



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



TECHNICAL
COOPERATION
GROUP

Working Group 2: Capacity Development Terms of Reference

Background

1. With the adoption of the Sustainable Development Goals (SDGs) at the UN General Assembly in September 2015 and the Education 2030 Framework for Action (FFA) at the UNESCO General Conference in November 2015, greater attention has turned to the processes which aim to set out an appropriate plan for monitoring progress towards the targets associated with SDG 4 on education. At the level of global monitoring, the Inter-Agency and Expert Group on the Sustainable Development Goal Indicators (IAEG-SDGs) developed a global indicator framework which was agreed by the UN Statistical Commission in March 2016. A slightly refined version was agreed in March 2017 and formally adopted by the UN General Assembly in July 2017. At the level of sectoral thematic monitoring, the Technical Advisory Group on post-2015 education indicators (TAG), established by UNESCO, set out a proposal for 43 thematic indicators that was included in the Education 2030 Framework for Action.
2. In this context and to lead the development and implementation of the thematic indicators for education, the UNESCO Institute for Statistics (UIS) and the UNESCO Education Sector's Division of Education 2030 Support and Coordination (UNESCO ED/ESC) convened the Technical Cooperation Group on the SDG 4-Education 2030 Indicators (TCG) in May 2016. The TCG provides a platform to discuss and develop the indicators used for monitoring the Education 2030 targets in an open, inclusive and transparent manner, involving the main stakeholders. It will make recommendations on the necessary actions to improve data availability, as well as the design and development of methodologies for the production of thematic monitoring indicators. Additionally, it should guide the production of technical documentation needed for clear communication of the thematic indicators to monitor SDG 4 - Education 2030. It includes experts from 28 Member States, international partners (OECD, UNESCO, UNICEF and the World Bank), civil society (Education International and the Collective Consultation of NGOs), and the Co-Chair of the education 2030 Steering Committee representing Member States.



3. To facilitate the implementation of the thematic indicators for education, during the first TCG meeting (Washington, D.C, in May 2016) the creation of working groups was proposed to diagnose implementation difficulties of specific indicators and to provide recommendations. Ultimately, the working group on indicator is expected to respond to the critical needs of national statisticians or ministries in charge of data collection when implementing the indicator framework to monitor SDG 4-Education 2030. The implementation will require mobilising a wider range of data sources including leveraging data from learning assessments and household surveys. Consequently, new actors and stakeholders are expected to play an increasingly important role. National statistical systems will require increased support, as in many cases, the data needed have not been collected yet and/or the methodologies to calculate the indicators are still in development.

Objectives and tasks

4. The objectives of the Working Group on Capacity Development are to: (a) identify and better understand national statistical capacity-development needs; (b) provide guidance for feasible solutions and plans for monitoring that can be disseminated to countries and other partners; and (c) contribute to the harmonization of capacity development efforts.
5. The UIS, in collaboration with a range of partners – within UNESCO and beyond – has taken a lead role in producing a set of capacity development related instruments (e.g. data quality assessment frameworks, data collection tools, methodology documents etc...] to advance UNESCO's monitoring and review function within SDG 4-Education 2030. These instruments can be also used by the Working Group in attaining their objectives.

Membership

6. The Working Group consists of six to eight TCG members, including three or four member countries of the TCG, two or three representatives from civil society or multilateral partner agencies that are members of the TCG, and representatives from the UIS. Regional and organizational diversity is desirable.
7. The countries that are not presently members of the TCG but are members of the SDG-Education 2030 Steering Committee may be invited to join the Working Group.
8. The Working Group will be chaired by a member country elected by the members of the Working Group.



Roles and responsibilities of members

9. The roles and responsibilities of the Working Group members include:
 - a. Commit sufficient time and effort to achieve the tasks described in the terms of reference and additional tasks proposed by the Working Group and by the TCG.
 - b. Contribute towards successful communication and positive motivation among the Working Group members.
 - c. Link, harmonise, and coordinate with other TCG Working Groups to improve outcomes and efficiency.
10. The Chair of the Working Group and the UIS representative are responsible for meeting agendas and for supplying any necessary background information needed for discussion and decision-making. The Chair can request support from the TCG secretariat – the UIS - as required.
11. As secretariat, UIS will ensure communication and coordination between this Working Group and the others. The representative of the UIS in the Working Group can assist in communicating with and disseminating notes to other TCG Working Groups and the TCG.

Governance

12. The Working Group will work under the auspices of the TCG and work closely with the designated UIS representative. Additionally, the Group will liaise with UNESCO Education 2030 Support and Coordination. The Working Group will report regularly to the whole TCG.

Organization of the work

13. The Working Group may work via electronic exchanges (e.g., emails, conference calls, UNESTEAM--a UIS maintained online workspace). The group should conduct its work in an open, inclusive, transparent and coordinated manner. The group may invite or consult experts, as appropriate, to contribute their expertise and experiences to help achieve the objectives.