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Institute for Statistics  
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Group

# **TECHNICAL COOPERATION GROUP ON THE INDICATORS FOR SDG4 - EDUCATION 2030 (TCG): EIGHTH MEETING**

Post-TCG 8<sup>th</sup> Meeting Consultation

March 2022

The Secretariat of the TCG convened its members to its [8<sup>th</sup> meeting on 2 November 2021](#) to present the most recent activities and developments on the implementation of the SDG 4 Thematic Indicator Framework. In the week prior to the 8<sup>th</sup> TCG plenary meeting, TCG working groups also met and presented the issues and progress discussed during the working groups to the TCG members and observers.

Following the series of meetings, a consultation of the TCG Members was launched in December 2021 and 22 Members casted their votes by January 2022. Votes were counted as stipulated in the [TCG Rules for Voting](#) and the results are presented in this report.

The results of the consultation are presented in six parts, according to the general sources of data and on the TCG mechanisms. Table 1 to Table 6 summarize the results.

Finally, the report concludes with an update on the main publications and activities of 2021 and presents expected milestones for 2022 with regards to the establishment values for 2025 and 2030 for seven selected SDG 4 indicators.

## 1. TEACHERS

1. Agreed to carry out a collection of metadata on “trained” and “qualified” teachers, which will include national definitions of trained and qualified teachers, the minimum ISCED levels of qualification required to teach at given levels of education, and the minimum requirements in terms of duration of pre-service teaching practice (in weeks).
  - This will contribute to clarifying some of the current uncertainty regarding the quality and the comparability of data.
  
2. Agreed to mapping national teacher training programmes according to the five main categories of [ISCED-T](#) and use the mapping to produce internationally comparable data, and develop an international standard for “trained” and “qualified” teachers.
  - Use to collect data for the recent entrants into the profession (“flow”)
  - Use to define international standard for “trained” and “qualified” recent entrants into the teaching profession.

**TABLE 1 – CONSULTATION OUTCOMES: TEACHERS**

<b>T1</b>	<b>Carry out a short collection of metadata on "trained" and "qualified" teachers</b>	No collection of metadata	Don't know
	<b>100%</b>	0%	0%
<b>SDG Indicators: 4.c.1</b>			
<b>T2</b>	Map the relevant and existing and/or past pre-service training programmes - Use as reference to collect data for total teacher population ("stock")	<b>Map the <u>relevant and currently existing pre-service training programmes</u> - Use to collect data for the recent entrants into the profession ("flow")</b>	Don't know
	41%	55%	5%
<b>SDG Indicators: Target 4.c</b>			
<b>T3</b>	Map the relevant and existing and/or past pre-service training programmes - Use to define international standards for "trained" and "qualified" teachers (whole population)	<b>Map the relevant and currently existing pre-service training programmes - Use to define international standard for <u>"trained" and "qualified" recent entrants into the teacher profession</u></b>	Don't know
	32%	55%	14%
<b>SDG Indicators: Target 4.c</b>			

Reference documents:

- [WG/T/3 \(Excel file will download\)](#)
- [Metadata Proposal on SDG Indicator 4.c.1 - Proportion of teachers with the minimum required qualifications, by education level](#)
- [International Standard Classification of Teacher Training Programmes \(ISCED-T 2021\) \(WG/T/2\\_EN\)](#)

## 2. HOUSEHOLD SURVEYS

1. Endorsed the use of the proposed out-of-school model specification for the joint modelling of administrative and household survey estimates.
  - This will create a single set of out-of-school estimates, although it may not currently be straightforward and thus, requiring further methodological discussion before the model specification is considered as final.
  - Next step: Publish and share a technical working paper for consultation and comment by the TCG and working group members.
2. Agreed with using more in-depth measures for individuals and ages when available (highest quality data), even if it means that the age range for disability and education indicators in household surveys is restricted reporting of certain indicators to a given age range. This will decrease the risk of mixing the Child Functioning Model (CFM) and the Washington Group Short Set questions (WG-SS) – UNICEF, which does not align perfectly for various SDG 4 indicators.
  - The choice should be specified. For example, all youth-related indicators covering ages 15 to 24 years should only report for ages covering adult functioning (18 to 24 years) or child functioning (15 to 17).
  - For indicator 4.1.2, when the age group includes adults, do not calculate.
3. Endorsed the piloting of a framework and guidance on household surveys and learning assessments for the different ages or stages, which will be informed by in-country implementation experience, with the aim to be able to recommend a unified guidance.

**TABLE 2 – CONSULTATION OUTCOMES: HOUSEHOLD SURVEYS**

H1	Status quo (parallel reporting of administrative and household survey 4.1.4 estimates)	<b>Adopt the proposed specification for joint modelling of administrative and household survey estimates – subject to open process for finalising methodology</b>	Don't know
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	41%	50%	9%
<b>SDG Indicators: 4.1.4</b>			
<b>H2</b>	Leave definitions as they are currently	<b>Restrict indicator age ranges to avoid mixing child functioning module (CFM) and Washington Group Short Set questions (WG-SS), specifying the choice.</b>	Don't know
	27%	55%	18%
<b>H3</b>	Modular approach, with limited harmonization of, for example, ethical or privacy guidelines	<b>Endorse piloting and Unified guidelines and assessment modules for different ages/stages, informed by in-country implementation experience; make all modules free, platform agnostic</b>	Don't know
	23%	64%	14%

Reference document:

- [Out-of-School Rate Modelling \(WG/HHS/2\)](#)
- [Issues and Recommended Approaches for Using Disability Variables for Education Indicators in Household Surveys \(WG/HHS/3\)](#)
- [Roadmap for Measuring Learning Through the Lifecycle in Multi-topic National Household Surveys \(WG/HHS/4\)](#)

### 3. ADMINISTRATIVE DATA / EMIS

1. Agreed to the combination of the indicator production workflow by complementing the UIS questionnaire with a dynamic template, produced via data mining by UIS and countries' validation of the information.
  - Countries must agree with the use of this approach.
2. Agreed with the introduction of the possibility for all countries to report population data required by the UIS to calculate relevant indicators as well as the source of data by:
  - Adding a dedicated module where countries can report their national population estimates; and/or
  - Expand some of the UIS tools for data collection.

In cases where there is no response from countries, UNDO data will be used.

3. Endorsed the requirement that national population statistics be sourced from national or regional publicly available data, according to countries' preferences.
4. Agreed to prioritize population estimates from national statistics offices or bureau of population census in cases where there are multiple sources of population data in a given country.

**TABLE 3 – CONSULTATION OUTCOMES: ADMINISTRATIVE DATA/ EMIS**

<b>A1</b>	<b>UIS complements questionnaire with dynamic automatic template to produce education indicators</b>	Not in agreement	Don't know
	<b>82%</b>	0%	18%
SDG Indicators: 4.13 - 4.1.5, 4.2.2, 4.2.4, 4.3.2, 4.3.3, 4.7.2, 4.a.1, 4.c.1 - 4.c.4, 4.c.6, 1.a.2, and % GDP.			
<b>A2.1</b>	<b>Introduce the possibility for all countries to report population data</b>	No action	Don't know
	<b>91%</b>	0%	9%
<b>A2.2</b>	<b>Require national population statistics to be sourced from national or regional publicly available data</b>	No action	Don't know
	<b>86%</b>	5%	9%
<b>A2.3</b>	<b>Prioritize population estimates from national statistics offices or the Bureau of Population Census when there are multiple sources of population data for a country</b>	No action	Don't know
	<b>86%</b>	5%	9%

Reference documents:

- Expanding data collection tools and options: [WG\EMIS\2](#)
- Proposal: A Hybrid Approach to the use of Population: [WG\EMIS\3](#)

#### **4. EDUCATION EXPENDITURE/ FINANCE**

1. Endorsed the implement the use of Workflow 2 (a dynamic template is created using data mining to produce education finance indicators and which is validated by the country) progressively in African and Asia and the Pacific regions by the UNESCO Institute for Statistics (UIS).

2. Endorsed the implement progressively a Phase Approach in Africa and Asia and the Pacific regions to increase government ownership over statistics by letting countries select the sources used for the reporting on SDG Indicator 1.a.2, based on a dialogue with the UIS.

**TABLE 4 – CONSULTATION OUTCOMES: EDUCATION EXPENDITURE / FINANCE**

	<b>In agreement with the UIS implementing Workflow 2 progressively in African and Asia and the Pacific regions</b>	Not in agreement	Don't know
<b>F1</b>	<b>77%</b>	0%	23%
<b>F2</b>	<b>73%</b>	9%	18%
SDG Indicators: 1.a.2			

Reference documents:

- Expanding data collection tools and options: [WG\EMIS\2](#)

## 5. LEARNING ASSESSMENTS

1. Agree to create a quality control team (a task force within the TCG and invite experts) to review the Global Proficiency Framework (GPF), the Policy Linking Toolkit, the process of workshops, and the reliability and validity of the of the outcomes from the workshops (benchmarks) reported to the UIS to measure SDG Indicator 4.1.1.
2. Endorsed the use of subject-based linking studies by which students take two different tests (a regional and an international assessments) on same or different days to establish a linkage between assessments which are not conceptually identical and alignment assessments according to the proficiency level descriptors as an analytical approach.
  - The UIS has coordinated such approach as part of the [Rosette Stone](#) and [MILO](#) projects.
3. Endorsed the implementation of projects which combine both a rigorous technical approach, and capacity fostering and implementing to measure good quality data to assess learning, such as the [MILO project](#), and contribute to the alignment with international reporting (SDG Agenda)

- Such projects should also contribute to the generation of global public goods aligned with parameters aimed at global reporting.
4. Endorsed and promote the development of alternative tools to report on learning and support the creation of sound and technically robust modules to assess the minimum proficiency levels for SDG Indicator 4.1.1 (a to c),
- The [MILO project](#) for the measuring of learning loss is a good example and could be duplicated globally.

**TABLE 5 – CONSULTATION OUTCOMES: LEARNING ASSESSMENTS<sup>1</sup>**

<b>L3</b>	<b>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</b>	No action	Don't know
	<b>95%</b>	0%	5%
SDG Indicators: 4.1.1			
<b>L4</b>	<b>Students take two tests on different days or the same day in order to establish a linking for assessments which are not conceptually identical</b>	No action	Don't know
	<b>50%</b>	41%	9%
<b>L5</b>	<b>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</b>	No action	Don't know
	<b>55%</b>	14%	32%
<b>L6</b>	<b>Endorse and promote the joint initiative on developing generic modules to use and report SDG Indicator 4.1.1 for all its data points and based on the MILO's project experience</b>	No action	Don't know
	<b>73%</b>	9%	14%
<b>SDG Indicators: 4.1.1</b>			

<sup>1</sup> Decision items L1 and L2 were reevaluated and considered as needing more background research during their presentation at the Global Alliance to Monitor Learning (GAML) and TCG meetings. Moreover, the feedback received as part of this consultation also pointed to the same conclusion.



Reference documents:

- [Proposed Use of Science Proficiency as a Proxy for SDG 4.1.1 in Reading \(WG/GAML/2\)](#)
- [Use of Cross-National Assessments to Measure SDG 4.2.3 \(WG/GAML/3\)](#)
- [Overview of Policy Linking Workshops, Major Outcomes and Learning of the Workshops \(WG/GAML/5\)](#)
- [Rosetta Stone](#) and [MILO Study Project](#)

## **6. TCG STRUCTURE, COOPERATION MECHANISMS, DATA GAPS AND INDICATORS**

The TCG members voted on various issues pertaining to TCG participation modalities, the benchmarking process, data gaps, cooperation mechanism, and the deletion of an indicator.

1. Enable the participation of all countries and recognize 2-tiers in the TCG structure as following:
  - Tier 1: All Member States nominate TCG contact points who will take part in global and regional meetings, receive agendas and decisions.
    - This is an important step in familiarizing Member States with TCG proceedings and facilitate continuity in TCG members rotation.
  - Tier 2: TCG voting members as per the [TCG voting rules for the period of 2019-2021](#).
2. Each Members States will nominate two TCG contact points, one from the Ministry of education and one from the National Statistical Office.
3. An official rotation mechanism starting from 2022 and onward where:
  - Each Member States will serve as TCG voting member for three calendar years.
  - Member States will be selected through the [UNESCO Regional Electoral Groups](#)
  - Next election on TCG voting members will take place in the first quarter (Q1) of 2022 for the period of 2022-2024.
4. Member States participation will be strengthened by providing greater opportunities to express preferences and concerns via the addition of six regional organizations as TCG members (as opposed to regional organizations being observers to the TCG).
  - Regional TCG meetings will be added to the plenary and working groups meetings.

5. The development of national benchmarking process will be added to the TCG objectives in the Terms of References (TORs), as it has become a key activity of the TCG with discussions on issues arising in the use of SDG 4 indicators for benchmarking, decisions on the additions, deletion, or refinement of indicators, advise on benchmark adjustments when unexpected events occur, etc.
6. The TCG members will be consulted in each global initiative that aims to improve data collection to fill SDG 4 monitoring data gaps.
  - Definitions, methodologies, and approaches established by the TCG will also follow in these initiatives. This will address the limited engagement in coordinating global efforts to improve data availability and quality, and a greater TCG involvement to ensure the voices of all countries are heard.
7. Update the Terms of References (TORs) of the TCG to reflect the [new global education cooperation mechanism](#) and improve the interactions with the SDG-Education 2030 Steering Committee.
8. Delete SDG Indicator 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), given that SDG Indicator 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* is now reported.

**TABLE 6 – CONSULTATION OUTCOMES: TCG REORGANIZATION**

TCG1	<b>In agreement with the proposed 2 tiers</b>	Not in agreement	Don't know
	<b>100%</b>	0%	0%
TCG2	<b>Each member states to nominate two TCG contact points</b>	No action	Don't know
	<b>91%</b>	9%	0%
TCG3	<b>In agreement with the proposed rotation mechanism</b>	Not in agreement	Don't know
	<b>95%</b>	5%	0%
TCG4	<b>In agreement with the proposed participation of regional organizations and addition of regional meetings</b>	Not in agreement	Don't know
	<b>77%</b>	0%	23%
TCG5	<b>In agreement of adding the national benchmarking process to the TCG objectives in the Terms of References (TORs)</b>	Not in agreement	Don't know
	<b>86%</b>	5%	9%

TCG6	<b>In agreement with the TCG being consulted in each global initiative aimed at improving data collection to fill SDG 4 data gaps</b>	Not in agreement	Don't know
		95%	0% 5%
TCG7	<b>In agreement to update TCG TORs to reflect the new global education cooperation mechanism</b>	Not in agreement	Don't know
		100%	0% 0%
TCG8	<b>Delete SDG Indicator 4.7.3</b>	Keep SDG Indicator 4.7.3	Don't know
		68%	27% 5%

## UPDATES NEW RESOURCES AND NEXT STEPS

The UIS launched the [Global Education Observatory \(GEO\)](#) website on 12 November 2021 during the side-event [SDG 4 Benchmarks, Visualizations And Data Gaps: Linking Global, Regional And National Levels](#) during the 41<sup>st</sup> UNESCO General Conference . The new site is a gateway to education-related data aimed to meet the needs of national, regional and global stakeholders for easy access to information for decision-making to respond to priorities. It compiles and integrates information from different sources to track and monitor SDG4 progress. It is composed of observatories on various themes, also accessible by country, displaying the latest statistics on each of the themes.



On 24 January 2022, International Day of Education, the [SDG 4 Data Digest, National SDG 4 Benchmarks: Fulfilling Our Neglected Commitment](#) was released. This edition presents the idea behind benchmark setting in education and the steps taken since 2017 to fulfil this commitment, including the selection of SDG 4 benchmark indicators. It also reviews what these benchmark values mean for the probability of achieving SDG 4 by 2030. The discussion serves as a stark reminder of the importance of setting national education targets, particularly in the face of the difficulties brought upon the sector by COVID-19. In addition to the Digest 2021, the UIS has also produced additional resources on [regional frameworks](#) available to all countries as support in the benchmarking process, including:

- A series of regional reports on bridging regional frameworks to the global SDG 4 framework for the [Arab region](#), [Asia and the Pacific](#), [Latin America and the Caribbean](#), and [Europe, North America and the Caucasus region](#).

- [Additional tools](#) with a focus on Africa are also available (country profiles and data tables for example).
- [Spotlight on Bridging Regional and Global Education Monitoring Frameworks](#), a cheat sheet summarizing the findings an analysis of the different regional education frameworks with the global SDG 4 framework.
- [SDG4 Data Explorer](#) to easily browse data using different dashboards.



Finally, the process of the establishment of the benchmarking values for the selected SDG4 indicators for 2025 and 2030 continues in 2022. Members States were invited in February 2022 to: submit their national benchmarking values, if they have not yet submitted them, revise the values submitted in 2021, if they wish to, especially in light new information about the impact of the COVID-19; and submit benchmark values for a seventh indicator, the gender gap in secondary completion, by the end of May 2022 (see list of SDG 4 indicators for benchmarking in **Table 7**). The outcomes of the submissions will be presented at the High-Level Political Forum in July and at the UN Secretary-General Transforming Education Summit in September with an updated and extended version of the SDG 4 Data Digest.

**TABLE 7 - SDG 4 BENCHMARKS INDICATORS<sup>2</sup>**

Thematic area	Indicator	
Early childhood	4.2.2	Participation rate one year before primary education
Basic education	4.1.1	Minimum proficiency learning
	4.1.2	Completion rate
	4.1.4	Out-of-school rate
Equity		Gender gap in upper secondary education completion
Quality	4.c.1	Proportion of teachers with the minimum required qualifications, by education level (Trained teacher)
Financing	1.a.2	Proportion of total government spending on essential services (education)
		Education Government expenditure on education as a percentage of GDP 2030

<sup>2</sup> All metadata files with methodological details for all SDG 4 Indicators are available at: <https://tcg.uis.unesco.org/methodological-toolkit/metadata/>