Terms of Reference of the Education Data and Statistics Commission Working Groups

4 July 2024
Terms of Reference: Administrative data/EMIS

4 July 2024
Introduction

• Maximize the production and reporting of educational data derived from administrative data sources

• Explore innovative approaches in data collection

• Implement strategies to address data gaps, aiming to increase coverage of SDG 4 indicators while strengthening national Education Management Information Systems

• Provide guidance and technical assistance to Member States ensuring coordination among data producers and harmonization of different data sources
Key issues and objectives

Key issues

• **Quantity of data**: Country does not report data

• **Biases**: introduced by combining different types of data sources

• **Quality of data**: Data do not meet standards

Objectives

• Support **innovative approaches** in data collection such as the UIS dynamic templates

• Scale-up hybrid approach for use of **population** data

• Develop **tools and guidelines** for Member States as capacity building strategy

• Address issues related to groups affected by emergencies and crises: **Task Force** to develop protocols and standards
Terms of Reference: Education expenditure

4 July 2024
Introduction

• Work on setting harmonization methods for the two education expenditure benchmark indicators

• Work on developing and implementing guidelines to improve the collection of education expenditure data, with a particular focus on household expenditure data

• Look into ways to simplify the guidelines and expand the National Education Accounts methodology
Key issues and objectives

Key issues

- Low coverage for some indicators (apart from total public expenditure)
- Conflicting data sources for public expenditure
- Measurement of private expenditure

Objectives

- Create a menu of harmonization methods of FFA and SDG 1.a.2 indicators
- Simplify data collection instruments including prioritization
- Develop and provide guidelines to national statistical offices on how to collect household expenditure on education
- Simplify guidelines and expand the National Education Accounts methodology
Terms of Reference: Household surveys data

4 July 2024
Introduction

- Focus on the development of SDG 4 indicators based on data derived from various types of surveys, including population censuses, national household surveys, cross-national household surveys (DHS, MICS), and labour force surveys
- Highlight the opportunities that surveys offer for generating education statistics
- Develop standards and guidelines for processing survey data
Key issues and objectives

Key issues
- non-harmonized survey instruments
- different reference periods
- quality and comparability of background information
- comparability issues with measuring literacy, knowledge and skills
- difficulty in collecting accurate expenditure data (household education)
- availability and accessibility of survey data

Objectives
- Develop standards and guidelines for data processing
- Develop:
  - Standardized survey items to measure education indicators
  - Standardized definitions and measures for factors such as household wealth, migration and disability
- Facilitate the integration of recently developed data collection tools aligned with a more comprehensive concept of disability into large-scale surveys
Terms of Reference: Teachers

4 July 2024
Introduction

• Focus on finding solutions to the **low coverage and comparability issues** hampering the production and reporting of teachers’ data

• Concentrate on **trained teachers** through a **dedicated task force** to agree on a **global definition** and produce **standards** for **teacher training programmes**

• Explore **innovative approaches** in data collection through the production of **guidelines** to strengthen the capacity of Member States to report on SDG 4.c indicators
Key issues and objectives

Key issues pertain to **low coverage** and **comparability of indicators** due to:

- Issues with **conceptualization**, especially on trained teachers
  - No agreement on empirical definition of trained teachers
  - Lack of standards for teacher training programs
  - No information collected on teacher policies
- Issues with **methodologies**, especially on teacher salaries and attrition as countries do not collect the variables needed to report the indicators
- Lack of clarity in **definitions and guidance** to collect teacher data hampering capacity building efforts

**Objectives**

- Focus on **trained teachers**
  - **Task Force**: Agree on a global definition of trained teachers in 2024
  - Produce **standards** for teacher training programmes
- Consider **policy indicators** on attracting, preparing, and retaining teachers
- Support **innovation** in data collection reviewing feasibility and updating teacher data collection instruments
- Develop **guidelines** for data production on teachers to guide Member States
Terms of Reference: Global Alliance to Monitor Learning (GAML)

4 July 2024
Introduction

• Improve **learning outcomes**
• Support **national strategies** for learning assessments
• Develop **internationally comparable indicators and methodological tools** to measure progress towards key targets of SDG 4
• Address the issue of **low coverage** for indicators **4.1.1, 4.6.1, 4.7.4 and 4.7.5**.
Key issues and objectives

Key issues

- Low coverage
- Additional issues for 4.1.1 include:
  - Comparability of grades and education levels, between countries and over time
  - Heterogeneous procedural quality
  - High financial costs

Objectives

- Compile all decisions in an assessment harmonization and reporting handbook and regularly update it
- Work on an assessment accreditation system
- Work on ex ante standardization of context questionnaires by agreeing on key definitions and standard items and formats
- Explore innovative methodologies on indicators with low coverage:
  - SDG indicator 4.6.1: scaling up of the mini-LAMP as a cost-effective approach to adult literacy measurement to increase coverage of the indicator
  - SDG indicators 4.7.4 and 4.7.5: explore approaches mirroring the AMPL approach for indicator 4.1.1 through a module that measures the minimum agreed standards taking advantage of existing assessments
Thank you

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