list-style-type: none"> <li>• Limited insight into teachers' population</li> <li>• Little relevant to limit the scope to pre-service training</li> <li>• Cross-national differences likely too big to fit into a single standard</li> </ul>
<b>Proposed decision</b>	Implement ISCED-T, subject to its adoption at the 41 <sup>st</sup> UNESCO General Conference, and choose <b>option 1 or option 2</b>	
<b>Reference</b>	International Standard Classification of Teacher Training Programmes (ISCED-T 2021) ( <a href="#">WG/T/2_EN</a> )	

#### Documentation:

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

Please select one of the options below:

- ☐ **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" recent entrants into the teacher profession
- ☐ Do not know





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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 ( <a href="#">WG/HHS/2</a> )	

## 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
- ☐ Do not know

Comments

## H2: Disability and Education Indicators in Household Surveys

Disability and Education Indicators in Household Surveys - UNICEF		
	Option 1	Option 2
<b>Description</b>	Leave definitions as they are	<ul style="list-style-type: none"> <li>Restrict indicator age ranges to avoid mixing child functioning module (CFM) and Washington Group Short Set questions (WG-SS), specifying choice. <ul style="list-style-type: none"> <li>e.g. All youth-related indicators covering age 15-24: only report for ages covering adult functioning (18-24) or child functioning (15-17).</li> <li>SDG 4.1.2: when age group includes adults, do not calculate</li> </ul> </li> </ul>
<b>Pros</b>		Consistent estimates/comparisons
<b>Cons</b>	Misleading comparisons	Loss of some data points
<b>Proposed decision</b>	<b>Option 2</b>	
<b>Documentation</b>	Issues and Recommended Approaches for Using Disability Variables for Education Indicators in Household Surveys ( <a href="#">WG/HHS/3</a> )	

#### Documentation:

- [Issues and Recommended Approaches for Using Disability Variables for Education Indicators in Household Surveys \(WG/HHS/3\)](#)

#### Please select one of the options below:

- ☐ **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.
- ☐ 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
<b>Description</b>	<ul style="list-style-type: none"> <li>Modular approach, with limited harmonization of, e.g. ethical or privacy guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Unified guidelines and assessment modules for different ages/stages</li> <li>Informed by in-country implementation experience</li> <li>Make all modules free, platform agnostic, etc.</li> </ul>
<b>Pros</b>	Some synergies	Demand-driven one-stop guidelines and toolkit for countries
<b>Cons</b>	Fragmented learning modules, supply-driven	Requires further piloting and cross-agency coordination
<b>Proposed decision</b>	<b>Endorse piloting and Option 2 as aim</b>	
<b>Documentation</b>	Roadmap for Measuring Learning Through the Lifecycle in Multi-topic National Household Surveys ( <a href="#">WG/HHS/4</a> )	

#### Documentation:

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

#### Please select one of the options below:

- ☐ **Option 1:** Modular approach, with limited harmonization of, for example, ethical or privacy guidelines
- ☐ **Option 2:** Unified guidelines and assessment modules for different ages/stages, informed by in-country implementation experience; make all modules free, platform agnostic
- ☐ Do not know

Comments



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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	
	<b>UIS complements questionnaire with dynamic automatic template to produce education indicators</b>
<b>Description</b>	Use of Workflow 2 - Dynamic Template, data mining and country's validation for producing and reporting SDG4 indicators from administrative data sources
<b>Pros</b>	<ul style="list-style-type: none"><li>• Increases government ownership over statistics</li><li>• Allows capacity development on spot</li><li>• Alternatives based on needs (such as use of national population) could be enabled</li><li>• Values of indicator are validated jointly.</li><li>• It also includes addition indicators (CESA framework indicators) for Africa</li></ul>
<b>Cons</b>	May take some time to familiarise the template with the countries
<b>Proposed decision</b>	UIS implements Workflow 2 progressively in Africa and Asia and the Pacific regions
<b>Documentation</b>	Expanding Data Collection Tools and Options ( <a href="#">WG\EMIS\2</a> )

### 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 Africa and Asia and the Pacific regions
- ☐ **Not in agreement** with the proposed implementation of Workflow 2 by the UIS
- ☐ Do not know

Comments

## A2.1: Change in the collection of population data

Change in the collection of population data		
	Option 1	Option 2
<b>Description</b>	Introduce the possibility for all countries to report population data. Could be done by: <ul style="list-style-type: none"> <li>• adding a dedicated module where countries could report their national population estimates; and/or</li> <li>• expanding some of the UIS tools for data collection</li> </ul> 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
<b>Pros</b>	Increases government ownership over statistics: <ul style="list-style-type: none"> <li>- Addresses a frequent grievance raised by countries during dialogue with UIS</li> <li>- Values of indicators are more consistent with national indicator values</li> </ul>	
<b>Cons</b>	<ul style="list-style-type: none"> <li>- Demands the recalculation of all the series according to the sources proposed and agreed with the country</li> <li>- Country should make a choice applicable for a long period (10 years)</li> <li>- Special rules and protocols needed for alternatives based on needs (specific indicators are of specific interest of the national authorities)</li> </ul>	
<b>Proposed decision</b>	Option 1	
<b>Documentation</b>	Proposal: A Hybrid Approach to the Use of Population Data for Education Indicators ( <a href="#">WG\EMIS\3</a> )	

### Documentation:

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

### Please select one of the options below:

- ☐ **Option 1:** Introduce the possibility for all countries to report population data
- ☐ **Option 2:** No action
- ☐ Do 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	<ul style="list-style-type: none"><li>• Transparency increased</li><li>• Projection methodology and data clear and credibility reviewed by national or international experts</li></ul>	
Cons	<ul style="list-style-type: none"><li>• 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)</li></ul>	
Proposed decision	Option 1	
Documentation	Proposal: A Hybrid Approach to the Use of Population Data for Education Indicators ( <a href="#">WG\EMIS\3</a> )	

### Documentation:

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

### Please select one of the options below:

- ☐ **Option 1:** Require national population statistics to be sourced from national or regional publicly available data
- ☐ **Option 2:** No action
- ☐ 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
<b>Description</b>	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
<b>Pros</b>	Ensures that population data being reported has official endorsement to boost credibility	
<b>Cons</b>	<ul style="list-style-type: none"> <li>Potential issue could be the consistency with other SDG indicators if country continues to use UNPD data to compute them</li> <li>Regional and global averages will continue being calculated using UNPD data</li> </ul>	
<b>Proposed decision</b>	Option 1	
<b>Documentation</b>	Proposal: A Hybrid Approach to the Use of Population Data for Education Indicators ( <a href="#">WG\EMIS\3</a> )	

### Documentation:

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

### Please select one of the options below:

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

### Comments





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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	
	<b>UIS complements questionnaire with dynamic automatic template to produce education finance indicators</b>
<b>Description</b>	Use of Workflow 2 - Dynamic Template, data mining and country's validation for producing and reporting SDG4 indicators from finance data sources
<b>Pros</b>	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
<b>Cons</b>	May take some time for users/countries to get familiar with the template
<b>Proposed decision</b>	UIS implement Workflow 2 progressively in Africa and Asia and Pacific regions
<b>Documentation</b>	Expanding Data Collection Tools and Options ( <a href="#">WG\EMIS\2</a> )

### 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
- ☐ **Not in agreement** with the UIS implementing Workflow 2
- ☐ Do not know

### Comments

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

Reporting of SDG 4 Global Indicator 1.a.2	
	<b>Utilize a Phase Approach to increase country choice of sources and</b>
<b>Description</b>	<p>A step by step approach to walk the respondent through the data collection process allowing for</p> <ul style="list-style-type: none"> <li>• Step 1: List all government entities that have education expenditure.</li> <li>• 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.</li> <li>• Step 3: Collect data on total education expenditure and total government expenditure (from the same source); (necessary for SDG 1.a.2)</li> <li>• 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.</li> </ul>
<b>Pros</b>	Increases government ownership over statistics by letting select the sources to be used for the reporting based on a dialogue with the UIS
<b>Cons</b>	Change could take time.
<b>Proposed decision</b>	UIS starts implementing progressively the approach for Africa and Asia and the Pacific regions
<b>Documentation</b>	Expanding Data Collection Tools and Options ( <a href="#">WG\EMIS\2</a> )

### Documentation:

- [Expanding Data Collection Tools and Options \(WG\EMIS\2\)](#)

### Please select one of the options below:

- ☐ **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
- ☐ Do not know

### Comments



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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
<b>Description</b>	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.
<b>Pros</b>		<ul style="list-style-type: none"> <li>• Increase coverage and number of reading data points at primary and lower secondary levels.</li> <li>• Additional data on learning achievement to measure progress towards SDG 4.1.1 and the learning poverty indicator.</li> <li>• Significant increases in coverage in some regions.</li> </ul>

		<ul style="list-style-type: none"> <li>High correlation between the Science proxy and the actual reading proficiency at both levels of education.</li> </ul>
<b>Cons</b>	<ul style="list-style-type: none"> <li>Low coverage for reading data points.</li> </ul>	<ul style="list-style-type: none"> <li>Some differences between the Science proxy and the actual reading proficiency at the lower secondary level.</li> <li>Needs more research about correlation between reading and science (IEA's) for the different levels.</li> </ul>
<b>Proposed decision</b>	<b>To expand research and present in 2022 for decision</b>	
<b>Documentation</b>	Proposed Use of Science Proficiency as a Proxy for SDG 4.1.1 in Reading ( <a href="#">WG/GAML/2</a> )	

### 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.
- ☐ 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 <i>SDG 4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments</i>		
	Option 1	Option 2
<b>Description</b>	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' questionnaires in cross-national assessments such as PISA and TIMSS to get data on SDG 4.2.3.
<b>Pros</b>		Add additional data points for high- and middle-income countries (and in a few cases low) not included in MICS or DHS.
<b>Cons</b>	MICS and DHS cover low- and middle-income countries.	Recall bias. Time lag. Poorly defined or mismatched age group.
<b>Proposed decision</b>	<b>To expand research and present in 2022 for decision</b>	
<b>Documentation</b>	Use of Cross-National Assessments to Measure SDG 4.2.3 ( <a href="#">WG/GAML/3</a> )	

### Documentation:

- [Use of Cross-National Assessments to Measure SDG 4.2.3 \(WG/GAML/3\)](#)

### Please select one of the options below:

- ☐ **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
- ☐ 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
<b>Description</b>	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
<b>Pros</b>		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 workshops- benchmarks and suggest for the improvement, if necessary
<b>Cons</b>	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.
<b>Proposed decision</b>	<b>Option 2</b>	
<b>Documentation</b>	Overview of Policy Linking Workshops, Major Outcomes and Learning of the Workshops ( <a href="#">WG\GAML\5</a> )	

### Documentation:

- [Overview of Policy Linking Workshops, Major Outcomes and Learning of the Workshops \(WG\GAML\5\)](#)

### Please select one of the options below:

- ☐ **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.
- ☐ 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	
Documentation	<a href="#">Rosetta Stone</a> <a href="#">MILO Study Design</a>	

### Documentation:

- [Rosetta Stone](#)  
[MILO Study Design](#)

### Please select one of the options below:

- ☐ **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.
- ☐ 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
<b>Description</b>	No action	Endorse projects which combine both a rigorous technical approach and capacity development. These projects should also contribute to the generation of global public goods aligned with the parameters that are aimed to global reporting.
<b>Pros</b>		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).
<b>Cons</b>		None
<b>Proposed decision</b>	Option 2	
<b>Documentation</b>	<a href="#">MILO Study Design</a>	

### Documentation:

- [MILO Study Design](#)

### Please select one of the options below:

- ☐ **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.
- ☐ 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	<a href="#">MILO Study Design</a>	

#### **Documentation:**

- [MILO Study Design](#)

#### **Please select one of the options below:**

- ☐ **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.
- ☐ Do not know

Comments



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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 has 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 two tiers 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

**Please select one of the options below:**

- ☐ **In agreement** with the proposed 2 tiers
- ☐ **Not in agreement** with the proposed 2 tiers
- ☐ 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 options below:**

- ☐ **Option 1:** Each member states to nominate two TCG contact points
- ☐ **Option 2:** No action
- ☐ 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 options below:**

- ☐ **In agreement** with the proposed rotation mechanism
- ☐ **Not in agreement** with the proposed rotation mechanism
- ☐ Do not know

Comments



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TCG : Consultation December 2021

TCG Member State Engagement

## TCG 4: Member State Participation

Member State participation could be strengthened 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

**Please select one of the options below:**

- ☐ **In agreement** with the proposed participation of regional organizations and addition of regional meetings
- ☐ **Not in agreement** with the proposition
- ☐ Do not know

Comments







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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.**

**Please select one of the options below:**

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

Comments



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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.

**Please select one of the options below:**

- ☐ **In agreement** with the proposition
- ☐ **Not in agreement** with the proposition
- ☐ Do not know

Comments





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TCG : Consultation December 2021

TCG: Cooperation Mechanism

## 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
- ☐ **Not in agreement** with the proposition
- ☐ Do not know

Comments



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TCG : Consultation December 2021

Deletion of Indicator

## TCG 8: Deletion of SDG Indicator 4.7.3

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
- ☐ Do not know

Comments