

# **TECHNICAL COOPERATION GROUP**

## **10<sup>TH</sup> MEETING**

### **POST-MEETING CONSULTATION RESULTS**

February 2024

## INTRODUCTION

The 10th meeting of the Technical Cooperation Group on SDG 4 indicators (TCG) was held virtually on 11 December 2023. The meeting was dedicated to the first session of the UNESCO [Conference on Education Data and Statistics](#),

The objectives of the 10<sup>th</sup> TCG meeting were to:

- update participants on the preparations for the Conference;
- discuss and finalize the position papers of the Conference;
- present the findings and conclusions of the preparatory regional meetings that helped identify regional priorities and concerns;
- discuss TCG organization, including rotation of members and define agenda forward.

The 10th TCG meeting was preceded by the meeting of the Global Alliance to Monitor Learning (GAML) held in-person in Paris, which focused on the developments and pending challenges of SDG indicator 4.1.1, taking stock of the lessons learned and discussing the best way forward.

Following the TCG meeting, a [consultation with TCG Members](#) was launched including nine decision for voting ([TCG Rules for Voting](#)):

- 2 institutional decisions (I1-I2)
- 4 decisions on learning outcomes (L1 to L4)
- 3 decisions on teachers (T1 to T3)

The response rate was 81% and a summary of the consultation results are presented in this brief report. Quorum was reached for each specific decision.

## INSTITUTIONAL DECISIONS

Decision approved	% of votes
I1 - Option 1: Adopt the proposed rules of procedure	100%
I2 - Agreed: TCG membership and rotation rules – and amendments to the TCG terms of reference	100%

Link to documents:

- I1: [Rules of Procedures: Conference on Education Data and Statistics](#)
- I2: [Terms of reference of the TCG](#)

## DECISIONS ON LEARNING OUTCOMES

Decision approved	% of votes
L1 - Option 1: Approve the eligibility criteria present in “Eligibility criteria for reporting SDG 4.1.1”	95.7%
L2 – Option 2: All assessments must contain a minimum of 20 items <b>Reading</b> - minimum of 10 score-points assessing <i>decoding</i> , 5 score-points assessing <i>listening comprehension/comprehension of spoken or signed language</i> and 5 score-points assessing <i>reading comprehension</i> . The assessment must also cover 5 of the 9 subconstructs at grade 2 in the GPF. <b>Mathematics</b> -minimum of 10 score-points assessing <i>number and operations</i> , 5 score points assessing <i>measurement and geometry</i> and 2 score-points assessing <i>statistics and probability and algebra</i> . The assessment must also cover 7 of the 14 subconstructs at grade 2 in the GPF.	95.8%
L3 - Option 1: Enable a broader conceptualisation of how decoding could be assessed. GPF <b>precision construct</b> can be assessed in other ways than oral fluency. <b>Proposed revision</b> In a short simple connected text of one or two sentences, students decode most words - including some unfamiliar words. In a short and simple connected text of one or two sentences, students decode most words, including some unfamiliar words with familiar sound-symbol patterns (applies to alphabetic and alpha-syllabic languages only). Decoding skills can be demonstrated in a variety of ways, including through oral fluency.	91.7%
L4 – Option 2: In a conjunctive model, students must achieve a specified level of performance on each skill to be classified at that proficiency level.	95.7%

Link to documents:

- L1 & L2: [Eligibility criteria for reporting SDG 4.1.1](#)
- L3 & L4: [Quality measures of individual administered assessments](#)

## DECISIONS ON TEACHERS

Decision approved	% of votes
T1 - Option 1: Based on TCG9 decision and following analysis of UIS new database, establish ISCED level 6, equivalent to a Bachelor's degree, as the global minimum education level required for teaching in ISCED levels 02 (Pre-primary) to 3 (Upper secondary).	100.0%
T2 – Option 1: To approve the UIS new data collection to collect: <ul style="list-style-type: none"> <li>• The most recent available data on the number of teachers by teaching level of education and highest level of education completed (also by sex);</li> <li>• Retroactively collect data from 2015 onwards on the number of teachers based on the highest level of education completed, to produce indicators 4.c.1 and 4.c.2</li> </ul>	96.0%
T3 – Option 1: Maintain current form of indicator 4.c.3: "Percentage of teachers qualified according to national standards by education level and type of institution."	36.0% <sup>1</sup>

Link to documents:

- T1: *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)*
- T1, T2, T3: [Decision on teachers' indicator framework](#)

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<sup>1</sup> Even when option 2 "Replace form of indicator 4.c.3 with the current definition of indicator 4.c.1 (trained teachers according to national standards)" was the most voted, it requires two-thirds majority as it implies a deletion of an indicator (rule 6 from the voting rule), which was not reached. Therefore, the current indicator is kept (option 1).