



**EDUCATION DATA AND STATISTICS COMMISSION**  
(Formerly the Technical Cooperation Group  
on SDG 4 indicators or TCG)

**SPECIAL MEETING 5 IN-BETWEEN SESSIONS**  
(Held on 4 July 2024)

**POST-MEETING CONSULTATION RESULTS**  
**AUGUST 2024**



## Contents

<b>INTRODUCTION</b> .....	3
<b>CONSULTATION RESULTS</b> .....	4
Decision 1: SDG global indicator 4.6.1 .....	4
Decision 2: Metadata of indicator on greening education .....	5
Decision 3: ISCED-T .....	6

## INTRODUCTION

The [second meeting](#) of the Education Data and Statistics Commission ([EDSC](#)) in its new [composition](#) was held on 4 July 2024. The objectives of the meeting were mainly to:

- Update members on recent developments related to SDG 4 indicators, with a focus on SDG global indicators 4.1.1 and 4.6.1.
- Update members on the upcoming [2025 Comprehensive Review](#) of global indicators by [IAEG-SDGs](#) and the revision of the thematic indicators' framework.
- Discuss workplans of EDSC working groups for 2024-2026 and those of the Task Forces (TF) on teachers and Education in Emergencies (EiE). The workplans are meant to take forward the recommendations of the [Conference on Education Data and Statistics](#) and EDSC decisions.
- Follow up on the SDG 4 High-level Steering Committee decisions related to the Transforming Education Summit (TES) and update on pending EDSC decisions.
- Prepare the agenda for the upcoming EDSC meeting.

Following this meeting, a consultation with all members was launched. It included three decisions for voting<sup>1</sup> related to:

1. Global indicator SDG 4.6.1
2. Metadata for the greening education indicator
3. ISCED-T.

Out of 28 EDSC member countries, 26 member countries cast their votes (93%). A summary of the consultation results are presented in this brief report. A quorum was reached for each specific decision.

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<sup>1</sup> See [TCG Rules for Voting](#).

## CONSULTATION RESULTS

Decision 1: SDG global indicator 4.6.1

### Replacement of global indicator 4.6.1

	Option 1	Option 2
Description	Replace global indicator 4.6.1 on functional literacy and numeracy with thematic indicator 4.6.2 on youth and adult literacy rates	Do not replace global indicator 4.6.1
Pros	<ul style="list-style-type: none"> <li>Higher data availability</li> <li>Established data collection process</li> </ul>	
Cons	<ul style="list-style-type: none"> <li>No global definition of “literacy”</li> </ul>	<ul style="list-style-type: none"> <li>Low data coverage</li> <li>No foreseeable increase of data coverage</li> <li>No indicator to report on target 4.6</li> </ul>
Proposed decision	Option 1: Replace global indicator 4.6.1 on functional literacy and numeracy with thematic indicator 4.6.2 on youth and adult literacy rates	
Document	<a href="#">Proposal for the replacement of indicator 4.6.1</a>	

Document:

[Proposal for the replacement of indicator 4.6.1](#)

Results:

Decision approved	% of votes
Option 1: Replace global indicator 4.6.1 on functional literacy and numeracy with thematic indicator 4.6.2 on youth and adult literacy rates	100%

## Decision 2: Metadata of indicator on greening education

# Greening education

	Option 1	Option 2
Description	Approve the metadata for 'Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary, and tertiary curricula' and propose to use it to report on indicator 13.3.1.	Do not approve the metadata and do not propose to use it to report on indicator 13.3.1.
Pros	<ul style="list-style-type: none"> <li>• Clear metadata.</li> <li>• Progress towards identifying a benchmark indicator that captures progress in realizing commitments to greening education and asking countries to set national benchmarks.</li> </ul>	---
Cons	<ul style="list-style-type: none"> <li>• It may not provide a comprehensive account of the greening of the curriculum due to the focus only on science and social science in grades 3, 6 and 9.</li> <li>• It captures incidence of specific keywords but should capture also their contextualized meaning and connections with other keywords.</li> </ul>	<ul style="list-style-type: none"> <li>• No metadata and no reporting on the indicator.</li> <li>• No progress towards setting national benchmarks on greening education.</li> </ul>
Proposed decision	Option 1: Approve the metadata and propose to use it for indicator 13.3.1.	
Document	<a href="#">Metadata SDG indicator 13.3.1</a> on greening education	

### Document:

[Metadata SDG indicator 13.3.1 on greening education](#)

### Results:

Decision approved	% of votes
Option 1: Approve the metadata for 'Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary, and tertiary curricula' and propose to use it to report on indicator 13.3.1.	96%

## Decision 3: ISCED-T

3	ISCED-T	
	Option 1	Option 2
<b>Description</b>	Discontinue ISCED-T data collection as a path towards global reporting of indicators 4.c.1 and 4.c.3.	Continue ISCED-T, re-assessing pilot and exploring feasibility of alternatives to re-pilot to later implement a full-scale process, as a path towards global reporting of indicators 4.c.1 and 4.c.3, for new entrants only.
<b>Pros</b>	The evaluation of the pilot ISCED-T questionnaire showed that response rates were low and inconclusive towards a global definition of 'trained' teachers and demands re-assessing options and more time. In the meantime, there is: 1. A global definition of 'qualified' teachers (based on academic qualifications) with a sustainable data collection mechanism. 2. A process towards a global definition of 'trained' teachers (based on professional qualifications) building on the work of a new task force approved by the EDS Conference in February 2024. . Efforts will be concentrated on these two tracks already in implementation process, to inform policy dialogue on teachers by 2025. The process to develop ISCED-T may continue, but not with the aim to report on internationally comparable SDG 4 indicators.	The evaluation of the pilot ISCED-T questionnaire showed that despite low response rates and inconclusiveness towards a global definition of 'trained' teachers, more could still be done to <u>come up with</u> a definition of 'trained' teachers not for the stock of all teachers but at least for the flow of new teachers entering the profession. After a comprehensive re-assessment of the previous exercise ISCED-T might, eventually, serve to validate the qualified and trained teacher definitions in some point in the future.
<b>Cons</b>	There could be a negative signal about the value of the ISCED-T process.	-The already operational Task Force has been tasked to come with an operational definition of trained teacher by ESD C 11. - There is a risk of fatigue in engaging member states in a process which has not yielded tangible results after several years of piloting. - In any case, any progress cannot be used to report on SDG 4 before 2030.
<b>Proposed decision</b>	Option 1: Discontinue ISCED-T data collection as a path towards global reporting of indicators 4.c.1 and 4.c.3. An evaluation of the pilot exercise concludes that ISCED-T results do not provide a sustainable basis for defining qualified and trained teachers and there is no chance for ISCED-T as framed to serve that end by 2025. It is, therefore, proposed that ISCED-T should no longer be pursued as a path towards global reporting of indicators 4.c.1 and 4.c.3.	
<b>Document</b>	<a href="#">General Conference Decision</a> - <a href="#">TCG 8 decisions</a> and <a href="#">TCG 9 decisions</a> - <a href="#">EDS conference decision</a>	

### Documents:

[General Conference Decision](#)

[TCG 8 decisions](#)

[TCG 9 decisions](#)

[EDS conference decision](#)

### Results:

Decision approved	% of votes <sup>2</sup>
Option 1: Discontinue ISCED-T data collection as a path towards global reporting of indicators 4.c.1 and 4.c.3.	<b>87.5%</b>

<sup>2</sup> Please note that two member countries did not vote for this decision.