Report by the TCG working group on indicator development

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Overview

1. UIS data collection and dissemination

2. Indicator methodology

3. Data sources and reporting

4. Addition or deletion of indicators

5. Indicators for monitoring in 2020

Section 1
UIS data collection and dissemination

Updates on UIS data collection and dissemination

UIS data dissemination

- Data for 33 SDG indicators disseminated in 2019

- **4.1.5: out-of-school rate**
  - Calculation method changed after TCG approval in November 2018: children in pre-primary education are now considered in school
  - UIS will disseminate data in September 2019: global number of out-of-school children reduced by 4 million

- **4.2.3: percentage of children under 5 years experiencing positive and stimulating home learning environments**
  - TCG approved questions from MICS Family Care Indicators as standard instrument for 4.2.3 in online consultation in December 2018
  - UIS will disseminate data in September 2019

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Updates on UIS data collection and dissemination

UIS data dissemination (cont.)

- **4.2.4: gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development**
    - TCG approved change in calculation method in November 2018: age group in denominator now matches level of education in numerator
    - UIS will disseminate data in September 2019

- **4.3.1: participation rate of youth and adults in formal and non-formal education and training in the previous 12 months**
    - Calculated by UIS from Labour Force Survey data
    - UIS will disseminate data in September 2019

UIS data collection

- **4.6.3: participation rate of illiterate youth/adults in literacy programmes**
    - New module will be attached to UIS Questionnaire on Literacy Statistics

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Section 2
**Indicator
methodology**

Indicator methodology

- 4.1.4: completion rate

- 4.5.3: extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

- 4.7.1: extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

- 4.c.1, 4.c.3: proportion of teachers who have received at least the minimum organized teacher training; percentage of teachers qualified according to national standards

- 4.c.5: average teacher salary relative to other professions requiring a comparable level of education

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4.1.4: completion rate

- Online consultation in December 2018: **TCG approved use of estimations** for reporting on indicator 4.1.4.

- GEM Report team carried out additional research for presentation at TCG 6: **TCG6/REF/13**

- **Problems with completion rate as currently calculated:**
    - Time lag due to nature of indicator
    - Inconsistent results from different data sources
    - Indicator underestimates eventual completion

- Problems can be overcome with model-based estimation, similar to child mortality estimates

4.1.4: completion rate

- **Recommendation of WG:**
  - Endorse use of estimations
  - Allow exceptions for countries with good data
  - Methodology to be developed in technical working group

- **Consultation and decision:** Should model-based estimations of the completion rate be used to reconcile data for multiple cohorts, potentially from multiple surveys?

4.5.3: resource allocation to disadvantaged populations

- So far **no approved methodology** for the indicator as currently defined: "extent to which explicit formula-based policies reallocate education resources to disadvantaged populations"

- GEM Report team carried out research for presentation at TCG 6: **TCG/REF/1**

- **Problems with indicator**:
  - Limited to education resources
  - Limited to formula-based policies

- **Proposal:**
  - Change indicator to measure existence of policies/programmes
  - Focus on policies with largest potential impact on resource allocation
  - Collect information with annual UIS education survey

4.5.3: resource allocation to disadvantaged populations

- **WG recommendation:**
  - Consider revising indicator to measure existence of policies (qualitative instead of quantitative indicator)

- **Consultation and decision:**
  - Should the formulation of indicator 4.5.3 be revised to capture the wider financing policies that target disadvantaged schools and students?
  - Should the relevant information (on targeting criteria, volume, coverage and depth of policies) be collected through the addition of questions to the annual UIS/OECD/Eurostat education survey?

4.7.1: mainstreaming of (i) global citizenship education and (ii) education for sustainable development

- **IAEG-SDGs rejected request for reclassification** of indicator 4.7.1 from tier 3 to tier 2 in December 2018

- IAEG-SDGs meeting in October 2019 is next opportunity to ask for reclassification

- **WG reviewed 8 options** for measurement of indicator 4.7.1: TCG6/REF/2

- WG examined 3 options more closely:
  1. UNESCO questionnaire to monitor implementation of 1974 Recommendation: TCG6/REF/14
  2. Questionnaire based on coding scheme developed by IBE and GEM Report: TCG5/REF/3
  3. Questionnaire based on ICCS questionnaire: TCG6/REF/4

4.7.1: mainstreaming of (i) global citizenship education and (ii) education for sustainable development

- **Recommendation of WG:**
  - **UNESCO questionnaire** to monitor implementation of 1974 Recommendation is best option
  - Reasons:
    - Questionnaire covers all requirements of indicator 4.7.1
    - Criticisms of previous questionnaire were addressed (e.g. self-reporting, relative scores)
    - Does not require new data collection mechanism
  - All answers must be accompanied by **supporting documentation**, with concrete references (e.g. paragraph, page number) that should be made publicly available
  - Other instruments can be used for validation of data collected with UNESCO questionnaire
  - UNESCO questionnaire and related documents (e.g. table with overview of 8 options) should be submitted to **IAEG-SDGs** to support request for reclassification of indicator 4.7.1 in October 2019

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4.7.1: mainstreaming of (i) global citizenship education and (ii) education for sustainable development

- **Consultation and decision:** Questions from TCG6/REF/2

1. Which type of instrument should be used? (select one option)
a) Self-reported by government officials, with access to supporting documentation [WG recommendation]
b) Review of official documents by non-government respondents
c) Both

2. How often should data be collected? (select one option)
a) Every year
b) Every 2 years
c) Every 3-4 years
d) Every 5 years or less frequently

4.7.1: mainstreaming of (i) global citizenship education and (ii) education for sustainable development

3. For which levels and types of education should data be collected? (select all that apply)

a) Pre-primary
b) Primary
c) Secondary
d) Post-secondary non-tertiary
e) Tertiary
f) Non-formal education

4. Should climate change education be included in the data collection (for indicator 13.3.1)?

a) Yes
b) No

5. Should data from various sources be used to collect data for indicators 4.7.1 and 12.8.1?

a) Yes
b) No

4.7.1: mainstreaming of (i) global citizenship education and (ii) education for sustainable development

6. Which instrument is most suitable for collection of data for indicators 4.7.1 and 12.8.1? (select one option)

a) UNESCO questionnaire to monitor implementation of 1974 Recommendation [WG recommendation]
b) Questionnaire based on coding scheme developed by IBE and GEM Report
c) Proposal for measurement of indicator 4.7.1 based on ICCS questionnaire
d) Charter on Education for Democratic Citizenship and Human Rights Education (Council of Europe)
e) Human Rights Education Indicator Framework (OHCHR, Danish Institute for Human Rights)
f) Strategy for Education for Sustainable Development (UNECE)
g) International Civic and Citizenship Education Study (ICCS)
h) Programme for International Student Assessment (PISA)

4.7.1: mainstreaming of (i) global citizenship education and (ii) education for sustainable development

7. Which other instruments should be used to collect data for indicators 4.7.1 and 12.8.1? (select all that apply)

a) UNESCO questionnaire to monitor implementation of 1974 Recommendation
b) Questionnaire based on coding scheme developed by IBE and GEM Report
c) Proposal for measurement of indicator 4.7.1 based on ICCS questionnaire
d) Charter on Education for Democratic Citizenship and Human Rights Education (Council of Europe)
e) Human Rights Education Indicator Framework (OHCHR, Danish Institute for Human Rights)
f) Strategy for Education for Sustainable Development (UNECE)
g) International Civic and Citizenship Education Study (ICCS)
h) Programme for International Student Assessment (PISA)
i) No other instrument

4.c.1, 4.c.3: trained teachers, qualified teachers

- Presentation of research commissioned by UIS:
  - Characteristics of international teacher data: **TCG6/REF/5**
  - Classification framework for trained and qualified teachers: **TCG6/REF/6**

- **Findings:**
  - Quality of teacher data is poor, much information missing
  - Limited comparability of 4.c.1 across countries because it is based on national standards
  - Distinction between "trained" and "qualified" not clear to respondents

- **Proposal:**
  - Develop classification of teacher training programmes (ISCED-T)
  - Collect information with UIS education survey
  - Review definitions of "trained" and "qualified"
  - Build capacity in countries to report teacher-related data

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4.c.1, 4.c.3: trained teachers, qualified teachers

- **WG recommendation:**
  - Support development of a classification of teacher training programmes (ISCED-T)
  - Concerns about information loss if distinction between "trained" and "qualified" is abandoned

- **Consultation and decision:**
  - Should a classification of teacher training programmes be developed?
  - Recommendations for next steps for indicators 4.c.1 and 4.c.3

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4.c.5: Average teacher salary relative to other professions requiring a comparable level of education

- UIS commissioned research on options for indicator calculation: TCG6/REF/7

- **Examination of 3 data sources for measurement:**
  1. Labour force surveys
  2. Administrative and statutory data
  3. International student assessments

- **Conclusions:**
  - LFS is only source that can provide true measure of difference between teacher salaries and those of other workers
  - LFS provide all data needed for indicator 4.c.5
  - Earnings function can control for various factors
  - Other data sources can be complementary, but LFS data still needed for comparator salaries

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4.c.5: Average teacher salary relative to other professions requiring a comparable level of education

- **WG recommendation:**
  - Further studies are needed to compare data sources and calculation methods
  - More than one data source may be used

- **Consultation and decision:**
  - Endorse one or more measures and data sources?
  - Recommendations for next steps for indicator 4.c.5

Section 3

Data sources and reporting

Data sources and reporting

- 4.3.1: participation rate of youth and adults in formal and non-formal education and training in the previous 12 months

- 4.4.3: youth/adult educational attainment rates

- 4.5.2: percentage of students in primary education whose first or home language is language of instruction

- 4.7.3: extent to which the framework on the World Programme on Human Rights Education is implemented nationally

- 4.a.1(d): adapted infrastructure and materials for students with disabilities

4.3.1: participation rate of youth and adults in formal and non-formal education and training

- UIS calculated indicator 4.3.1 from LFS data obtained from ILO

- UIS plans to add data for 65 additional countries in **September 2019 release**, subject to results of country review
- Total: 110 countries, up from 45 in February 2019 release

- **Problems with LFS data:**
  - Research needed to identify survey questions, reference period, reference ages
  - LFS often have short reference period for participation in education (e.g. 4 weeks): indicator values are very low (e.g. AES mean 43%, LFS mean 11%)
  - Reference age groups vary across surveys
  - Time series are not consistent

4.3.1: Participation rate of youth and adults in formal and non-formal education and training

- **WG recommendation:**
  - Endorse work of UIS
  - Review how data are disseminated

- **Consultation and decision:**
  - Can data from labour force surveys and other sources be used for reporting on indicator 4.3.1 even if the reference period for participation in formal and non-formal education is less than 12 months?
  - Can data from labour force surveys and other sources be used for reporting on indicator 4.3.1 even if the age group surveyed for participation in formal and non-formal education does not include all youth and adults?

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4.4.3: youth/adult educational attainment rates

- TCG recommended previously to simplify indicator 4.4.3.

- At TCG 5, agreement was reached to remove "programme orientation" as one of the dimensions of disaggregation.

- Results of consultation on "economic activity status" in May 2019 could not be used because response rate was too low.

- TCG has to consider "economic activity status" again.

- **Consultation and decision:** Should economic activity status be removed as a dimension of disaggregation for reporting on indicator 4.4.3?

4.5.2: percentage of students in primary education whose first or home language is language of instruction

- Online consultation in December 2018: TCG approved change of indicator so that it no longer refers to the "*the* language of instruction".
- New definition: "percentage of students in primary education who have their first or home language as language of instruction".

- Additional online consultation in May 2019 on using data collected with reference to "language of test" instead of "language of instruction" was inconclusive because response rate was too low: TCG must be consulted again.

- **Consultation and decision:**
    - Can data collected with reference to "language of test" be used for reporting on indicator 4.5.2 until data collected with reference to "language of instruction" become available?
    - Should indicator 4.5.2 be dropped from the list of indicators for SDG 4?
    - Do you agree that the UIS develops a methodology and standards for reporting of indicator 4.5.2 for future approval by the TCG?

4.7.3: implementation of framework on World Programme on Human Rights Education

- OHCHR and Danish Institute for Human Rights are developing Human Rights Education indicator framework: TCG6/REF/15 (also described in TCG6/REF/2)

- **Questionnaire completed by national human rights institutions:** information on human rights education in national education policies, curricula, teacher training, student assessments

- Viewed by OHCHR as source of information on 4.7.1 and 4.7.3

- **Proposal:** invite OHCHR or Danish Institute to present framework to TCG, as possible tool for data collection

4.a.1(d): adapted infrastructure and materials for students with disabilities

- Online consultation in December 2018:
  - TCG approved definitions of "adapted infrastructure" and "adapted materials" that were proposed at TCG 5.
  - No consensus on which schools should be counted as "schools with access to adapted infrastructure and materials for students with disabilities": TCG must be consulted again.

- **Consultation and decision:** Which schools should be counted as "schools with access to adapted infrastructure and materials for students with disabilities"?
  a) Schools where infrastructure and materials are accessible to students with at least one kind of disability (some students with disabilities may not have access to adapted infrastructure and materials)?
  b) Schools where infrastructure and materials are accessible to all students with any kind of disability?

Section 4

Addition or deletion of indicators

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Addition or deletion of indicators

- 4.1.5: out-of-school rate

- 4.b.2: number of higher education scholarships awarded by beneficiary country

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4.1.5: out-of-school rate

- Indicator currently calculated for primary, lower secondary and upper secondary school age.

- Pre-primary out-of-school rate and number calculated by UIS since 2010: children aged one year below the entry age into primary education who are not enrolled in pre-primary or primary education (identical to: 100% - indicator 4.2.2).

- UIS estimates for 2017:
  - Out-of-school rate 31%
  - Out-of-school number 41.1 million

- **Consultation and decision:** Should the out-of-school rate (indicator 4.1.5) also be calculated and reported for children aged one year before the official primary entry age?

4.b.2: number of higher education scholarships awarded by beneficiary country

- Currently no methodology and no data for this indicator.

- **Consultation and decision:** Should indicator 4.b.2 be dropped from the list of indicators for SDG 4?

Section 5
Indicators for monitoring in 2020

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Indicators for monitoring in 2020

- **Options (indicators not monitored in 2019):**
  - 4.4.2 proficiency in digital literacy skills
  - 4.5.2 students in primary education whose first or home language is the language of instruction
  - 4.5.3 extent to which formula-based policies reallocate education resources to disadvantaged populations
  - 4.7.3 national implementation of framework on World Programme on Human Rights Education
  - 4.7.4 understanding of issues relating to global citizenship and sustainability
  - 4.7.5 proficiency in knowledge of environmental science and geoscience
  - 4.b.2 number of higher education scholarships awarded by beneficiary country
  - 4.c.5 average teacher salary relative to other professions
  - 4.c.7 teachers with in-service training

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Indicators for monitoring in 2020

- **WG recommendation:** report TALIS data for indicator 4.c.7

- **Consultation and decision:**
    - Which indicators should be monitored in 2020?
    - Use TALIS data for indicator 4.c.7?

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