

Technical Cooperation Group on SDG4 Indicators (TCG)

9th Meeting

24 November 2022

Teachers Working Group

Decision point T1

Implementation of the International Standard Classification of Teacher Training Programmes (ISCED-T)
(following the adoption of the classification by the 41st session of UNESCO General Conference in November 2021)

	Option 1	Option 2
Description	Approve the implementation plan of ISCED-T (see section 2 'Implementing ISCED-T 2021' WG/T/2).	Delay the implementation plan of ISCED-T to further discuss it.
Pros	<ul style="list-style-type: none">- Improve monitoring of SDG target 4.c indicators related to 'trained' and 'qualified' teachers through data and metadata.- Inform policy dialogue on quality of teacher training and qualification.	
Cons	Increase data reporting burden on countries.	The production of globally comparable data on 'trained' and 'qualified' teachers needed for the monitoring of SDG target 4.c is delayed.
Proposed decision	Approve the implementation plan of ISCED-T and use the proposed questionnaire for data collection on the classification.	
Document	Progress with the International Standard Classification of Teacher Training Programmes (ISCED-T) (WG/T/2) ISCED-T proposed questionnaire	



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Decision point T2

Global minimum standard of teacher qualification by level of education taught, based on the metadata collection

	Option 1	Option 2
Description	Approve suitable country coverage (prevalence rate) to be used to determine the global metrics for minimum standard teachers' qualification to teach a specific level of education (ISCED 02, 1, 2, 3).	Refine further the proposal of the global metrics for submission to the next TCG meeting in 2023.
Pros	<ul style="list-style-type: none"> - Support the production of comparable data on 'trained' and 'qualified' teachers. - Improve the quality of data to monitor SDG target 4.c indicators related to 'trained' and 'qualified' teachers. - Enhance country buy-in and endorse the proposal. - Involve UNESCO, partner organisations and regional institutions with expertise on the subject. 	Countries response rate to the metadata collection may increase (the current response rate is 51%) and the global metrics will reflect the reality of a larger number of countries.
Cons	Content of teacher training programmes that meet the 'common metric' may vary across countries and regions.	The production of globally comparable data on 'trained' and 'qualified' teachers needed for the monitoring of SDG target 4.c is delayed.
Proposed decision	Approve the global metrics on minimum ISCED level qualification to teach by level of education (ISCED 02, 1, 2, 3), based on the suggested proposal.	
Document	National definitions of trained and qualified teachers: results from the metadata collection and feasibility survey, Proposal of a global minimum standard of teacher qualifications by level of education taught and political process of validation (WG/T/3)	

Administrative Data / EMIS Working Group

Decision point A1

Proposal developed following TCG 8 recommendation on the use of national population data for calculation of education indicators

	Option 1	Option 2
Description	Approve criteria for use of national population data in indicator calculation and the operational implementation process. This will only be applied for country estimates, and not regional and global estimates, which will continue being calculated based on UNPD data.	Review and amend the proposed criteria and operational implementation process and resubmit to the next TCG meeting in 2023.
Pros	<ul style="list-style-type: none">- Assurance that population data reported by countries adhere to explicit quality standard criteria.- Increased countries' ownership on national population data reporting internationally and use for calculation of population-based education indicators.	Take more time to refine the proposal.
Cons	<ul style="list-style-type: none">- Slightly increased data reporting burden on countries- Increased workload on UIS for data review, quality assurance, and compliance with established standards.	Country does not provide their national data to UIS and UIS continues to use UNPD data.
Proposed decision	Approve criteria for use of national population data in indicator calculation (only for country estimates, not regional and global estimates) and the operational implementation process.	
Document	<ul style="list-style-type: none">- National population data: criteria for use in UIS indicator calculation (WG/EMIS/3)- Proposed Excel template for national population data reporting	

Decision point A2

Establishment of the International Standard Classification of Education (ISCED) Committee
(as recommended in the Governance section of ISCED 2011 manual under paragraphs 96 and 97)

	Option 1	Option 2
Description	Approve proposed mandate, work assignment, timeline, size and composition of ISCED Committee.	Do not establish ISCED Committee.
Pros	<ul style="list-style-type: none">- Compliance with ISCED governance mechanism as stated in the ISCED 2011 document.- Clear roadmap on the operationalization of the Committee mandate and deliverables.- Adequate representativeness in terms of expertise and geographical balance.	
Cons	Challenge regarding timeline and availability of suitable experts to be part of the Committee.	
Proposed decision	Approve the establishment of the ISCED Committee, the proposed work assignment and timeline.	
Document	Terms of Reference: International Standard Classification of Education (ISCED) Committee (WG/EMIS/5)	

Decision point A3

Use the net enrolment ratio instead of the gross enrolment ratio for indicator 4.2.4

	Option 1	Option 2
Description	Use the net enrolment ratio instead of the gross enrolment ratio for indicator 4.2.4	Further explore the availability and feasibility for more non-OECD countries to report data for NER calculation.
Pros	Capture effective enrolment ratios in typical age for early childhood education to better inform policy-makers on participation rates: <ul style="list-style-type: none">- Reference age groups vary by country, so gross enrolment ratio is misleading as an indicator.- Currently some countries have ratios over 100%.	
Cons	Replacing pre-primary GER by the corresponding NER will result in country coverage decline by at least 15% (in 2020).	
Proposed decision	Use of a net enrolment ratio instead of a gross enrolment ratio for indicator 4.2.4 if it can be assured that the necessary data are available for most/all countries	
Document	Use of a net enrolment ratio instead of a gross enrolment ratio for indicator 4.2.4 (WG/EMIS/4)	

Joint EMIS / Household Surveys Working Groups

Decision point S1

Use surveys as information sources to report on indicator 4.1.5 (overage) with support of regional statistical agencies in agreement with UIS

	Option 1	Option 2
Description	Use of surveys as data sources for selected indicators <ul style="list-style-type: none">- Percentage of children over-age for grade (primary education, lower secondary education) (4.1.5)	No action.
Pros	<ul style="list-style-type: none">- Expand indicator coverage through alternative data sources- Centralized processing (to be validated with countries) reduces burden on reporting and builds capacity	
Cons		
Proposed decision	Adopt use of household surveys as additional source to report on indicator 4.1.5, where possible with centralized processing and quality control provided by regional statistical agencies, in agreement with the UIS and with validation by Member States. When both administrative and household survey data are available, the priority will be to use administrative data for indicator 4.1.5.	
Document	Feasibility analysis for the construction of new indicators (Preliminary version by ECLAC) (WG/HHS/5) Presentation	

Decision point S2

Indicator for the greening education global initiative (1)

to monitor at least one of the four dimensions of the greening education global initiative launched at the Transforming Education Summit: Greening Schools; Greening Learning; Greening Teacher Capacity and Readiness; and Greening Communities

	Option 1	Option 2
Description	<i>Proposed indicator:</i> Percentage of schools with green accreditation in compliance with the UNESCO Quality Standard on Green Schools.	Do not consider a 'Green Schools' indicator.
Pros	<ul style="list-style-type: none"> - There are 2-3 well-established green accreditation schemes (e.g. EcoSchools) that can be used while the UNESCO Quality Standard is being developed - Can be monitored annually and progress is expected to be observable 	
Cons	Quality standard has not yet been established; further development is required.	
Proposed decision	Support the further development of a 'green schools' indicator, in response to the HLSC decision to identify an indicator to follow-up the TES greening education global initiative (not mutually exclusive with decision S3)	
Document/Reference	<p>Greening education (Presentation of a 'Green schools indicator') (WG/HHS/6)</p> <p>Decision of the SDG 4 High-Level Steering Committee (HLSC) The SDG4 HLSC:</p> <ul style="list-style-type: none"> - 'decides to add indicators for (i) greening education, (ii) digital transformation and (iii) youth and student engagement to the existing SDG4 benchmark indicator framework, and requests its Data and Monitoring Technical Committee (FA2) to develop a methodology for these indicators that are realistic, build on the existing SDG4 monitoring framework and support the development of country capacity.' - 'calls on all Members States to set national targets for 2025 and 2030 on the SDG 4 benchmark indicators and the new indicators (greening education, digital education, and youth engagement)' <p>https://transformingeducationsummit.sdg4education2030.org/hlsc-dec22</p>	



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Decision point S3

Indicator for the greening education global initiative (2)

to monitor at least one of the four dimensions of the greening education global initiative launched at the Transforming Education Summit: Greening Schools; Greening Learning; Greening Teacher Capacity and Readiness; and Greening Communities

	Option 1	Option 2
Description	<i>Proposed indicator:</i> National policy intentions based on analysis of the content of relevant policy documents (e.g. national curriculum frameworks, education sector plans, laws and policies)	Do not consider a 'green policy intentions' indicator. (e.g. explore other prospective ideas, such as official timetable analysis in grades 1-8; subject-specific syllabi for select grades or global census/mapping of climate focused organizations).
Pros	<ul style="list-style-type: none"> - Large volume of documents already collected - Analysis already carried out for more than 100 countries and could be completed by June 2023 by MECCE project 	
Cons	<ul style="list-style-type: none"> - Current analysis relies on basic keyword counts. More sophisticated techniques are in development. - This indicator would only measure intentions not actions. 	
Proposed decision	Support the further development of a 'green policy intentions' indicator, in response to the HLSC decision to identify an indicator to follow-up the TES greening education global initiative (not mutually exclusive with decision S2)	
Document/Reference	Greening Education Indicators (Presentation of a 'Green policy intentions' indicator) (WG/HHS/6) <u>Decision of the SDG 4 High-Level Steering Committee (HLSC)</u> The SDG4 HLSC: <ul style="list-style-type: none"> - 'decides to add indicators for (i) greening education, (ii) digital transformation and (iii) youth and student engagement to the existing SDG4 benchmark indicator framework, and requests its Data and Monitoring Technical Committee (FA2) to develop a methodology for these indicators that are realistic, build on the existing SDG4 monitoring framework and support the development of country capacity.' - 'calls on all Members States to set national targets for 2025 and 2030 on the SDG 4 benchmark indicators and the new indicators (greening education, digital education, and youth engagement)' https://transformingeducationsummit.sdg4education2030.org/hlsc-dec22	



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Decision point S4

Indicator for the digital learning initiative

to monitor at least one of the three dimensions of the public digital learning for all global initiative launched at the Transforming Education Summit: content, capacity, connectivity

	Option 1	Option 2
Description	Approval of proposal to add global indicator 4.a.1 on the proportion of schools connected to the internet as a benchmark indicator	Do not approve.
Pros	<ul style="list-style-type: none"> - Response to decision of the SDG 4 High-level Steering Committee - Indicator is one countries are already reporting on and has high coverage. - Indicator readily available compared to other potential indicators, such as availability and access to public digital platforms or digital literacy 	
Cons	<ul style="list-style-type: none"> - Internet connectivity is not the only or even the main indicator on digital learning 	
Proposed decision	Adopt new SDG 4 benchmark indicator on school connectivity	
Document/Reference	<p><u>Decision of the SDG 4 High-Level Steering Committee (HLSC)</u> The SDG4 HLSC:</p> <ul style="list-style-type: none"> - 'decides to add indicators for (i) greening education, (ii) digital transformation and (iii) youth and student engagement to the existing SDG4 benchmark indicator framework, and requests its Data and Monitoring Technical Committee (FA2) to develop a methodology for these indicators that are realistic, build on the existing SDG4 monitoring framework and support the development of country capacity.' - 'calls on all Members States to set national targets for 2025 and 2030 on the SDG 4 benchmark indicators and the new indicators (greening education, digital education, and youth engagement)' <p>https://transformingeducationsummit.sdg4education2030.org/hlsc-dec22</p>	

Decision point S5

New indicator on proportion of children receiving school meals

	Option 1	Option 2
Description	Approval of proposal to add a thematic indicator on the proportion of school children receiving school meals under the SDG target 4.a framework.	Do not approve new indicator.
Pros	<ul style="list-style-type: none">- The proposed indicator will help measure the extent to which school children are being provided with the support they need for their learning and well-being- Countries are already reporting on this indicator with data available from 163 countries in 2020 and 176 countries in 2022. Data collection is supported by WFP as the lead agency on school meals.	
Cons	<ul style="list-style-type: none">- Resistance from countries which may see this as an additional burden.	
Proposed decision	Adopt new SDG 4 thematic indicator on proportion of children receiving school meals.	
Document	Connecting the dots: the link between hunger, malnutrition and education. Proposal for a new indicator under the SDG 4 framework (WG/HHS/7)	

Decision point S6

Reporting of regional and global averages on out-of-school, completion and minimum proficiency indicators

	Option 1	Option 2
Description	Approval of proposal to report regional and global averages using model estimates on out-of-school, completion and minimum proficiency indicators.	Do not use model estimates for regional and global averages.
Pros	<ul style="list-style-type: none"> - Model estimates address several issues, notably through cohort analysis and use of multiple data sources, to ensure coherent trends of completion and out-of-school rates. - Completion rate regional and global averages based on model estimates are already being reported to the UNSD for the SDG Report. - Out-of-school rate regional and global averages based on model estimates have already been reported to communicate trends. 	
Cons	More work is needed to communicate to, and collaborate with, countries to explain the models and seek their validation.	
Proposed decision	Approve the use of model estimates to report on out-of-school and completion rates, and minimum proficiency indicators.	
Documents	<p>A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: out-of-school rates. A proposal by the UNESCO Institute for Statistics and the Global Education Monitoring Report (WG/HHS/2)</p> <p>A Bayesian model for estimating Sustainable Development Goal indicator 4.1.2: School completion rates (WG/HHS/3)</p> <p>Estimating SDG 4 Indicators with a Bayesian Modelling Framework: Completion and Out-of-School Rates (Presentation)</p> <p>Trends in learning proficiency in the last twenty years: how close are we to reliable regional and global SDG 4.1.1 trend statistics? (WG/GAML/20 and Presentation)</p>	

Decision point S7

Reporting of model estimates for countries that have not published out-of-school rates

	Option 1	Option 2
Description	Approval of proposal to report national values using model estimates on out-of-school rates for countries that have not reported data recently.	Do not use model estimates for countries with no recent data.
Pros	Out-of-school regional and global averages based on model estimates have already been reported to communicate trends. These averages rely on national trends for countries with or without recent administrative data.	
Cons	More work is needed to communicate to, and collaborate with, countries to explain the models and seek their validation.	
Proposed decision	Approve the use of model estimates to report on national out-of-school rates for countries that have not reported administrative data during the last 5 years.	
Documents	A Bayesian Cohort Model for Estimating SDG Indicator 4.1.4: out-of-school rates. A proposal by the UNESCO Institute for Statistics and the Global Education Monitoring Report (WG/HHS/2) Estimating SDG 4 Indicators with a Bayesian Modelling Framework: Completion and Out-of-School Rates (Presentation)	

Decision point S8

Proposal to discontinue the reporting on SDG indicator 4.6.3

	Option 1	Option 2
Description	Discontinue the reporting on SDG indicator 4.6.3 (=participation rate of illiterate youth/adults in literacy programs) The indicator has not been reported for the last 11 years: the coverage rate for indicator SDG 4.6.3 in the UIS database in 2010-2022 is 0%.	Discontinue the reporting of the indicator and explore new sources and alternative framing.
Pros	<ul style="list-style-type: none">- Countries do not have appropriate data sources to estimate the number of illiterate youth/adults: household surveys such as LFS and AES do not divide the target population into literate and illiterate.- Lack of available administrative data sources.	
Cons	<ul style="list-style-type: none">- Investigation of other potential data sources that can provide the components for the calculation of the SDG indicator 4.6.3.	
Proposed decision	Discontinue the reporting on SDG indicator 4.6.3.	
Document	Using LFS to report on indicators SDG 4.6.3, SDG 4.6.2, and SDG 4.3.1 (WG/HHS/8)	



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Finance Working Group

Decision point F1

Add to the thematic framework an indicator that reflects the total expenditure in education as % GDP

	Option 1	Option 2
Description	<p>Concepts: from UNESCO's (2016) National Education Accounts: Initial financing: amount <u>allocated</u> to education by a financing unit (i.e.: excludes received transferred earmarked for education) Alternative data sources: use when not available from Survey of Formal Education (following GEMR 20221/22 & UIS 22 & the Education Finance Watch):</p> <ol style="list-style-type: none"> 1. General government initial financing: use public expenditure as a percent of GDP (1a2) subtract any on-budget ODA receipts and private sector receipts earmarked for education 2. Private sector household initial financing: collect data from household consumption survey reports (see GEMR 2021/22) 3. Rest of world ODA initial financing: use the OECD CRS database 	No action
Pros	<ul style="list-style-type: none"> - Fills a critical gap in the monitoring framework (need total expenditure including private sources before calculating total expenditure per student). - Highly relevant policy / research question. 	
Cons	Requires assembling data from different sources, which will eventually require more methodological work; steps that are needed in any case for indicator 4.5.4	
Proposed decision	Approve as indicator initial financing for education by financing unit (general government, private sector households, rest-of-world ODA) as a percent of GDP.	
Documentation	Total initial financing for education as a percent of GDP by financing unit: Proposed Indicator (WG/F/3)	

Global Alliance to Monitor Learning Working Group

Decision point L1

Minimum Proficiency Level definition

	Option 1	Option 2
Description	<p>Endorse the updated definition of MPLs as presented in the document previously endorsed by the TCG / GAML 7.</p> <p>The MPLs definitions contained in 'Minimum Proficiency Levels Unpacked version 2, 2021' were previously agreed by the TCG / GAML 7.</p> <p>Updates to the MPL document do not affect the correspondence with the MPL cut-off points of each cross-national assessment, as previously defined.</p>	<p>Do not endorse the new definitions as defined in the document (WG/GAML/4)</p>
Pros	<p>Based on the application of the document in the International Standard Setting Exercise, refinements have been made to the document, enhancing its overall utility.</p>	
Cons		
Proposed decision	<p>Endorse the update to the MPL document, whereby the current version will supersede the previous version.</p>	
Document	<p>Australian Council for Educational Research (2022). Minimum Proficiency Levels: Described, unpacked and illustrated. Version 3. (WG/GAML/4)</p>	

Decision point L2

Use of science proficiency as a proxy for SDG 4.1.1 in reading

	Option 1	Option 2
Description	Use of science proficiency in TIMSS grades 4 and 8 as a proxy for the minimum proficiency in reading at the end of primary and lower secondary respectively.	No action.
Pros	Increase coverage and number of reading data points at primary and lower secondary levels.	
Cons	<p>Evidence from TIMSS and PISA does not support the case. Differences in the composition of the main construct and different associations with background variables.</p> <p>TIMSS:</p> <ul style="list-style-type: none"> Reading: two comprehension processes: Retrieving/Straightforward Inferencing and Interpreting/Integrating/Evaluating Science: three cognitive domains: knowing, applying and reasoning <p>When disaggregating science (TIMSS) and reading scores (PIRLS), their association with background factors, such as gender, shows important differences.</p> <p>PISA:</p> <ul style="list-style-type: none"> Although solving science items requires reading comprehension, science tests are designed to avoid this dependency. "Questions within the domain of science that specifically assess reading, or mathematical literacy are avoided" (PISA Science Framework). 	
Proposed decision	Do not use science scores as a proxy for reading.	
Document	The feasibility of using science scores from different educational assessments as proxy measures of literacy to measure SDG 4.1.1 (WG/GAML/6)	

Decision point L3

Empirical learning progression

	Option 1	Option 2
Description	TCG members are being asked to take note of the progress made in identifying cut-points on an empirical learning progression scale for each of reading and mathematics.	Do not endorse MPL cut-points on the empirical progression scale.
Pros	By establishing the SDG 4.1.1 MPLs from end of lower primary through end of lower secondary on common Learning Progression Scales for each of mathematics and reading, a significant step is provided to developing a common framework for countries around the world to use their own regional or national learning assessments for monitoring progress towards achieving SDG 4.	
Cons		
Proposed decision	TCG acknowledges the work of the ISSE and the placement of MPL cut-points on an empirical learning progression scale for each of reading and mathematics.	
Document	International Standard Setting Exercise. Australian Council for Educational Research (Final report - November 2022). https://doi.org/978-1-74286-688-8 (WG/GAML/5)	

Decision point L4

Proposal to discontinue the reporting on SDG indicator 4.7.6

	Option 1	Option 2
Description	<p>Discontinue the reporting on SDG indicator 4.7.6 (=extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems).</p> <p>Only four countries have reported on this indicator, as a result of a project that has not been continued: the coverage rate for indicator SDG 4.7.6 in the UIS database is therefore just 2%.</p>	<p>Discontinue the reporting of the indicator.</p> <p>Investigate more into the appropriate sources to capture the 3 identified aspects of the indicator: teaching and learning, assessment and accountability, enabling environment.</p>
Pros	<ul style="list-style-type: none"> - Countries do not have appropriate data sources to estimate it and are not expected to develop this capacity in the foreseeable future. 	
Cons	<ul style="list-style-type: none"> - No qualitative indicator that tries to assess if countries recognize the need to cover a broader set of skills for sustainable development and global citizenship, and foster opportunities for their development at system, school and classroom level. 	
Proposed decision	Discontinue the reporting on SDG indicator 4.7.6	
Document	https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/10/WG-GAML-15-SDG-4.7.6-Breath-of-Skills-Interim-Pilot-Report.pdf https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/11/WG-LA-M2-11 Breadth-of-Skills.pdf https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2022/12/TCG-7-W-2-TCG-7-Post-Meeting-Consultation.pdf	



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TCG Conference Proposal

Decision point P1

International Conference of Education Statistics

	Option 1	Option 2
Description	Organize the first international conference on education statistics to achieve broader understanding of recent methodological developments in SDG 4 monitoring	Do not organize a conference
Pros	<ul style="list-style-type: none">- After 7 years of TCG meetings, a considerable body of methodological innovations has been developed, which needs to be shared with the TCG contact points of all countries that have been nominated in 2022- An agenda will cover new data collection mechanisms, new models using multiple data sources, innovations to learning outcome data, setting and reporting of SDG 4 benchmarks, and future areas of work.	
Cons		
Proposed decision	Agree the organization of the first international conference of education statistics in 2023 and approve preliminary agenda	
Document	International Conference on Education Statistics: a proposal (Presentation: TCG-9/W/8)	