



10th TCG MEETING

unesco

Institute for Statistics

UNESCO Conference on Education Data and Statistics

Position Papers Update



Conference: 3 days at UNESCO Headquarters, Paris plus a pre-conference engagement day

Date	Session	Description
6 February	Pre-conference Engagement Day	Focused discussion on life-long learning dimensions coordinated by ED and partners.
7 – 8 February	Current challenges and proposed solutions for existing SDG indicators	Position papers were consulted with Member States and regional partners (October/November): focused on methodological and coverage challenges.
9 February	Partnerships and coordination of statistical and data systems and role of technology	<ul style="list-style-type: none"> • Collaboration with sister agencies (ILO, WHO, ITU, WFP, UNICEF) and cooperation at regional level • Opportunities and challenges of technology

Position papers cover critical topics

► Topics

- ISCED
- Administrative data
- Teachers
- Expenditure
- Household surveys
- Learning outcomes
- Benchmarks

► General structure

- Background
- Data sources
- Challenges
- Potential solutions
- Agenda forward

Position paper on ISCED

ISCED Committee

- ISCED 2011 Manual recommends to form an ISCED Committee to support governance of ISCED (<https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>, p.23).
- Composed of education and classification experts from International Organisations and UNESCO Member States; balanced technically and geographically and reflects different types of education systems that exist globally.
- Recommendations of ISCED Committee are expected by mid-2024.

Training and technical support to countries to improve consistency in classification of education programmes across countries

Implementation of the International Standard Classification of Education (ISCED): challenges and solutions forward

[English](#) - [Spanish](#)

Position paper on administrative data

Addressing Quantity: improving international education data collection processes/approaches

- Expand the UIS dynamic template to more countries and provide technical support
- Apply business analytics in compiling and identifying data gaps

Addressing Quality constraints

- Develop a maturity model of EMIS to assess and guide countries, as well as prototypes of EMIS questionnaires
- Mapping data production systems in the country and elaborate a data production plan

Quality of analysis: non-compliance with standards, low data availability, data aggregates

- Design EMIS to populate key indicators linking with national education policies and plans including SDG4
- Develop tools to support countries report international data efficiently

Administrative education data: What are the challenges going forward?

[English](#) - [Spanish](#)

Position paper on teachers

Finalize the revision of the SDG framework

- Revise the indicator framework related to teacher preparedness
- Revise the indicator framework related to attracting and retaining teachers
- Implement ISCED-T
- Agree on global definitions for qualified and trained teacher

Improve data collection through better capacity building and innovation

- Update and review data collection instruments and strategy
- Define guidelines for country's data collection

Extend the link between 4.C framework and evidence-base on teacher training

- Build and maintain UIS knowledge-base on best-practice for teacher education
- Extend the teaching requirements and ISCED-T data collection to include key characteristics of teacher training

Teachers' Indicators: What are the challenges going forward?

[English](#) - [Spanish](#)

Position paper on expenditure

Harmonizing FFA and SDG 1.a.2

- Create a menu of potential harmonization methods to inform decision-making.

Simplify the data collection instruments

- Provide clear guidelines to respondents on how to obtain the data needed to fill out the fields.

Improve household expenditure data

- Develop and provide guidelines for household expenditure survey questionnaire design.

Education Expenditure Indicators: What are the challenges going forward?

[English](#) - [Spanish](#)

Position paper on household surveys

Standardized Survey Instruments

- Link survey questions to specific school years (SDG 4 reference periods).

Guidelines for Processing

- Produce data production guidelines.

HHS Data Repository

- Establish a repository for survey and census data.

Using household surveys to monitor SDG 4: What are the challenges going forward?

[English](#) - [Spanish](#)

Position paper on Learning Outcomes (1)

Assessment Harmonization.

- Standardised blueprint is needed for evaluating assessments suitable for harmonization efforts. The proposed "Blueprint for Evaluating Assessments" provides a model.
- Context questionnaires enable disaggregation of data by student background to analyse inequalities. Systematic harmonisation of these questionnaires is an important next step.
- Data availability on learning outcomes remains uneven, especially for developing countries. Expanding quality assessment data globally is critical for SDG 4 monitoring.

Measuring and monitoring learning outcomes and skills: What are the challenges going forward?

[English](#) - [Spanish](#)

Position paper on Learning Outcomes (2)

Developing Innovative Methodologies on indicators with low coverage

- In the context of SDGs 4.7.4 and 4.7.5, the exploration of an AMPL approach rooted in existing assessments, such as the IEA International Civic and Citizenship Study (ICCS), could present a viable avenue for consideration.
- Advances in artificial intelligence present new opportunities to assess adult literacy and numeracy at scale by automating the analysis of available text and data sources.

Strengthening Stakeholder Collaboration and policy use

- Strengthening measurement approaches while building national capacity.
- Beyond measurement, findings must inform policy and practice reforms that improve access to quality education and promote lifelong learning for all.

Position paper on benchmarks

A sustained communication campaign

- Familiarize ministries of education and the general public with national SDG 4 benchmarks
- Improve dissemination

Introduction of an assessing process

- Give countries the opportunity to receive transparent updates on the assessment of their progress and to contest, seek clarifications or propose corrections to this assessment.

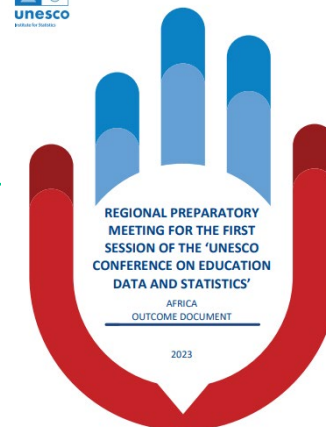
Introduction of a process that links assessment of progress with the monitoring of laws and policies

Setting and monitoring national SDG 4 benchmarks: What are the challenges going forward?

[English](#) - [Spanish](#)

Summary of regional consultations

Region	Date	Mode	Link to outcome document
Pacific	3-5 October	In-person (Hybrid)	Outcome document
Arab States	16 October	Virtual	Outcome document
Asia	17-19 October	In-person (Hybrid)	Outcome document
Latin America and the Caribbean	2-3 November	Virtual	Outcome document
Africa	24 November	Virtual	Outcome document
OECD countries	27 November	Virtual	Outcome document
GAML meeting	6-7 December	In-person (Hybrid)	
TCG meeting	11 December	Virtual	
African RECs co-hosted by ADEA	14 December	Virtual	
Global webinar	14 December	Virtual	



2024 CONFERENCE ON
EDUCATION DATA
AND STATISTICS

**Summary
outcome
document**

Thank you

Learn more: <https://tcg.uis.unesco.org/10th-meeting-of-the-tcg/>
<https://ces.uis.unesco.org/>



@UNESCOstat