



Opening EDSC 11

TCG members' rotation completed for 2024-2026

TCG membership 2024-2026						
Electoral groups	GROUP I Western Europe and North America	GROUP II Eastern Europe	GROUP III Latin America and Caribbean	GROUP IV Asia and the Pacific	GROUP V(a) Africa	GROUP V(b) Arab States
2024-2026 (28 Member States)	Cyprus	Armenia	Argentina	Bangladesh	Benin	Iraq
	France	Estonia	Brazil	Lao PDR	Côte d'Ivoire	Oman
	Germany	Romania	Chile	Malaysia	Equatorial Guinea	Tunisia
	Norway		Guatemala	Pakistan	Gambia	
			Jamaica	Sri Lanka	Nigeria	
				Thailand	South Africa	
				Tonga		

Appreciation to outgoing members

- Canada
- Sweden
- Russian Federation
- Colombia
- Cuba
- Mexico
- China
- Indonesia
- Angola
- Zambia
- Lebanon
- Saudi Arabia

Note: New TCG Member States for 2024-2026 are in bold.

UNESCO Conference on Education Data and Statistics

Objectives

- to establish an international community of practice of education statisticians guiding the Technical Cooperation Group on SDG 4 indicators (TCG).
- to communicate, discuss and reach consensus on concepts, definitions, methodologies and operational aspects of indicator measurement in the form of recommendations and guidelines for adoption as international standards.
- to debate the impact of technological developments on education statistics and ways in which the community of education statisticians can benefit from mutual opportunities and to address challenges together.

[Report to UNSC 56th Session.](#)

[Proceedings of the Conference](#) background document to the UNSC 56th Session



Decisions summary

Administrative data

- Innovative and optimized data collection approaches
- Hybrid approach for population data
- Groups affected by emergencies and crises: Task force to develop protocols and standards
- Tools and guidelines to Member States as capacity building strategy

Teacher data

- Agree on global definition of trained teachers: Task force
- Standards for teacher training programs
- Policy indicators on attracting, preparing, and retaining teachers
- Innovation in data collection and update of instruments
- Guidelines for teacher data production to guide Member States

Education expenditure data

- Menu of harmonization methods
- Simplification and prioritization for data collection instruments
- Guidelines on collection of household expenditure on education
- Simpler guidelines and expansion of National Education Accounts methodology

Learning assessments and skills survey data

- Assessment harmonization and reporting handbook
- Assessment accreditation system
- Ex ante standardization of context questionnaires
- Innovative methodologies for low-coverage Indicators

Household survey data

- Standards and guidelines for data processing
- Standardized survey items
- Standardized definitions
- Integration of new data collection tools on disability into large-scale surveys

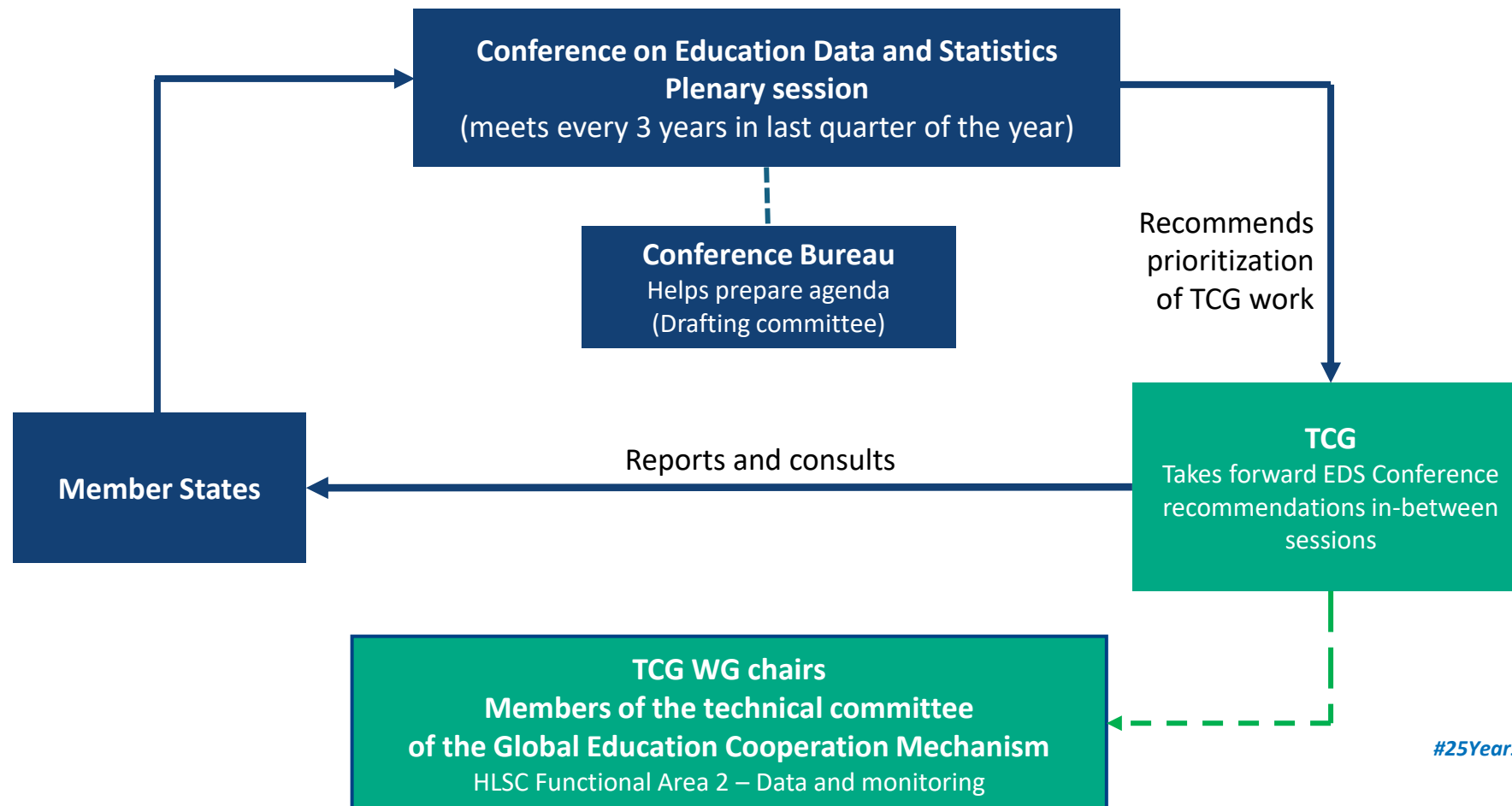
National SDG 4 benchmarks

- Submission of benchmarks and inclusion in national sector plans, regional dialogue and global cooperation processes
- Better quality of benchmarks database
- Scorecard review mechanism

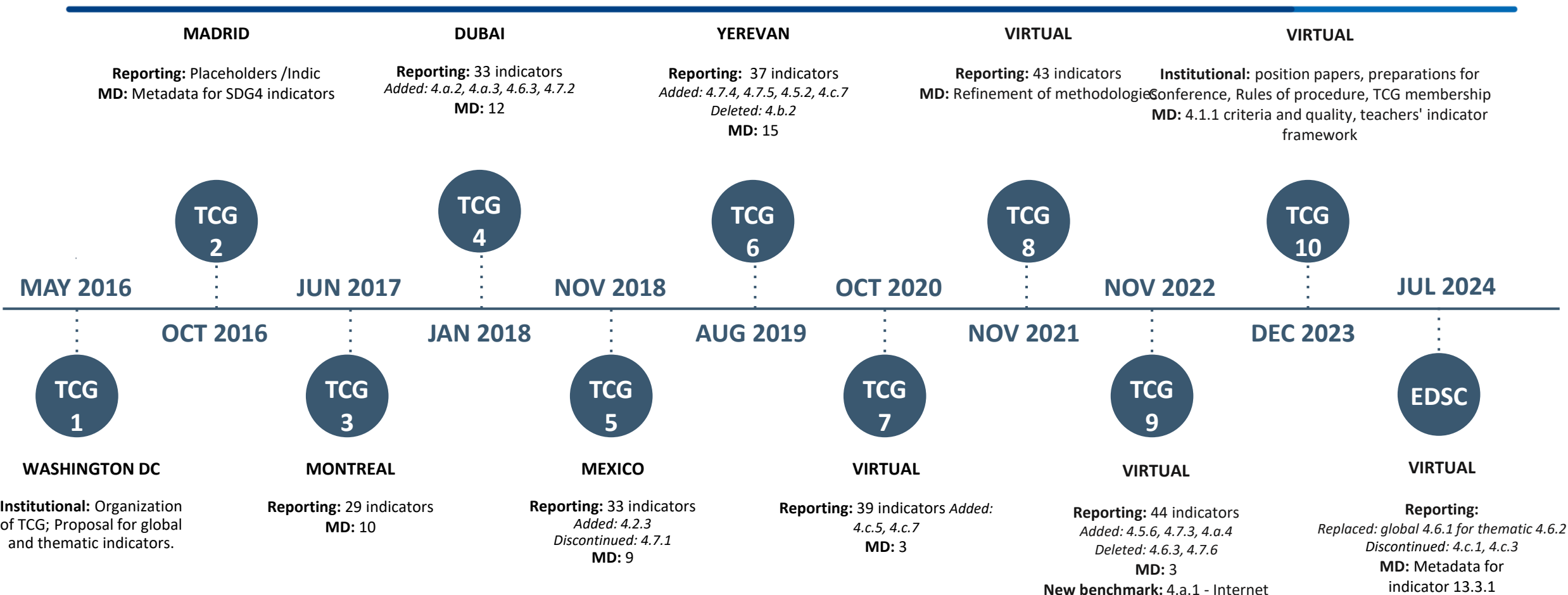
Integration of statistics

- Good practices for reporting estimates (WHO GATHER)
- Country participation mechanism
- Joint model for out-of-school and completion rates expanded

TCG and Conference articulation



TCG decisions



TCG decisions TCG 10 - Learning outcomes

1. Approve the eligibility criteria present in “Eligibility criteria for reporting SDG 4.1.1”

2. All assessments must contain a minimum of 20 items

Reading - minimum of 10 score-points assessing decoding, 5 score-points assessing listening comprehension/comprehension of spoken or signed language and 5 score-points assessing reading comprehension. The assessment must also cover 5 of the 9 subconstructs at grade 2 in the GPF.

Mathematics -minimum of 10 score-points assessing number and operations, 5 score points assessing measurement and geometry and 2 score-points assessing statistics and probability and algebra. The assessment must also cover 7 of the 14 subconstructs at grade 2 in the GPF.

3. Enable a broader conceptualisation of how decoding could be assessed. GPF **precision construct** can be assessed in other ways than oral fluency.

Proposed revision

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.

4. In a conjunctive model, students must achieve a specified level of performance on each skill to be classified at that proficiency level

TCG decisions TCG 10 - Teachers

1. 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).
2. To approve the UIS new data collection to collect:
 - The most recent available data on the number of teachers by teaching level of education and highest level of education completed (also by sex);
 - 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
3. **Maintain current form of indicator 4.c.3:** "Percentage of teachers qualified according to national standards by education level and type of institution."

TCG decisions TCG Special meeting in-between sessions held on 4 July 2024

1. **Replace global indicator 4.6.1** on functional literacy and numeracy with thematic indicator 4.6.2 on youth and adult literacy rates
2. 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. (**Greening education indicator**)
3. **Discontinue ISCED-T** data collection as a path towards global reporting of indicators 4.c.1 and 4.c.3



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