



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



TECHNICAL
COOPERATION
GROUP



TCG4: Revised Terms of Reference

TCG4/39

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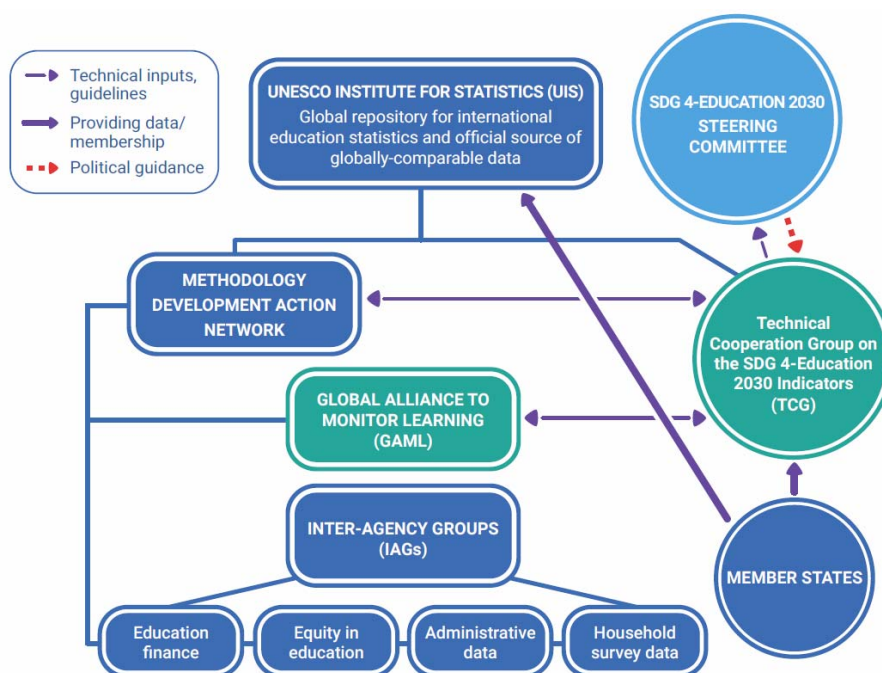


1. Background

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, attention has turned to the development of processes and plans 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 in 2014, set out a proposal for 43 thematic indicators that was included in the Education 2030 Framework for Action.

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 Indicators for SDG4-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 quality and availability, as well as the design and development of methodologies for the production of thematic monitoring indicators. As shown in Figure 1, the TCG plays a critical role of advancing the implementation of the thematic indicator framework on education. This document specifies the TCG's objectives, membership, governance and working groups. It also explains the TCG's partnership with the UIS-led expert groups to implement the SDG 4 indicator framework.

Figure 1. Overview of UIS partnerships to implement the SDG 4-Education 2030 indicator framework





2. Objectives

The objectives of the TCG include the following:

- a. Finalise and maintain the thematic indicator framework for the follow-up and review of Sustainable Development Goal 4 (SDG 4) and the Education 2030 Agenda. The framework contains the indicators selected for global monitoring of SDG 4 by the IAEG-SDGs and approved by the UN General Assembly, taking account of any periodic revisions to the global indicators between now and 2030.
- b. Provide the technical platform to support the UIS in the implementation of the thematic indicator framework on SDG 4 - Education 2030 over the 15-year period to 2030, ensuring the use of agreed indicator definitions and the sharing of good practices and innovations in indicator production and use.
- c. Support the work of the IAEG-SDGs, relevant regional bodies and countries related to the implementation of the global and thematic monitoring framework and the design of regional monitoring frameworks, and assure the coherence of these processes.
- d. Provide inputs to guide the production of technical documentation needed for the clear communication of the thematic indicators to monitor SDG 4 - Education 2030.
- e. Provide guidance and recommendations to countries on the implementation and use of indicators with special attention to countries' specific contexts.
- f. Inform the SDG 4 - Education 2030 Steering Committee on the implementation of the thematic indicator framework, providing the necessary inputs to assess periodically their coverage, limitations and the potential for better alternatives when new methodologies are developed or data sources identified.
- g. Regularly review methodological developments and issues related to the thematic education indicators and their metadata.
- h. Regularly review capacity-development activities in statistical areas and the design of information systems relevant to SDG 4 monitoring and make recommendations to be considered by the SDG-Education 2030 Steering Committee and other relevant groups supporting the development of statistical capacities at different levels.
- i. Review and ensure the appropriate use of indicators to monitor SDG 4 – Education 2030
- j. Make recommendations to UIS about data reporting and sharing of SDG 4 related indicators.



3. Membership

The TCG will be composed of a maximum of 38 members based on the following:

1. Representatives that have experience in the field of education statistics in charge of units either in countries or international agencies. All members are *ex-officio*.
2. UNESCO (4 members): the UNESCO Institute for Statistics (UIS) as the statistical agency of UNESCO serving as Secretariat, the UNESCO Education Sector's Division for Education 2030 Support and Coordination, the Section of Education for Sustainable Development and Global Citizenship, and the UNESCO Global Education Monitoring Report.
3. UNESCO Member States (28 members, see Annex I and Annex II): Initially all countries that have been members of the IAEG-SDGs were invited to join, given that they were elected in each of the regions to take part in the discussions to define the global monitoring indicators. This balanced regional representation will contribute to the coordination of the work of the TCG at the global level. It is expected that after an initial period of two years, country membership will be reviewed.
4. Multilateral SDG 4 monitoring partner agencies (three members): UNICEF, OECD and the World Bank Group will be permanent members given their key roles as data reporting agencies for the global and thematic monitoring frameworks.
5. Civil Society Organizations (two members): Education International and a second member nominated by the Collective Consultation of NGOs on Education 2030 coordination group.
6. The Co-Chair of the SDG 4-Education 2030 Steering Committee representing Member States¹.

The TCG will also include, as observers, representatives of regional commissions, regional agencies, non-government organizations and other organizations able to provide expert technical advice and support throughout the framework implementation process. Annex II presents the current composition of TCG participants.

All TCG participants are designated by their respective constituencies, represent them and are accountable to them. Member States participate on behalf of their region. It is therefore the responsibility of participating Member States to ensure appropriate designation and sufficient communication within their region. By the same token, it will be the responsibility of the representatives of the other constituencies to communicate and consult with their peers when appropriate.

¹ The Education 2030 SC ToR reads, "*The SDG-Education 2030 SC is co-chaired by a Member State representative and UNESCO ADG/ED. Moreover, there will be three Vice Chairs, two from Member States from different regional groups and one from the civil society/teacher organizations constituency*".



4. Roles and Responsibilities of TCG participants

- a) Commit to the tasks and outcomes of the TCG's work plan and additional tasks decided by the TCG;
- b) Commit time and effort to complete tasks on time and to a level of excellence;
- c) Participate in physical meetings and virtual communications;
- d) Review key deliverables/products from the TCG or the GAML (e.g. the Secretariat, TCG Working Groups, GAML Task Forces);
- e) Identify issues that the TCG should address;
- f) Identify potential risks and suggest possible solutions;
- g) Participate in at least one TCG Working Group or designate an alternate from the same organization;
- h) Contribute towards successful communication and positive motivation among TCG participants;
- i) Build good working relationships and serve as a sounding board for new ideas and opportunities for growth.

5. Governance

As the UN office for the production of internationally-comparable statistics on education and in line with the mandate given in the Education 2030 Framework For Action, the UNESCO Institute for Statistics will be the Secretariat of the TCG and its Director will chair the TCG jointly with the Director of the UNESCO Education Sector's Division for Education 2030 Support and Coordination (ED/ESC). The Chairs of the TCG will inform the SDG 4 – Education 2030 Steering Committee on the activities of the TCG twice a year on the occasion of each of the SDG 4 - E2030 SC meetings.

The implementation of the work plan will be supported by Working Groups or Task Forces established within the TCG and through other inter-agency mechanisms, and, where relevant, bring together additional specialised agencies and expert advisers in the various fields covered by the targets of SDG 4.

To ensure the coherence and efficiency of the Working Groups or Task Forces, they will be led by members of the TCG with significant expertise in the topics to be addressed by each group.

Responsibilities of the Co-Chairs

- a) Chair meetings and ensure meetings are strategic, participatory and concise in line with the purpose of the group;
- b) Coordinate the work of the Working Groups and ensure the delivery of their outputs;
- c) Inform and update the SDG-Education 2030 SC Co-Chairs on the TCG's activities and outputs;
- d) Promote the work of the TCG;
- e) Liaise with partners and promote their participation if relevant to the objectives of TCG.



Role of the Secretariat

The UNESCO Institute for Statistics, in its role as UNESCO's Statistical Agency will:

- a) Organize the meetings and select the meeting venues;
- b) Prepare and facilitate meeting agendas;
- c) Draft the minutes of the meeting in a timely manner;
- d) Maintain accurate and complete information and key documents related to the work of the group on a joint platform;
- e) Submit all relevant documents and meeting minutes to co-chairs for approval;
- f) Draft and present TCG reports to the Education 2030 SC;
- g) Coordinate with TCG Working Groups and ensure delivery.

TCG Operations

The TCG will conduct its work in an open, inclusive and transparent manner, and may invite experts, as appropriate, from civil society, academia and the private sector to contribute their expertise and experience on indicators and innovative data compilation methods. Papers will be commissioned as needed as part of the inputs.

The work will be organized through physical meetings of the TCG to be held once or twice a year and undertaken virtually between meetings. Participation in the physical meetings will be self-funded. Funding for attendance at the TCG meetings will be the responsibility of TCG participants and their respective organizations. A limited number of developing countries that are members of the TCG may receive funding, if available, to participate in the meetings.

6. Working Groups

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.

The TCG has formed three Working Groups to work on non-learning assessment related indicators. For learning outcomes or skills related indicators (i.e. 4.1.1, 4.2.1, 4.4.1, 4.4.2, 4.6.1, 4.7.4, and 4.7.5), the UIS has convened the Global Alliance to Monitor Learning (GAML), which is developing the methodologies and tools needed by countries to strengthen their assessments while reporting on learning outcomes or skills internationally. With GAML leading the work on learning indicators, the TCG could focus on the issues of remaining indicators on indicator development, capacity development, as well as data reporting, validation and dissemination.

Working Group 1: Indicator development

The working group on indicator development is expected to deliver recommendations to the whole TCG group regarding indicators that require further resources to develop or strengthen



methodologies and to suggest suitable data collection approaches. Specifically, the objectives of this Working Group are to:

- a. Diagnose implementation difficulties of specific indicators.
- b. Produce a report with a recommended work plan for methodology development and/or data collection approaches to the implementation of each indicator or group of indicators under consideration.

If appropriate, the Working Group may also conduct a public consultation on its proposed work plan for indicator development to seek feedback from other experts and data users including countries, civil society, regional and international organizations. The Working Group will report on the progress of its work at future meetings of the TCG.

Working Group 2: Capacity development

The objectives of this Working Group are to:

- a. Identify and better understand the capacity-development needs of statisticians and ministries in charge of generating data for national education review and monitoring in light of SDG4-Education 2030.
- b. Provide guidance for feasible solutions and plans for monitoring that can be disseminated to countries and other partners.
- c. Contribute to the harmonization of capacity development efforts.

Working Group 3: Data reporting, validation and dissemination

The objectives of this Working Group are to:

- a. Increase the transparency of the flow of information from data collection to indicator publication, including clear identification of decision-making processes and the actors involved in this data flow.
- b. Ensure that the data reporting process includes adequate metadata and clear communication of timelines and deliverables to ensure effective data validation.
- c. Ensure that there is a well-defined process whereby countries may choose to opt out of a chosen indicator because it is not relevant in that context.
- d. Ensure that there is clear communication between the international agencies that publish SDG 4 indicators and the national entities that supply the data, including adequate time and documentation for comments and feedback.
- e. Ensure effective coordination within the international statistical system and between the international and national statistical systems by providing common and shared guidelines for defining concepts and definitions, data collection, processing and reporting practices; and define principles for effective and efficient data reporting system from the national to international level.



Each Working Group's Term of Reference, as a separate document, further specifies membership, governance, and organization of the work.

GAML and its task forces

In addition to the three Working Groups, TCG members have been invited to participate in the Global Alliance to Monitor Learning (GAML, <http://uis.openplus.ca/gaml/>). GAML operates as a platform for dialogue among diverse stakeholders on technical solutions to SDG 4 measurement, including the creation of a framework to enable cross-nationally comparable indicators of learning. The GAML microsite contains more detailed information (<http://uis.openplus.ca/gaml/>).

The GAML has formed six Task Forces with five working on targets 4.1, 4.2, 4.4, 4.6 and 4.7 respectively and the other one a cross-cutting group working on assessment implementation. The Task Forces work together to generate recommendations with support from the UIS (GAML Secretariat), which will then process the recommendations before sharing with the TCG.

7. TCG Partnership with Other UIS-led Expert Groups

The implementation of the SDG 4 indicator framework requires collective efforts from experts in various fields. To achieve this, the TCG is partnering with expert groups to benefit from their technical inputs (Figure 1). In particular, the TCG is strengthening its partnership with three UIS-led expert groups: the GAML, the Inter-Agency Group on Education Inequality Indicators (IAG-EII), and one Task Force of the Inter-secretariat Working Group on Household Surveys (ISWGHS).

The GAML (<http://uis.openplus.ca/gaml/>) is tasked with building global consensus on the international reporting and measurement of learning based on the best fit-for-purpose methodological approaches and practices. Specifically, GAML leads in developing the methodological work on the SDG 4 global and thematic indicators related to learning and skills (i.e. 4.1.1, 4.2.1, 4.4.1, 4.4.2, 4.6.1, 4.7.4 and 4.7.5).

IAG-EII (<http://uis.openplus.ca/iag/>) aims to promote and coordinate the use of household survey data for education monitoring at the national, regional and global levels. The members work jointly to develop the methodologies for SDG 4 indicators that require data from household surveys.

ISWGHS (<https://unstats.un.org/iswghs/>) aims to foster coordination and harmonization of household survey activities. ISWGHS has four Task Forces. The UIS leads the Task Force on Standards for Education Spending Estimates based on Household Survey Data. The Task Force's work contributes to the methodological development of SDG Indicator 4.5.4.

All three expert groups will provide advice and recommendations to the TCG in their areas of responsibility, especially related to methodological development of indicators. In addition, they will inform the TCG on other relevant work they undertake including in the development of guidelines for users and producers of SDG 4-related indicators.



Annex I

Members of the Inter-Agency and Expert Group on SDG Indicators, 2017

| | | | |
|---|---|---|--|
| Western Europe and North America (UNESCO Group I) | Canada France Germany Netherlands Sweden | Eastern Europe (UNESCO Group II) | Belarus Russian Federation |
| Latin America and the Caribbean (UNESCO Group III) | Brazil* Colombia Grenada Mexico Trinidad and Tobago | Asia and the Pacific (UNESCO Group IV) | China Fiji India Tajikistan Philippines Samoa |
| Sub-Saharan Africa (UNESCO Group V[a]) | Botswana Cameroon Ethiopia Ghana Niger Tanzania | Arab States (UNESCO Group V[b]) | Algeria Bahrain Egypt |

Note: *Also the Chair of the UN Statistical Commission

Source: UNSD, July 2017.



Annex II

TCG Participants, 2017

| | | |
|--------------------------------------|--|--|
| TCG Members | UNESCO (4) | UNESCO Institute for Statistics (UIS) ² UNESCO Education Sector's Division for Education 2030 Support and Coordination (UNESCO ED/ESC) UNESCO Section of Education for Sustainable Development and Global Citizenship (UNESCO ED/IPS/ESG) UNESCO Global Education Monitoring Report (GEMR) |
| | UNESCO Member States (28) | Western Europe and North America (UNESCO Group I): Canada, France, Germany, Netherlands, Sweden, United Kingdom ³ Eastern Europe (UNESCO Group II): Armenia, Russian Federation Latin America and the Caribbean (UNESCO Group III): Brazil, Colombia, Cuba, Jamaica, Mexico Asia and the Pacific (UNESCO Group IV): China, India, Kyrgyzstan, the Philippines, Fiji, Samoa Sub-Saharan Africa (UNESCO Group V[a]): Botswana, Cabo Verde, Cameroon, Senegal, Uganda, United Republic of Tanzania Arab States (UNESCO Group V[b]): Algeria, Bahrain, Egypt |
| | SDG-Education 2030 Steering Committee (1) | Co-Chair from Member State |
| | Multilateral agencies (3) | UNICEF, OECD, World Bank |
| | Civil Society Organizations (2) | Education International, Collective Consultation of NGOs on Education 2030 |
| Observer countries (14) ⁴ | Western Europe and North America (UNESCO Group I): Belgium Eastern Europe (UNESCO Group II): Latvia, Ukraine Latin America and the Caribbean (UNESCO Group III): Argentina, Bolivia Asia and the Pacific (UNESCO Group IV): Japan, Republic of Korea Sub-Saharan Africa (UNESCO Group V[a]): Benin, Kenya, Zambia Arab States (UNESCO Group V[b]): Morocco, Oman, Saudi Arabia E9 countries: Bangladesh | |
| Observer agency (1) | Global Partnership for Education (GPE) | |

² Secretariat

³ Former member of the IAEG-SDGs

⁴ SDG-Education 2030 Steering Committee Members 2017