

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

Learn more: www.uis.unesco.org



@UNESCOstat