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Education 2030 Steering Committee

UIS Resources Package

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Summary of Recommendations from the Technical Cooperation Group on SDG 4 – Education 2030 Indicators

June 2017

Introduction

The Technical Cooperation Group on SDG 4 – Education 2030 Indicators (TCG) formed in early 2016 has held three meetings in May 2016 (Washington, DC), October 2016 (Madrid, Spain) and June 2017. The TCG builds consensus on the SDG 4 measurement agenda and provides the opportunity for Member States, multilateral agencies and civil society groups to discuss and make recommendations on the implementation of SDG 4 from a statistical point of view.

This note summarises the outcome of the third meeting of the TCG and the recommendations the group would like to make to the education 2030 Steering Committee.

Outcomes

The TCG has formed three Working Groups to develop proposals for adoption by the full TCG in three key areas:

- Indicator Development: to oversee the elaboration of the definitions and methodologies of the non-learning outcome related indicators identified by the TCG in October 2016 as requiring further methodological development. In total there are 15 such indicators (out of a total of 22). The group will also examine a number of additional areas identified by the TCG as potentially requiring new indicators.

- Capacity-Building: to develop guidelines and compile relevant tools to assist countries to identify their data needs and gaps, assess their capacities to collect and deliver the relevant data and to enable them to develop a strategic action plan to access any statistical capacity-building assistance they may need.

- Data Reporting, Validation and Dissemination: to establish guidelines and procedures for the reporting of data by countries to international organizations, processes for validation of the resulting indicators and policies for the dissemination of indicators in order to ensure transparency in the reporting process and improve efficiency in data submission and publication.

The three Working Groups held their first face-to-face meetings the day before the TCG meeting. During the TCG they each presented the work undertaken since they were formed in March 2017 and their planned activities and outputs in 2017 and 2018. These are summarised in **Table 1** and **Figure 1**.

Table 1. Summary of Activities and Outputs of TCG Working Groups

WG1 Indicator Development	Time frame
Agree methodology for 3 indicators within the WG	Sept 2017
Conduct consultation/validation process with countries	Dec 2017
Select additional indicators/areas to develop	Dec 2017
Agree methodology for further 4 indicators within the WG	Jan 2018
Submit first 3 methodologies to TCG for endorsement/approval	Q1 2018
Conduct consultation/validation process with countries on 4 more indicators	Q1 2018
Agree methodology for another X indicators within the WG	Q1 2018
Submit first further 4 methodologies to TCG for endorsement/approval	Q2 2018
Conduct consultation/validation process with countries on X more indicators	Q2 2018
Submit another X methodologies to TCG for endorsement/approval	Q3 2018
Select additional indicators/areas to develop	Q3 2018
Agree methodology for further Y indicators within the WG	Q4 2018
Submit TCG-endorsed global indicator methodologies to IAEG for approval	Q4 2018
WG2 Capacity-building	
Complete capacity building framework document	Q4 2017
Populate the framework with existing tools	Dec 2017
Validate framework	Q1 2018
Identify and respond to gaps in the framework	Q1-2 2018
Advocate for use and funding of the framework	Q1-2 2018
WG3 Data Reporting, Validation and Dissemination	
Specification of data flows	Q4 2017
Calendar of publications	Q4 2017
Terminology document	Q4 2017
Define validation process for SDG4 indicators (including process for opting out)	Q1 2018
Recommendation to the TCG for a strategy/approach for reporting on different levels of 'missing' data	Q1 2018 and beyond

Figure 1. Timeline of activities and outputs

The TCG also learned about statistical capacity development initiatives of the UIS, UNESCO, OECD, GPE and the World Bank and national experiences on SDG4 follow-up and review. The technical work related to the development of a Global Lead Indicator was also presented and discussed.

The TCG was appraised of the work being undertaken by the Global Alliance to Monitor Learning but felt there was a need to clarify the respective roles of the GAML and of the TCG. The TCG noted the recommendation of the GAML that for reporting in 2017 on Indicator 4.1.1, the UIS will use Cross-National Assessments as published by the respective administering organizations (ERCE, IEA, OECD, PILNA, PASEC and SAQMEC). The TCG expressed interest in the discussions initiated in the GAML on the establishment of benchmarks, thresholds and minimum proficiency levels and requested that this should be an agenda item for the next TCG meeting.

Further details in
http://uis.unesco.org/sites/default/files/documents/gaml-goverance-and-organisation.pdf
http://uis.unesco.org/sites/default/files/documents/gaml-log-frame.pdf

GAML

Timeline of log-frame for 4.1

Tools and documents	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Notes
Descriptive and dignostic tools													
CLA module 1 Concept note, manual, questionnaire		Completed	Completed	Completed	Completed								
CLA module 2 final questionnaire				Not Developing	Not Developing	Not Developing							ACER said that has no plan on this
System-level evaluation (formerly CLA module 3) concept note				Develop concept note	Develop concept note	Develop concept note	Consultation	Consultation					UIS to review paper
Mapping national assessment framework - Math					Mapping framework	Mapping framework	Mapping framework	Consultation	Consultation				
Mapping national assessment framework - Reading							Mapping framework	Mapping framework	Consultation				
Mapping to Global Content Framework - Reading and Math (ISCED-like manual)							Develop manual	Develop manual	Develop manual	Develop manual	Develop manual	Develop manual	
References to countries													
Good Practices for Learning Assessment - conceptual framework				Develop paper	Develop paper	Develop paper	Consultation	Consultation					
Good Practices for Learning Assessment - Application - "How-to" Manual													ACER to develop - no timeline yet
Global reporting													
Global content framework - Math	Develop framework	Develop framework	Develop framework	Develop framework	Develop framework	Develop framework	Consultation	Consultation					
Coding Scheme - Math	Develop coding scheme	Develop coding scheme	Develop coding scheme	Develop coding scheme	Develop coding scheme	Develop coding scheme	Consultation	Consultation					
Coding scheme - Math methodology paper	Develop paper	Develop paper	Develop paper	Develop paper	Develop paper	Develop paper	Consultation	Consultation					
Global content framework - Reading				Develop framework	Develop framework	Develop framework	Develop framework	Develop framework	Consultation	Consultation			
Coding Scheme - Reading				Develop coding scheme	Develop coding scheme	Develop coding scheme	Develop coding scheme	Develop coding scheme	Consultation	Consultation			
Coding scheme - Reading methodology paper				Develop paper	Develop paper	Develop paper	Develop paper	Develop paper	Consultation	Consultation			
LPE prototype via web- link - Math	Develop prototype	Develop prototype	Develop prototype	Develop prototype	Develop prototype	Consult. 1	Consult. 2	Consult. 2	Update				UIS to review process description and form for round 2
LPE prototype via web- link - Reading	Develop prototype	Develop prototype	Develop prototype	Develop prototype	Develop prototype	Consult. 1	Consult. 2	Consult. 2	Update				
Reporting scale methodology paper						Develop paper	Develop paper	Develop paper	Consultation	Consultation	Consultation		No definitive date but ACER will share work plan end Jun
Benchmarking concept note to define minimum proficiency level					Develop concept note	Develop concept note	Develop concept note	Consultation	Consultation				I will review and send back to ACER soon.
Vaidation studies - empirical scale validation													ACER validation paper - reviewed, Silvia to discuss with
Vaidation studies - map reporting scale to content framework							Develop validation paper	Develop validation paper	Develop validation paper	Develop validation paper			ACER is interested to develop
Evaluation (Assessment) of Data Quality (a.k.a. DQAF) conceptual framework						Update paper	Update paper	Update paper	Consultation	Consultation			ACER send revised draft end June
1. Evaluation of Alignment - planning empirical alignment studies													ACER has no definitive timeline
2. Assessment (Evlualation) of Data Collection - case studies as illustration													ACER has no definitive timeline
Global Lead indicator					Develop concept note	Develop concept note	Develop concept note	Consultation	Consultation				
Interim reporting													
Achoring methodology paper and database	Develop methodology and database	Develop methodology and database	Develop methodology and database	Develop methodology and database	Develop methodology and database	Consultation	Consultation	Consultation					

The TCG provided feedback on a draft proposal from the Secretariat on the rotation of members following the example of the IAEG-SDGs.

Challenges

The TCG has been active for a little more than one year during which time members have been appraised of the broader activities to develop the global and thematic indicator frameworks for the follow-up and review of SDG 4. The group has approved the first set of indicators for reporting in 2017 consisting of 11 global and 18 thematic indicators. It has begun work on the further development of 15 indicators and additional areas, and the elaboration of guidelines on capacity-building and data reporting, validation and dissemination.

The challenge now is to institutionalise this unique global effort and to engage the active support and participation of countries, civil society and partner organizations in order to ensure that: all the indicators are developed before the first major review of the global indicator framework is launched in 2019; that countries are able to assess their needs and access appropriate capacity-building; and that the data production cycle is country-led, transparent and efficient.

The proposed rotation of some of the members of the TCG will provide an opportunity to strengthen country participation and engagement whilst maintaining the institutional memory and expertise already developed in the group. One possible way of starting the process is to fill in the gaps for countries who have declined to participate in the TCG attending regional representation.

Recommendations

The TCG makes the following recommendations to the Education 2030 Steering Committee:

> To endorse the progress and work-plan as presented by the TCG and GAML and the 2017 reporting of Indicator 4.1.1 based on currently available cross-national learning assessment data;
>
> To strengthen the invitation to member states and development partners to engage in the TCG Working Groups and GAML Task Forces; and
>
> To call attention to the critical need to
> - close the gaps in learning data which are critical for achieving the 2030 Agenda; and
> - explore further the possibilities and challenges of defining thresholds and benchmarking.

UIS database coverage by target and region for the 29 indicators agreed by the TCG for monitoring in 2017

June 2017

Methodological note on the definition of coverage: the rate of coverage for each indicator is defined based on the number of countries in each region where an indicator has at least one available data point between 2010-2016. If an indicator has several components (e.g., sex, level of education, etc.) the rate of coverage is based on the combined rates for its components[1].

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[1] We can, of course, restrict the time interval to more recent years but if we do this, some indicators which rely on relatively old data (e.g., 4.6.1) would have a very low or even a nil coverage rate

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Regions	Rate of coverage by Indicator					
	4.1.1	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7
Arab States	24%	90%	30%	73%	88%	100%
Central and Eastern Europe	64%	95%	19%	76%	69%	100%
Central Asia	33%	83%	33%	63%	78%	100%
East Asia and the Pacific	15%	79%	12%	74%	82%	99%
Latin America and the Caribbean	29%	74%	36%	75%	93%	98%
North America and Western Europe	61%	65%	3%	67%	66%	85%
South and West Asia	8%	89%	56%	86%	100%	100%
Sub-Saharan Africa	26%	93%	72%	63%	83%	97%
World	**33%**	**82%**	**34%**	**71%**	**82%**	**96%**

Source: UIS Database, June 2017

Note on data sources used: data for the indicator in red are derived from regional and international learning assessment programmes (PISA, TIMSS/PIRLS, TERCE, PASEC and SACMECQ), data for indicators in blue are based on administrative data annually collected by the UIS, and for the indicator in green is based on household survey data compiled by the UIS.

Figure 1. Global coverage for Target 4.1 indicators
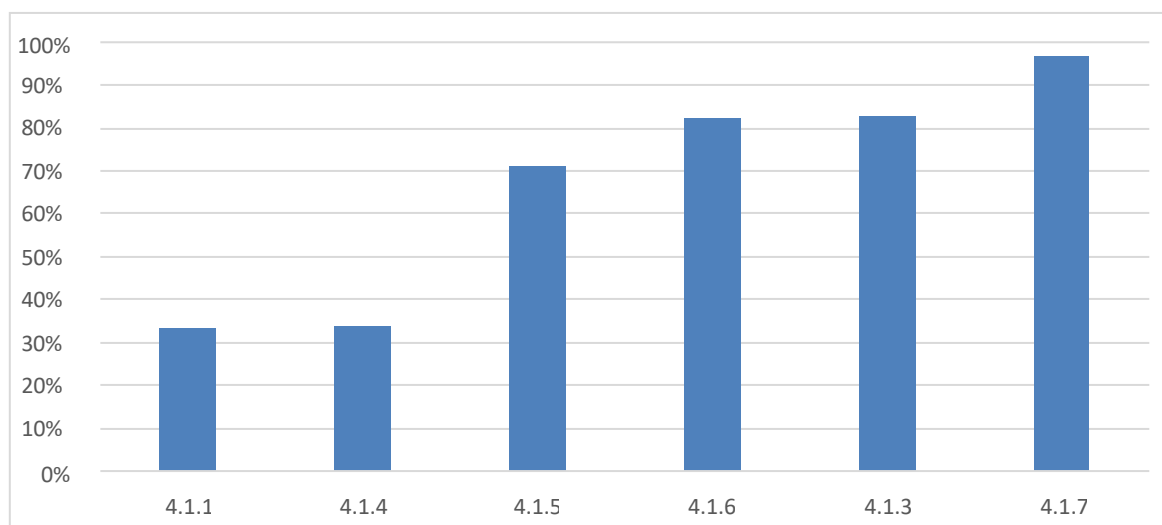
Indicators **4.1.1** on learning outcome and **4.1.4** on completion of primary and secondary education are the indicators with the lowest coverage (only around 30%). These two indicators require costly and methodologically complex surveys to be produced. Other Indicators have high coverage and are based on administrative data collected annually by the UIS.

Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Regions	Rate of coverage by Indicator			
	4.2.1	4.2.2	4.2.4	4.2.5
Arab States	40%	70%	90%	100%
Central and Eastern Europe	33%	81%	95%	100%
Central Asia	44%	67%	89%	100%
East Asia and the Pacific	12%	69%	83%	99%
Latin America and the Caribbean	33%	78%	78%	98%
North America and Western Europe	0%	74%	84%	85%
South and West Asia	33%	44%	89%	100%
Sub-Saharan Africa	37%	67%	93%	97%
World	**27%**	**71%**	**87%**	**96%**

Source: UIS Database, June 2017

Note on data sources used: Data for the indicator in green is based on data collected from UNICEF's Multiple Indicator Cluster Survey, data for indicators in blue are based on administrative data annually collected by the UIS and indicator in green is based on household survey data compiled by the UIS.

Figure 2. Global coverage for Target 4.2 indicators
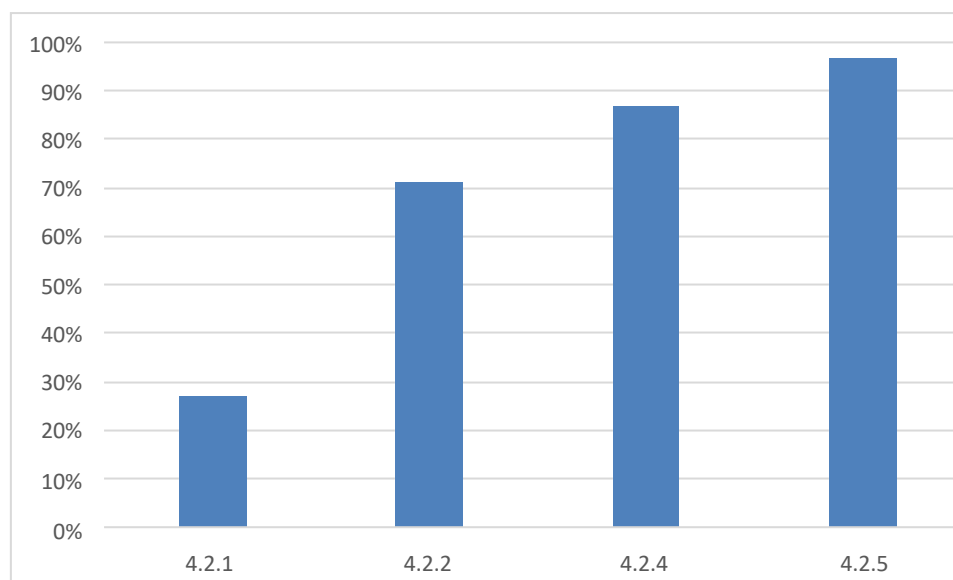
Indicators **4.2.1** on Readiness for primary school based on UNICEF's MICS is the indicator with the lowest coverage. The other indicators have high coverage and are based on administrative data collected annually by the UIS.

Target 4.3: By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Regions	Rate of coverage by Indicator		
	4.3.1	4.3.2	4.3.3
Arab States	82%	80%	60%
Central and Eastern Europe	85%	95%	71%
Central Asia	89%	100%	78%
East Asia and the Pacific	79%	65%	79%
Latin America and the Caribbean	75%	66%	84%
North America and Western Europe	77%	81%	71%
South and West Asia	100%	100%	78%
Sub-Saharan Africa	74%	83%	50%
World	**79%**	**79%**	**70%**

Source: UIS Database, June 2017

Note on data sources used: data for indicators in blue are based on administrative data annually collected by the UIS. For indicator 4.3.1 the data source used at the global level is based on a household Adult Education Survey conducted by Eurostat or PIAAC survey-which the UIS will explore using in its future data releases

Figure 3. Global coverage for Target 4.3 indicators
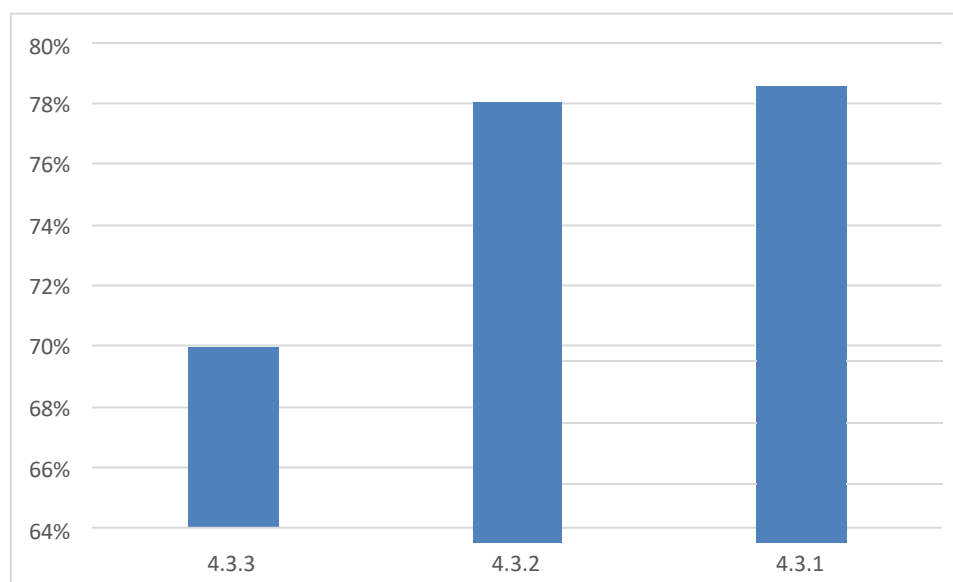
The indicators for this target are based on administrative data collected annually by the UIS, which explains the relatively high coverage. However, for indicator **4.3.1**, the presented indicator is in fact a placeholder based on UIS data given that the original indicator, which is based on household survey data, conducted only by Eurostat for the EU countries (the survey is called Adult Education Survey – AES).

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Regions	Rate of coverage by Indicator	
	4.4.1	4.4.3
Arab States	7%	45%
Central and Eastern Europe	68%	86%
Central Asia	7%	56%
East Asia and the Pacific	2%	50%
Latin America and the Caribbean	2%	61%
North America and Western Europe	61%	77%
South and West Asia	7%	56%
Sub-Saharan Africa	0%	48%
World	**18%**	**59%**

Source: UIS Database, June 2017

Note on data sources used: data for indicators in green are based on a household survey conducted by Eurostat and by ITU. Indicator 4.4.3 is based on national household survey data that countries are using to report annually data to UIS.

The coverage of indicator **4.4.1** on the proportion of youth and adults with information and communications technology (ICT) skills, by type of skill is very low – only around 20%. Data for this indicator are mainly available for EU countries from a household survey conducted by Eurostat. Data for very few other countries are derived from a survey conducted by International Telecommunication Union (ITU). Data for indicator **4.4.3** on educational attainment are derived from UIS annual data collection.

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Regions	Rate of coverage by Indicator	
	4.5.4	4.5.5
Arab States	31%	
Central and Eastern Europe	70%	
Central Asia	37%	
East Asia and the Pacific	35%	
Latin America and the Caribbean	47%	
North America and Western Europe	71%	
South and West Asia	68%	
Sub-Saharan Africa	54%	
World	**51%**	

Source: UIS Database, June 2017

Note 1: coverage indicator **4.5.1** on parity indices have been assessed only for gender and was taken into account the corresponding indicators.

Note on data sources used: Indicator **4.5.4** is derived from UIS annual data collection. Data for indicator **4.5.5** are compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co- operation and Development (OECD) and rate of coverage cannot be currently assessed.

Indicator **4.5.4** on *Education expenditure per student by level of education and source of funding* is based on data annually collected by the UIS available and is currently globally available for 50% of country. The UIS is actively working to improve the coverage of this indicator-especially for the component related to private expenditure on education where UIS is developing a strategy to derive the data from existing household surveys.

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Regions	Rate of coverage by Indicator	
	4.6.1	4.6.2
Arab States	0%	55%
Central and Eastern Europe	21%	67%
Central Asia	11%	67%
East Asia and the Pacific	10%	44%
Latin America and the Caribbean	2%	49%
North America and Western Europe	50%	27%
South and West Asia	6%	100%
Sub-Saharan Africa	1%	78%
World	**12%**	**57%**

Source: UIS Database, June 2017

Note on data sources used: Data for indicator 4.6.1 are based on PIAAC (conducted OECD) and STEP (conducted by World Bank. Indicator in green is based on national household surveys data that countries are using to report annually data to UIS.

The coverage of indicator **4.6.1** on *Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex* is only around 10%. Data for this indicator are mainly available for OECD countries from PIAAC survey. Data for very few other countries are derived from a STEP survey conducted by The World Bank.

Data for indicator **4.6.2** on youth and adult literacy rates are derived from UIS annual data collection.

Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

Regions	Rate of coverage by Indicator (%)
	4.7.1
Arab States	0%
Central and Eastern Europe	0%
Central Asia	0%
East Asia and the Pacific	0%
Latin America and the Caribbean	0%
North America and Western Europe	0%
South and West Asia	0%
Sub-Saharan Africa	0%
World	0%

Data for indicator **4.7.1** will be derived by the UIS in the coming months from a survey conducted by UNESCO in 2016 in the context of reports from Member States on the implementation of the 1974 Recommendation.

Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Regions	Rate of coverage by Indicator
	4.a.1
Arab States	29%
Central and Eastern Europe	1%
Central Asia	24%
East Asia and the Pacific	15%
Latin America and the Caribbean	29%
North America and Western Europe	0%
South and West Asia	25%
Sub-Saharan Africa	37%
World	**21%**

Source: UIS Database, June 2017

Note on data sources used: Data are based on administrative data annually collected by UIS. Some of the components were collected only in the Africa Region but will be extended from 2017 to most of the other regions.

The coverage of indicator **4.a.1** is currently very low because the available data are essentially derived from an annual UIS survey on school resources covering only Sub-Saharan Africa and a UIS survey on ICT in education with limited coverage. However, the UIS is extending these surveys to almost all regions from 2017, which is expected to substantially increase the coverage of the indicator in the coming years.

Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries

Regions	Rate of coverage by Indicator (by recipient country for ODA provided by OECD countries)
	4.b.1
Arab States	100%
Central and Eastern Europe	100%
Central Asia	100%
East Asia and the Pacific	100%
Latin America and the Caribbean	100%
North America and Western Europe	Not applicable
South and West Asia	100%
Sub-Saharan Africa	100%
World	100%

Source: OECD, Creditor Reporting System (CRS) database, 2017

Note on data sources used: Data are compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD).

The coverage of the indicator should ideally be assessed from two perspectives: coverage for donor countries and coverage for recipient countries. Based on the latest data compiled by the DAC of OECD and assuming all recipient countries are covered by this database, the rate of coverage for recipient countries is 100% for all regions as presented in the table above. However, from the donor perspective, data for 20% of OECD countries (or seven countries) are not included for the most recent year (2015) which affects the amount for each recipient country and the rate of coverage. Moreover, the rate of coverage above should be interpreted with great caution because data on important non-OECD donors might not be covered by the CRS database. This is why UIS will be looking to other complementary data sources such as International Aid Transparency Initiative (IATI) to improve data coverage for this indicator.

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

Regions	Rate of coverage by Indicator				
	4.c.1	4.c.2	4.c.3	4.c.4	4.c.6
Arab States	61%	57%	50%	46%	8%
Central and Eastern Europe	16%	13%	17%	17%	0%
Central Asia	40%	38%	29%	33%	0%
East Asia and the Pacific	42%	44%	43%	42%	0%
Latin America and the Caribbean	58%	62%	41%	40%	0%
North America and Western Europe	9%	6%	8%	5%	0%
South and West Asia	52%	56%	44%	47%	0%
Sub-Saharan Africa	57%	58%	49%	53%	19%
World	**43%**	**44%**	**36%**	**36%**	**5%**

Source: UIS Database, June 2017

Note on data sources used: Data are based on administrative data annually collected by UIS.

Figure 4. Global coverage for Target 4.c indicators
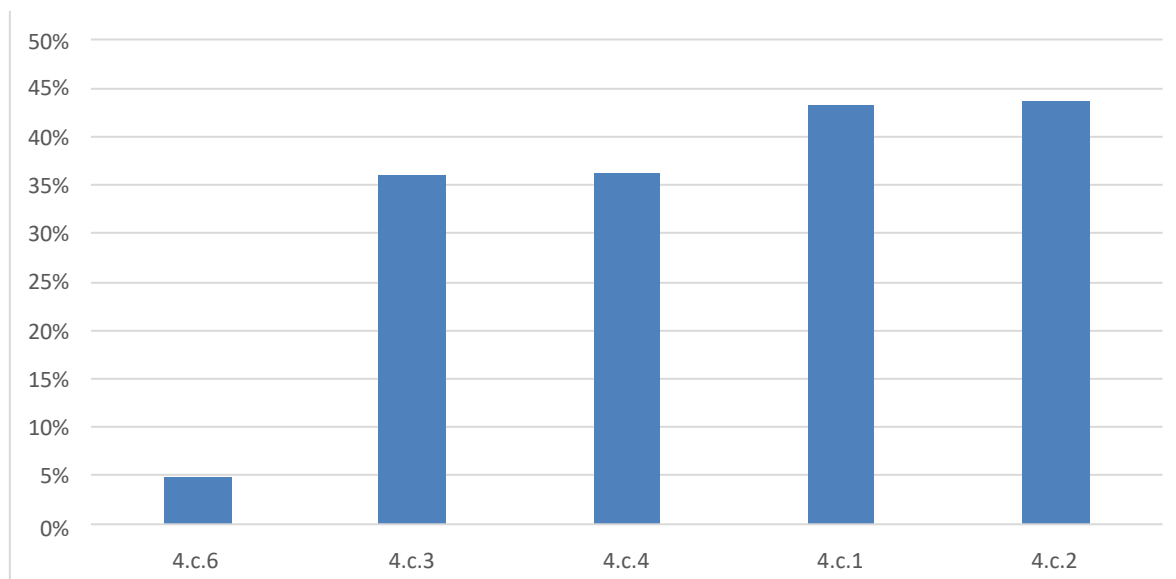
Indicators on Teachers have low coverage especially indicator **4.c.6** on attrition which has a coverage around 5% only. The coverage for the other indicators is between 35-45%. Data on teachers are crucial for analyzing factors that influence quality of learning and this is why the UIS is considering teachers data as one of its priorities for coming years.

Status of the Global and Thematic Indicators for the Follow-up and Review of the Education 2030 Agenda

June 2017

Introduction

The current set of 11 global and 32 thematic indicators (see **Annex 1**) for the follow-up and review of the SDG4 – Education 2030 Agenda were developed in the period 2014 to 2015 and agreed in 2016 by the United Nations Statistical Commission (UNSC) and the Technical Cooperation Group on SDG 4 – Education 2030 Indicators (TCG) respectively. Both sets of indicators were subjected to several rounds of open consultations before being finalised and agreed by countries. Annex 1 shows which indicators are ready for reporting in 2017 and those which will require further development.

The 11 global indicators were developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs) based on advice from a wide range of sources including countries, international and regional organizations, civil society, academia and the business community. They were agreed by the UNSC in March 2016 and further endorsed by the UNSC in March 2017. They will be formally adopted by the UN's Economic and Social Council (ECOSOC) in June 2017 and thereafter by the UN General Assembly.

The 32 thematic indicators were developed originally by the Technical Advisory Group on Post-2015 Education Indicators (TAG) and included in the Education 2030 Framework for Action adopted by UNESCO Member States in November 2015. The indicator framework has been further reviewed and revised by the TCG formed in 2016. The TCG is responsible for leading the development of the indicators through close cooperation with Member States, civil society representatives and experts from international and regional organizations.

In October 2016, at its second meeting in Madrid, Spain, the TCG approved a set of 29 indicators including the 11 global indicators for reporting in 2017 as well as indicators requiring further methodological development. A number of additional areas were identified for further development, typically on topics not yet well-covered by the agreed sets of indicators. In total, there are 22 indicators including some global indicators, which require further development. To take this work forward the TCG has established a Working Group on Indicator Development (WG-ID) currently consisting of 8-10 participants in the TCG meetings. The WG-ID is responsible for finalising the methodologies for 15 of the 22 indicators. The remaining 7 indicators all concern learning outcomes and will be developed by Task Forces of the Global Alliance to Monitor Learning (GAML) also established by the UNESCO Institute for Statistics in 2016.

The WG-ID and GAML Task Forces are reviewing existing methodologies and data sources for each indicator consulting external experts as appropriate and will make recommendations to the full TCG on the appropriate methodology to use. Once approved by the TCG, the indicators will be added to the list for reporting. The WG-ID is starting work on 7 of the 15 indicators in which members of the group have expertise and for which some methodologies already exist. It is expected to take 12-18 months to complete the development work for all of the indicators identified. The WG-ID presented its draft work plan and set of deliverables for 2017-2018 to the full TCG at its last meeting in Montreal, Canada on 1-2 June 2017.

Indicators requiring further development

For indicators with existing methodologies, the WG-ID will first need to determine if these are applicable in all parts of the world or whether further development or extension of these methodologies will be required. Where a methodology is agreed, the issue will be to widen the coverage of countries by extending existing surveys to more countries, where possible, including relevant questions in other surveys and/or developing new surveys. The WG-ID will be asked to advise on the most appropriate approach(es) in each case. The WG-ID has begun work on the 7 indicators listed in **Table 1**.

Table 1. Indicators already in the process of being developed

No.	Indicator	Action being taken
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Review of methodologies in existing data sources: – Eurostat's Adult Education Survey and Continuing Vocational Training Survey – OECD's Programme for the International Assessment of Adult Competencies Review of other potential data sources including national surveys and labour force surveys.
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	Simplification taking into account the aim of the target
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	UNESCO's Section for Education for Sustainable Development and Global Citizenship has developed a draft methodology for review by the WG-ID
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	UNESCO's Section for Health and Education has developed a draft methodology for review by the WG-ID
4.a.2	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	World Health Organization is modifying the Global School-based Health Survey with inputs from UNESCO and the School-Related Gender-Based Violence Working Group
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification	Review of existing methodology used by OECD and the identification of suitable comparator professions and data sources on salaries (actual or statutory)
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training	Review of existing methodology used by OECD and conceptual and definitional development. A cross-national data collection methodology and instrument need to be developed.

The remaining indicators fall into several different categories. Some indicators have established methodologies and are being collected by other organizations. These methodologies will still need to be reviewed to ensure their applicability across the world and are likely to be addressed by the WG-ID in its next phase of work (see **Table 2**).

Table 2. Indicators with established methodologies

No.	Indicator	Survey instrument(s)
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments	UNICEF's Multiple Indicator Cluster Survey
4.6.3	Participation rate of illiterate youth/adults in literacy programmes	UIS's Regional Module for Latin America and the Caribbean
4.a.3	Number of attacks on students, personnel and institutions	Global Coalition to Protect Education from Attack

The remaining five indicators will require more extensive work and may need to involve external experts and possibly substantial revisions to the originally proposed indicator (see **Table 3**).

Table 3. Indicators requiring extensive further methodological development

No.	Indicator	Work required
4.5.2	Percentage of students in primary education whose first or home language is the language of instruction	Conceptual and definitional development.
4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	Conceptual and definitional development. Establishment of an assessment tool and method.
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	Identification of experts able to develop a qualitative assessment tool (perhaps similar to that for 4.7.1). OHCHR has already been approached but has not so far identified the resources necessary to undertake this work.
4.a.1 (d)	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities	Development of definitions
4.b.2	Number of higher education scholarships awarded by beneficiary country	Development of a data collection methodology to cover the many disparate sources of scholarships for study abroad

The TCG also identified additional areas for further development which are presented in **Table 4**. It is expected that this work would not begin until most of the existing indicators have been addressed by the group.

Table 4. Additional areas for further methodological development

No.	Target	Additional areas for development
4.3	By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	Affordability, quality
4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Measures of a broader range of work-related skills than ICTs, other employment-related indicators
4.7	By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development	Attitudes and values, life-long learning/non-formal, qualitative indicators
4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Expenditure, national quality standards
4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries	Support for marginalised students

The Education 2030 Steering Committee is invited to take note of the work of the TCG.

Annex 1.   Global and thematic indicators for the follow-up and review of the Education 2030 Agenda

Pale blue shading = global indicators
Red font = modifications by TCG to original list of 43 thematic indicators presented in the Education 2030 Framework for Action

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes		For reporting in 2017	Requires further development
4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	YES	YES
4.1.2	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	YES	
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)	YES	
4.1.4	Completion rate (primary education, lower secondary education, upper secondary education)	YES	
4.1.5	Out-of-school rate (primary education, lower secondary education, upper secondary education)	YES	
4.1.6	Percentage of children over-age for grade (primary education, lower secondary education)	YES	
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	YES	
Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education		For reporting in 2017	Requires further development
4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	YES	YES
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	YES	
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments	NO	YES

4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development	YES	
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	YES	
Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university		For reporting in 2017	Requires further development
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	YES	YES
4.3.2	Gross enrolment ratio for tertiary education by sex	YES	
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	YES	
Additional areas for development: affordability, quality		Not applicable	YES
Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship		For reporting in 2017	Requires further development
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	YES	YES
4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	NO	YES
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	YES	YES to simplify
Additional areas for development: measures of a broader range of work-related skills than ICTs, other employment-related indicators		Not applicable	YES
Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations		For reporting in 2017	Requires further development
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	YES	
4.5.2	Percentage of students in primary education whose first or home language is the language of instruction	NO	YES

4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	NO	YES
4.5.4	Education expenditure per student by level of education and source of funding	YES	
4.5.5	Percentage of total aid to education allocated to least developed countries	YES	
Target 4.6 By 2030, ensure that all youth and aa substantial proportion of adults, both men and women, achieve literacy and numeracy		For reporting in 2017	Requires further development
4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	YES	YES
4.6.2	Youth/adult literacy rate	YES	
4.6.3	Participation rate of illiterate youth/adults in literacy programmes	NO	YES
Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development		For reporting in 2017	Requires further development
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	YES	YES
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	NO	YES
4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	NO	YES
4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	NO	YES
4.7.5	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	NO	YES
Additional areas for development: attitudes and values, life-long learning/non-formal, qualitative indicators		Not applicable	YES

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all		For reporting in 2017	Requires further development
4.a.1	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes	YES	
	(d) adapted infrastructure and materials for students with disabilities		YES
	(e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)		
4.a.2	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	NO	YES
4.a.3	Number of attacks on students, personnel and institutions	NO	YES
Additional areas for development: expenditure, national quality standards		Not applicable	YES
Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries		For reporting in 2017	Requires further development
4.b.1	Volume of official development assistance flows for scholarships by sector and type of study	YES	
4.b.2	Number of higher education scholarships awarded, by beneficiary country	NO	YES
Additional areas for development: support for marginalised students		Not applicable	YES
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		For reporting in 2017	Requires further development
4.c.1	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; 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, by sex	YES	

4.c.2	Pupil-trained teacher ratio by education level	YES	
4.c.3	Proportion of teachers qualified according to national standards by education level and type of institution	YES	
4.c.4	Pupil-qualified teacher ratio by education level	YES	
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification	NO	YES
4.c.6	Teacher attrition rate by education level	YES	
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training	NO	YES