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SUSTAINABLE
DEVELOPMENT
GOALS

TCG Global Virtual Meeting

21 April 2020

UNESCO Institute for Statistics



Agenda

- Outcomes of the 6th TCG Annual Meeting and follow up
- Updates from the IAEG-SDG 2020 Comprehensive Review
 - Updates on SDG 4 Indicators
- TCG Working Groups and Global Coalition for Education data updates
- Facing the COVID-19 pandemic together:
 - National challenges to monitor SDG 4 in the COVID-19 pandemic
- Next steps



6th TCG Annual Meeting Outcomes and next steps

- Indicator benchmarks
- Indicators developments



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Outcomes of the 6th TCG Annual Meeting

Indicator Benchmarking Outcomes

Indicators	Reference point	Set point
Access		
4.2.2 Participation in pre-primary	Yes	Regional and global
Completion rate		
4.1.2* Basic education level	Yes	Regional and global
Learning		
4.1.1 Reading and maths in basic education	Yes	Regional and global
Expenditure		
4.e Expenditure as a % of budget and GPD	Yes	Global
4.5.4 Expenditure per student	Yes	Regional and global
Equity		
Needs a revised proposal	Yes	

* Previously listed as 4.1.4

Outcomes of the 6th TCG Annual Meeting

Indicator Benchmarking Outcomes

Indicators		Reference point	Set point
4.1.4*	Out-of-school rate	Yes	Regional
4.3.3	Participation in tech-vocational programmes	X	-
4.6.1	Achieving fixed-level of proficiency in literacy and numeracy	Yes	Regional
4.7.4	Global citizenship and sustainability	X	-
4.a.1	School infrastructure	Yes	Regional
4.a.2	Students experiencing bullying	X	-
4.a.3	Attacks on students, personnel and institutions	X	-
4.c.7	In-service teacher training	Yes	Regional

* Previously listed as 4.1.5

Steps towards in implementing the benchmarks

- Discuss benchmarks in upcoming regional technical meetings
- Revised paper on benchmarks on minimum levels varying by region
- Host technical regional meetings in upcoming weeks
 - May - June - July 2020
- Post-COVID-19 pandemic, further discuss the matter politically in upcoming quarters (meetings)

Indicator 4.5.3

Proposition to change name

Current name

Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

TCG-6

- Approved a change in name
- Development of a methodology for qualitative score from 1 to 4

Proposed change in name

Existence of funding mechanisms to reallocate education resources to disadvantaged populations

Indicator 4.7.3 on Human Rights

Extent to which the framework on the World Programme on Human Rights Education (HRE) is implemented nationally (as per the UNGA Resolution 59/113)

Decisions:

- Review HRE Indicator Framework
- Keep or drop indicator 4.7.3
- Select an instrument for collection of data
- Develop indicator calculation method



Updates from the IAEG-SDG 2020 Comprehensive Review

UN Statistical Commission (UNSC) met for its 51st session in New York in March 2020 & IAEG-SDGs virtual meetings

Key issues: 2020 Comprehensive Review of the SDG 4 Monitoring Framework

- All Global Indicator Framework was examined
 - Global indicators were replaced, deleted, refined, or adjusted, and in some cases, additional indicators were introduced
 - Tier III indicators were deleted or promoted to Tier II.

Updates from the IAEG-SDG 2020 Comprehensive Review

To be **added** to the Global Indicator Framework:

4.1.2 **Completion rate (primary education, lower secondary education, upper secondary education)**

This indicator was previously listed as thematic indicator 4.1.4.

Revised and updated list of indicators: <http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/04/Official-list-of-all-SDG-4-Indications-April-2020.pdf>

Updates from the IAEG-SDG 2020 Comprehensive Review

To be **refined** as follows:

-
- | | |
|--------------|--|
| 4.7.1 | Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment. |
| 4.a.1 | Proportion of schools offering basic services, by type of service |
| 4.c.1 | Proportion of teachers with the minimum required qualifications, by education level |
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Revised and updated list of indicators: <http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/04/Official-list-of-all-SDG-4-Indications-April-2020.pdf>

Teacher indicators in the SDG indicator framework affected by change in name

Target 4.c:

“By 2030, substantially increase the supply of **qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.”

SDG indicator 4.c.1 (global indicator for target 4.c):

“**Proportion of teachers** in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education **who have received at least the minimum organized teacher training** (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.”

Other indicators for target 4.c related to training and qualifications:

- Pupil-trained teacher ratio (4.c.2)
- **Percentage of teachers qualified according to national standards (4.c.3)**
- Pupil-qualified teacher ratio (4.c.4)
- Percentage of teachers who received in-service training in the last 12 months (4.c.7)

4.c.1 - Indicator new name

Previous name

“Proportion of teachers in (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.”

New name

Proportion of teachers with the minimum required qualifications, by education level

Percentage of teachers qualified according to national standards
(4.c.3)

What is a trained or qualified teacher?

No international standards

UIS definitions:

“A **trained teacher** is one who has received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.”

“A **qualified teacher** is one who has at least the minimum academic qualifications required for teaching their subjects at the relevant level in a given country.”

Source: UNESCO Institute for Statistics (UIS). 2018. *Metadata for the Global and Thematic Indicators for the Follow-up and Review of SDG 4 and Education 2030*. Montreal: UIS.

<http://uis.unesco.org/sites/default/files/documents/sdg4-metadata-global-thematic-indicators-en.pdf>

Current status and next steps for SDG Indicators 4.c

Review and recommended additional sources of data

Indicator	Methodological Issues
4.c.1	Change of name refers to qualification under a common global standard?
4c.2.	Depending on 4.c.1
4.c.3	Currently based on National Standards
4.c.4	Depending on 4.c.1

Nuts & Bolts about teacher's data on training and qualification

- UIS survey asks about **national education programmes** classified in accordance with ISCED 2011
- **Limited comparability of teacher training programmes (previous 4.c.1)** based on duration, induction and probationary period that makes
 - countries with lower standards can have higher proportions of trained teachers
- **Limited comparability of teacher qualifications (4.c.3) according to national standards.**
 - countries with lower standards can have higher proportions of qualified teacher
- Finding from UIS survey: **many countries report same proportions** of “trained” and “qualified” teachers or report only one of the two categories.

ISCED-T (developments and next steps)

- UIS plan for **development of ISCED-T endorsed by TCG-6** on the Indicators for SDG 4 in August 2019
- UIS plan for **development of ISCED-T endorsed by UNESCO General Conference** in November 2019
- Form **technical advisory panel** with countries' expert with balanced regional participation
 - Propose **criteria to re-define** trained and qualified teachers
 - Develop **coding scheme** and **data collection strategy**
- Present **final classification** for adoption by UNESCO General Conference in 2021

Indicator 4.c.1 – reporting

- UNESCO- Education International’s proposal on Teacher Standards https://issuu.com/educationinternational/docs/2019_ei-unesco_framework
- ISCED-T proposal (available in [TCG Google Drive](#) folder)

Decision points:

- Use a global standards or national reference
- Define an interim reporting strategy provided ISCED-T has been endorsed by TCG
- Decide on a threshold and justify its selection
- Collect data on teachers according to the proposed threshold

TCG Working Groups and Global Coalition for Education data updates

	People in group
Administrative data / EMIS	17
Household surveys	16
Learning assessments	15
Teacher's personal data	13
Expenditure/ finance data	17
Minority and vulnerable groups	10

- Invitation to co-chair groups (forthcoming)
- Terms of reference:
<http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/02/TCG-WG-TOR-Feb-2020.pdf>

UNESCO's COVID-19 Education Response

- **Minister-level virtual meetings** for policy learning about efforts to initiate and scale up responses to school closures, building on the success of the UNESCO-organized 10 March virtual ministerial meeting.
- **Global Education Coalition** to support countries in scaling up distance learning practices and reaching children and youth who are most at risk.
- **Technical assistance** (webinars, digital learning resources, and national platforms)

Monitoring

- **Global monitoring of country-wide and localized school closures** and the number of learners affected.
- Follow up on the effect COVID-19 crisis: **joint UNESCO-World Bank-UNICEF questionnaire** on distant learning strategies.

UIS Follow up on the impact on data collection

- **Regional virtual meetings** to better understand the disruption of national data collection systems and national data strategies to follow-up on crisis



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Revising SDG4 Indicators in Anticipation of Post-COVID Changes in Education Systems

	Indicators	Potential issues
4.1.1	Achievement of MPLs	Online monitoring of participants in distance learning (online classes, home schooling)
4.3.1	Participation in formal and non-formal education & training	Redefinition of standards for measuring participation in non-formal education, online education, and home schooling Time period that counts as a school year Certification of teachers, trainers, and online moderators

Revising SDG4 Indicators in Anticipation of Post-COVID Changes in Education Systems

Indicators	Potential issues
4.5.1 Parity indices	Digital equity is an issue that has not been developed fully in basic education, but poverty and gender seem to be key issues that would have to be addressed in a Post-COVID world.
4.6.1 Achieving at least a fixed level of proficiency	Collection and reporting of data on proficiency level by mode of education.
4.a.1 Schools offering basic services	Presumption that the school is the only place for receiving instruction.
4.c.1 Teachers with the minimum required qualifications	The most basic question about this indicator in a Post-COVID environment is: who is a teacher? The inevitable acquisition of different skills for an online and home education world indicates that for this indicator to make sense, it has to include those people coordinating, moderating, and/or directly participation in the transfer of knowledge to students.

Key questions regarding data collection and indicators estimates

1. What are national data strategies regarding regular data collection?
 - What data collection activities have been affected?
 - How are you planning on recording usual aggregate measures (students, teachers, schools/home)?
2. What indicators in the global and thematic framework will be the ones needing additional data collection
3. Are countries developing new data collection approaches to track and monitor the COVID-19 crisis?
 - Rapid assessment of issues to be resolved in different types of countries
 - What indicators
4. Are members of the TCG interested in developing monitoring frameworks on the effects of the COVID-19 pandemic, (and crisis in general)?

Next steps

- Benchmarks
 - Moving forward with proposals specific for each regions
- TCG regional meetings (to start in May 2020)
- TCG working groups will be put into place
- Creation of a task force to build a response to the pandemic and define a COVID-19 monitoring framework ?



Global Education Coalition

#LearningNeverStops

COVID-19 Education Response

<https://en.unesco.org/covid19/educationresponse/globalcoalition>

Learn more: <http://tcg.uis.unesco.org/>
<http://uis.unesco.org/>