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TECHNICAL
COOPERATION
GROUP



TCG4: 2017 Progress Report

TCG4/3

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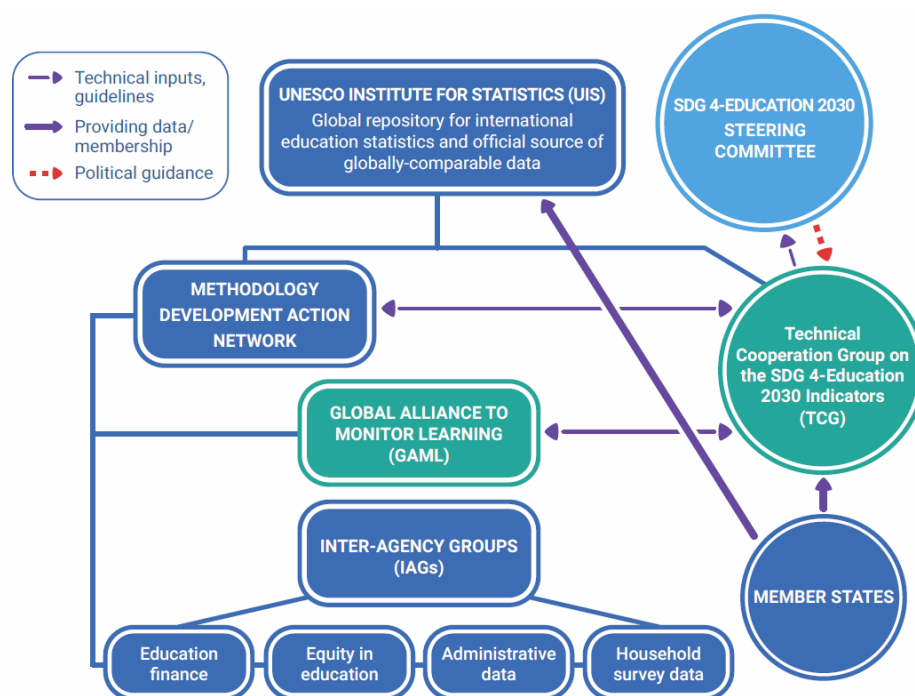
Overview

This document provides an overview of the progress that the Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG) has made and its Secretariat's work in TCG throughout the year 2017. This document is organized into three sections. **Section One** starts with the background, which highlights the role of the UIS in the SDG monitoring and the roles and objectives of the TCG and TCG Secretariat. In **Section Two**, TCG progress in 2017 is reported in four areas—(1) coordination support to the TCG, (2) coordination support to TCG Working Groups, (3) indicator development, and (4) communication and outreach. **Section Three** addresses how the progress made by the TCG has meaningfully advanced the implementation of the SDG 4 thematic indicator framework and how it supports the UIS in its role as the official source of cross-nationally comparable data on education for SDG 4.

1. Background and the roles of the UIS and TCG

The UNESCO Institute for Statistics (UIS), as the statistical agency responsible for collecting cross-nationally comparable data in UNESCO's fields of competence, plays a critical role in the Education 2030 Agenda. This mandate is set out in the Education 2030 Framework for Action, which ratifies that the UIS is the official source of cross-nationally comparable data on education for SDG 4. To do this, the UIS works with partners to develop new indicators, methodologies, statistical approaches and monitoring tools to better assess progress towards the international education targets (Figure 1).

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



Source: UIS (2017)



Key objectives of TCG

To advance the work on implementing the indicator framework, the UIS has convened the Technical Cooperation Group (TCG) on SDG 4–Education 2030 Indicators, which provides a platform to discuss and develop the indicators used to monitor the Education 2030 Agenda in an open, inclusive and transparent manner. The TCG is composed of 38 regionally-representative members of Member States, multilateral agencies and civil society groups as well as the Co-Chair of the SDG-Education 2030 Steering Committee. The UNESCO Institute for Statistics (UIS) hosts the TCG Secretariat. The TCG has created three working groups to address issues related to the implementation of the thematic indicators and provide recommendations. The key objectives¹ of TCG include:

- a. Finalize and maintain the thematic indicator framework for the follow-up and review of Sustainable Development Goal 4 (SDG 4) and the Education 2030 Agenda;
- b. Support the work of the Inter-Agency Expert Group on SDG indicators (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 those processes;
- c. Provide inputs to guide the production of technical documentation needed for the clear communication of the thematic indicators to monitor SDG 4 - Education 2030;
- d. Inform the SDG-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; and
- e. Regularly review methodological developments and issues related to the thematic education indicators and their metadata.

The TCG works in tandem with the Global Alliance to Monitor Learning (GAML) to make recommendations on indicator development, capacity development, and data reporting. GAML aims to support national strategies for learning assessments and the development of internationally-comparable indicators and methodological tools to measure learning outcomes and skills. GAML takes the lead in the development of indicators related to learning, while the TCG focuses on issues related to the other indicators.

Role of the TCG Secretariat

The UIS' role as the TCG Secretariat includes to: 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 SDG-Education 2030 Steering Committee; and g) coordinate with TCG Working Groups and ensure delivery.

¹ For a complete list of TCG objectives see the TCG's Terms of Reference.



2. TCG Progress made

This section reports on the progress that the TCG has made in 2017 in four areas: (1) coordination support to the TCG, (2) coordination support to TCG Working Groups, (3) indicator development, and (4) communication and outreach.

Coordination Support to the TCG

The UIS hosts the TCG Secretariat, which is responsible for communicating with different stakeholders while providing overall guidance on the methodological work, country statistical capacity development work and data reporting associated with the SDG 4 indicator framework. The TCG Secretariat plays a coordinating role for the TCG community.

The Secretariat provides support to TCG Chairs and TCG Members through organizing TCG meetings. In 2017, the Secretariat organized the 3rd TCG Meeting in Montreal, Canada between May 31 and June 2. For the TCG 3 Meeting, the Secretariat prepared the invitations, agenda, concept note, background documents, and meeting summary. The Secretariat then communicated the results of the meeting to the SDG-Education 2030 Steering Committee. Moreover, the Secretariat followed up regarding further work agreed during the 3rd TCG meeting.

To support the governance of the TCG, the Secretariat has drafted TCG Terms of Reference (ToR - draft), which lay out the objectives of the TCG, its membership, the roles and responsibilities of the co-Chairs, the Secretariat, and TCG participants. In addition, the ToRs address the formation of the working groups, the principles for TCG operations, and its collaboration with GAML.

Regarding TCG membership, the UIS has developed a TCG Members Rotation Policy (draft)_ to ensure regional and organizational representativeness and that an appropriate level of institutional memory is maintained. Currently, the drafts of both TCG ToRs and Members Rotation Policy have been reviewed by TCG-Co-Chairs and the Co-Chair of the SDG-Education 2030 Steering Committee.

Coordination Support to TCG Working Groups

In 2017, three Working Groups were formed to be tasked with critical work areas of the TCG—indicator development, statistical capacity development, as well as data reporting, validation and dissemination. Each Working Group consists of members from UNESCO Member States, multilateral agencies, civil society groups, and the UIS, as shown in Table 1. To provide coordination support to the Working Groups, the UIS has assigned one to two of its staff as representatives to each Working Group.



Table 1. Members of TCG Working Groups

Working Groups	Members	Number of individuals
1. Indicator development	Brazil, Germany, Kenya, Russian Federation, Sweden, Education International, Global Partnership for Education, OECD, UNESCO (Global Education Monitoring Report, Section of Health and Education, Section of Education for Sustainable Development and Global Citizenship), UNICEF, and the UNESCO Institute for Statistics	19
2. Capacity development	Botswana, Morocco, the Philippines, Sweden, Uganda, United Kingdom, the Collective Consultation on NGOs, Global Partnership for Education, UNESCO (Division for Education 2030 Support and Coordination), and the UNESCO Institute for Statistics	13
3. Data reporting, validation and dissemination	Canada, Egypt, France, Jamaica, Uganda, the Collective Consultation on NGOs, OECD, and the UNESCO Institute for Statistics	10

The Secretariat has assisted the Chairs of Working Groups in preparing meeting agendas and supplying any necessary background information for discussion and decision making. Additionally, the Secretariat has supported Working Groups in communicating with and disseminating notes to the TCG.

To further facilitate the communication among Working Group members, the Secretariat also created and manages the online collaborative workspace—UNESTEAMS (<https://teams.unesco.org/login>). UNESTEAMS serves as an online repository for documents, and allows Working Group members to discuss and share their comments on those documents. Besides contributing to their own group's work, members can also view other Working Groups' progress and make comments.

In 2017, each Working Group has accomplished several of their tasks, which can be read in each Working Group's respective progress reports.

Indicator development

The 2nd TCG Meeting agreed that 22 indicators required further development. Among them, 7 are learning outcomes/skills related indicators for which GAML takes the lead in further developing the methodologies. The remaining 22 indicators fall under the responsibility of the TCG.

In 2017, the UIS worked closely with TCG Working Group 1 members to take indicator development work further. Depending on the specific issues that each indicator has and the expertise that TCG members have, the UIS performed various tasks, such as developing terms of reference, commissioning associated work from external experts, assuring deliverables received for review by Working Group 1 members, and coordinating among specialised agencies to invite their inputs. Table 2 shows the specific actions taken.



Table 2. Actions taken in 2017 regarding the 15 indicators that are non-learning outcomes/skills related and that require further development

Indicator		Actions taken
4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments	The UIS commissioned a consultant to work on this indicator. The deliverable has been received.
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	The UIS developed the terms of reference (TOR) for methodological development, which were reviewed by Working Group 1 members. A consultant was hired and the deliverable has been received.
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	OECD submitted preliminary suggestions on the presentation of this indicator based on similar indicators published in Education At A Glance.
4.5.2	Percentage of students in primary education whose first or home language is the language of instruction	The UIS developed the TORs for methodological development, which were reviewed by Working Group 1 members. A consultant was hired and the deliverable has been received.
4.5.3	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	The UIS developed the TORs for methodological development, which were reviewed by Working Group 1 members. A consultant was hired and the deliverable has been received.
4.6.3	Participation rate of illiterate youth/adults in literacy programmes	The UIS commissioned a consultant to work on this indicator. The deliverable has been received.
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 Education Sector has developed a proposal for review by Working Group 1 members.
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	UNESCO Education Sector has developed a proposal for review by Working Group 1 members.
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)	
4.a.1	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities	The UIS developed the TORs for methodological development, which were reviewed by Working Group 1 members. A consultant is expected to be hired in 2018.
4.a.2	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	UNESCO Education Sector has developed a proposal for review by Working Group 1 members.
4.a.3	Number of attacks on students, personnel and institutions	The Global Coalition to Protect Education from Attack has submitted a proposal for the measurement of this indicator.
4.b.2	Number of higher education scholarships awarded by beneficiary country	The UIS developed the TORs for methodological development, which were reviewed by Working Group 1 members. The GEMR Team agreed to work on 4.b.2



Indicator		Actions taken
		building on the recommendation in the 2016 and 2017 GEMRs. The report has been received.
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification	The UIS developed the TORs for methodological development, which were reviewed by Working Group 1 members. The UIS is exploring the possibility of developing this indicator with OECD and Eurydice.
4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training	The UIS developed the TORs for methodological development, which were reviewed by Working Group 1 members. A consultant is expected to be hired in 2018.

Communication and Outreach

The communication of TCG work and development is a major responsibility at the core of the Secretariat work. To enhance the communication of TCG progress not only among TCG members but also to the international community, the Secretariat has produced a document as a guide for communication, developed and maintained relevant website pages and microsites, and published its annual flagship report (SDG 4 Data Digest) and produced a manuscript entitled Handbook on Measurement of Equity in Education, and articles via blogs, as elaborated below.

Priority areas for TCG governance, communications and direction setting

To improve its communication with the TCG members, participants, partners, and the broader community, the Secretariat has produced a document entitled 'Priority areas for TCG governance, communications and direction setting' (Annex). This document specifies the TCG's priority action areas, flow of work, actors and responsibilities, actions needed, and timelines (or frequency).

TCG microsite and UNESTEAMS

The Secretariat manages and updates the TCG microsite (<http://tcg.uis.unesco.org/>), where information and resources are available about the TCG structure, TCG Working Groups, and each TCG meeting's agenda, presentations and summaries. The TCG microsite also provides a link to the GAML site (<http://uis.openplus.ca/gaml/>).

In addition, as mentioned in the section on Coordination Support to TCG Working Groups, an online work place, UNESTEAM, has been created and maintained by UIS to facilitate knowledge sharing and discussion among TCG Working Group Members.

SDG 4 Education Indicators for Reporting and Monitoring

Launched by the UIS, the SDG4 Monitoring microsite (<http://sdg4monitoring.uis.unesco.org/>) presents global and thematic indicators, country profiles as well as a range of related data on learning outcomes and metadata. This microsite has the following sections: a) information on target descriptions, global indicators and thematic indicators, b) metadata for the indicators, and c) regional graphs of indicators by target. In 2017, the SDG4 Monitoring website incorporated an Open Data section that includes tables of the data and historical series of SDG4 indicators. Additionally, the website has a section named Country Profile that shows data in the context of individual country, educational system and available SDG 4 indicators. Additionally, the website has and a global map section for each indicator with data.



SDG 4 and Equity

Equity is at the core of the Sustainable Development Goals (SDGs). To meet the needs of different types of data users interested in equity in education, the UIS launched a new Equity in Education web page (<http://uis.unesco.org/en/topic/equity-education>), which presents a selection of news, publications and interactive tables and charts for selected indicators disaggregated by sex, location, and wealth quintile. Moreover, this web page also features a new interactive data visualization on inequalities in the distribution of teachers in 10 Asian countries (<http://uis.unesco.org/sites/default/files/viz/teachers.html>).

In addition, data users can find data on equity in education through the following tools offered by the UIS:

- (a) A newly added theme on equity in UIS.Stat (<http://data.uis.unesco.org/>);
- (b) SDG 4 Data Microsite (http://sdg4monitoring.uis.unesco.org/data_tcg.php), which presents global and thematic indicators and country profiles; and
- (c) SDG 4 eAtlas (<https://www.tellmaps.com/sdg4/#!/tellmap/-1210327701>), which allows users to explore the data using interactive maps and charts, which can be easily shared and downloaded.

Publications

SDG 4 Data Digest series. Followed by its first edition in 2016, the UIS publish 2017 Digest entitled '*The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4*' (<http://uis.unesco.org/en/news/launch-sdg-4-data-digest-statistical-tools-and-strategies-countries-and-donors>). This Digest sets out a roadmap of strategies and tools to help countries produce vital data on education.

Handbook on Measurement of Equity in Education (forthcoming, 2018) The SDG-Education 2030 Framework for Action in 2015 has placed equity at the heart of the international development agenda. However, the ability to measure equality in learning has been limited due to a number of factors, such as differences in definitions and indicator calculations. To support efforts to monitor progress towards the SDGs, the UIS initiated to publish "*Handbook on Measurement of Equity in Education*". In December 2017, a draft of the Handbook has been jointly produced by the UIS, the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge, FHI 360, and Oxford Policy Management. In March 2018, the Handbook will be launched.

Blogs

In 2017, the UIS published fourteen articles to communicate with readers who are interested in learning the update-to-date issues and progress on monitoring SDG4 on education. A full list of the articles are shown in Annex 2 of the document.



3. TCG progress and the UIS' roles of the official sources of SDG 4

The progress that TCG has made has advanced the work of implementing the thematic indicator framework. Importantly, the progress made has supported the UIS in its role as the official source of cross-nationally comparable data on education for SDG 4. This section describes the UIS' work with Inter-Agency Groups, its activities related to important international meetings and the SDG 4 data production.

The UIS' memberships and involvement in inter-agency groups

- IAEG-SDGs (<https://unstats.un.org/sdgs/iaeg-sdgs/>) is tasked to develop and implement the global indicator framework for the Goals and targets of the 2030 Agenda. The UIS is the custodian agency of 9 out of 11 SDG 4 global indicators and partner organization for the remaining 2 indicators. As a custodian agency, the UIS is in charge of the development and validation of new methodologies for the 9 indicators, and the process is overseen by the IAEG-SDGs.
- The Inter-secretariat Working Group on Household Surveys (ISWGHS, <https://unstats.un.org/iswghs/>) aims to foster coordination and harmonization of household survey activities. As a Member of the 'Task Force on Standards for Education Spending Estimates based on Household Survey Data', the UIS has produced a document entitled 'Availability and Reliability of Education Finance Data in Household Surveys' (<http://uis.unesco.org/sites/default/files/documents/availability-reliability-education-finance-data-household-surveys.pdf>) and drafted a 'Guidebook on Education Expenditure in Household Surveys' jointly with the World Bank Group which will be completed in 2018.
- The Inter-Agency Group on Education Inequality Indicators (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. Through coordination among multilateral agencies, the UIS contributes to ensuring standardised reporting to complement evidence available through administrative sources, typically collected by school systems.
- Paris 21 Capacity Development 4.0 Task Team (<http://www.paris21.org/capacity-development-40>) aims to 'develop a guiding framework with relevant materials that enable countries, donors and other actors to build capacities that better respond to the current needs of producers and users of data and influence and drive decisions for sustainable development and the 2030 Agenda' (Paris 21, 2017). As a Member of the Task Team, in 2017 the UIS shared its experience and conceptual framework on assisting countries to enhance statistical capacity.
- Inter-agency and Expert Group on Early Childhood Development (IAEG-ECD) serves as a global advisory and coordination body whose overarching purpose is to support countries in the monitoring of SDG Target 4.2, Indicator 4.2.1. As a member, the UIS continues contributing to the ECD methodological work.

The UIS' participation in important international meetings in 2017

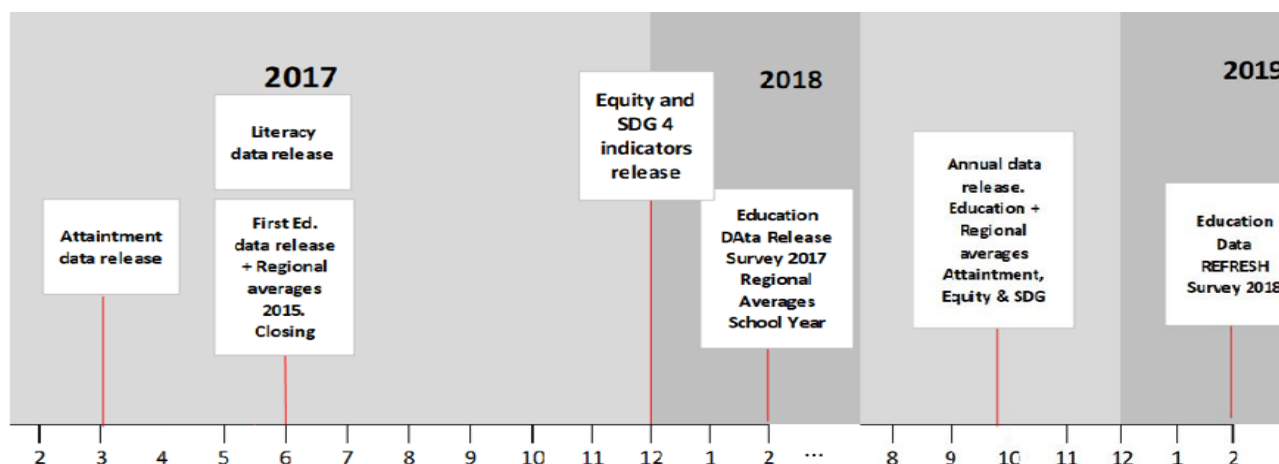
The UIS attended the following meetings in 2017:

- The 48th session of the United Nations Statistical Commission (New York, USA, 7-10 March)
- UN High Level Dialogue on Education (New York, USA, 28 June)
- The third Meeting of the SDG-Education 2030 Steering Committee (New York, USA, 29-30 June)
- The Fifth and Sixth Meetings of the Inter-Agency and Expert Group on SDG indicators (IAEG-SDGs) (Ottawa, Canada, 30-31 March and Manama, Bahrain, 13-14 November)
- The 11th meeting of the Inter-Agency and Expert Group on Gender Statistics (Rome, Italy 30-31 October)
- The Inter-Secretariat Working Group on Household Surveys (Task Force on Education Expenditure) (New York, USA 16-17 November)

UIS' SDG 4 Data Dissemination

Timely and quality data are key to monitoring the progress of the SDGs. In response to this, the UIS has modified its education data production calendar between 2017 and early 2019 as shown in Figure 2. In December 2017, the UIS launched its SDG4 indicator review by countries to feed into the upcoming February 2018 education data release. This dataset will be available in time for the UIS' submission of SDG data on education to the UN Statistics Division for the SDG 2018 Report, to UNESCO's Global Education Monitoring Report, and to the World Bank Group.

Figure 2. UIS calendar of education data release between 2017 and 2019



Annex 1: Priority areas for TCG governance, communications and direction setting

The UIS, the Secretariat of the TCG, seeks to improve its communication with the TCG members, participants, partners, and the broader community regarding its priority areas, flow of work, and governance. One approach that can contribute to good communication is to specify the TCG's action area, responsibility, actions needed, and timeline (or frequency), which is the foundation of this document.

This document is organized into two parts: TCG plenary-wide work and TCG working-groups work. In each part, the action areas, responsibility, actions needed, and timeline (or frequency) are described (see Table A and Table B). Before the details in the two tables, an overview of the content of this document is provided.

Overview the TCG governance, communication and direction setting

TCG secretariat
 TCG Members
 TCG Meeting participants
 GAML
 Secretariat to WG and WG Chair
 WG members

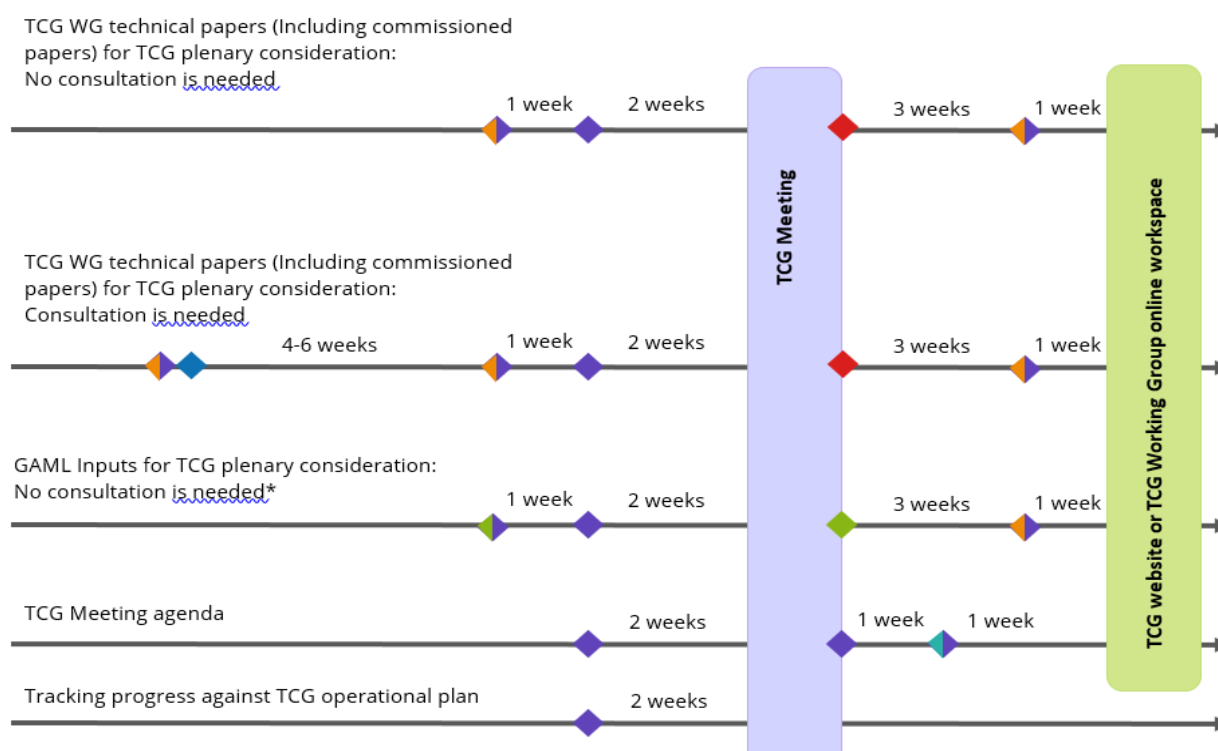


Table A. TCG plenary-wide work

No.	Action area	Responsibility, actions needed, and timeline (or frequency)
1	<u>TCG Meeting: Before</u> Agenda and announcement of TCG Meetings, and made available on the TCG website	<u>Secretariat:</u> 1.1 Prepare for the agenda with an emphasis on actions (i.e. what decisions are sought; who is responsible for what and by when) and finalise the agenda 1.2 Send the finalised agenda to TCG participants <u>two weeks before the Meeting</u>
2	<u>TCG Meeting: After</u> Meeting summary ² , presentations, list of participations, and meeting results	<u>Secretariat:</u> 2.1 Send the draft summary to TCG Meeting participants for review <u>within two weeks³ after the Meeting</u> <u>TCG Meeting participants:</u> 2.2 Provide feedback <u>within two weeks*</u> once receiving the draft summary <u>Secretariat:</u> 2.3 Upon receiving TCG participants' feedback, evaluate, incorporate comments, and produce the final summary 2.4 Upload the meeting materials (presentation slides, final summary and list of participants, and results of the meeting) <u>within one month after each plenary meeting</u>
3	Papers and resources ⁴ developed for consideration by the TCG plenary	<u>Working Group (WG) Chairs and the designated UIS staff:</u> 3.1 The papers and resources prepared by the WG to be considered by the TCG plenary need to have clearly identified Action Items, Points for Discussion/Decision and/or Recommendations. 3.2 For 3.1 that requires consultation to countries and TCG decisions and, the papers and resources need to be sent to the Secretariat <u>eight weeks before the TCG Meeting</u> . 3.3 For 3.1 that are for TCG consideration but does not necessarily need consultation to countries, the papers and resources need to be sent to the Secretariat <u>at least three weeks before the TCG Meeting</u> . <u>Secretariat:</u> 3.4 For 3.2, once receiving the papers and resources for consultation, the Secretariat should assist TCG members to conduct consultation within their regions. The Secretariat should compile the results <u>at least three weeks prior to each TCG plenary meeting</u> , and circulate the results to the TCG <u>two weeks prior to the Meeting</u> . 3.5 For 3.3, once receiving the papers and resources, circulate the results to the TCG <u>two weeks of the Meeting</u> . 3.6 For papers and resources presented by GAML,

² TCG Meeting Summary is used to inform the Education 2030 Review, Monitoring and Reporting Working Group (RMR WG)'s programme and advice to Education 2030 Steering Committee

³ In cases if a TCG Meeting is held immediately before a holiday period, some leeway (e.g. one to two weeks) may be added.

⁴ Papers and resources include: (a) those prepared by TCG Working Groups, (b) presented by GAML to the TCG, and (c) technical inputs presented by the UIS (e.g. commissioned papers for discussion)



No.	Action area	Responsibility, actions needed, and timeline (or frequency)
		<p><u>Working Group Chairs and the designed UIS staff, or Secretariat and/or contractors:</u></p> <p>3.8 Make necessary revisions to the relevant resources based on the inputs from the TCG Meeting. Provide updated papers/resources to the Secretariat <u>within four weeks after the TCG Meeting.</u></p> <p><u>Secretariat:</u></p> <p>3.9 Circulate the revised documents to <u>TCG Meeting participants within one week upon receipt of revision on 3.8</u></p> <p><u>TCG Meeting participants:</u></p> <p>3.10 Review and comment on the revised documents <u>within two weeks upon receipt of the documents</u></p> <p><u>Secretariat:</u></p> <p>3.11 Evaluate and incorporate reviewers' comments (3.10) into the final version and upload them on website <u>two weeks within receiving comments from 3.10.</u></p>
4	Communications strategy	<p><u>Secretariat</u></p> <p>4.1 Develop a time-based and costed stakeholders' communications strategy</p> <p>4.2 Draft CS for consideration by Mid October 2017.</p> <p>4.3 Finalise based on feedback and implement</p> <p><u>Secretariat</u></p> <p>4.4 Review periodically, and at least each semester</p>
5	Tracking progress against the TCG Operational Plan and Result Framework	<p><u>Secretariat</u></p> <p>5.1 Update TCG Operational Plan and review the result framework <u>quarterly</u> for the <u>Secretariat</u>, indicating progress against expected timelines and budgets.</p> <p>5.2 Provide updates regarding 5.1 to TCG <u>two weeks before the TCG Meeting</u></p>
6	Develop a TCG overview paper by the end of Oct 2017, outlining TCG-related resources (existing and planned), a glossary of terms and visual mapping of inter-relationships of resources and partnerships within the TCG	<p><u>Secretariat</u></p> <p>6.1 Coordinate the development of a TCG overview paper, including a glossary of terms, with a focus on TCG-related resources and including visual depictions, to enable a clear understanding of existing and planned resources in support of the TCG Work Plan and Logical Model. The associated documents should be sent to TCG for review <u>by September 30 2017.</u></p> <p><u>TCG Members</u></p> <p>6.2 Review and send comments back to the Secretariat <u>within two weeks upon receipt</u> of the documents on 6.1</p> <p><u>Secretariat</u></p> <p>6.3 Evaluate, incorporate comments and produce the finalised documents <u>before October 30, 2017.</u></p>



Table B. TCG working-group work

No.	Action area	Responsibility, actions needed, and timeline (or frequency)
1	Details of Working Groups, Terms of Reference, members and work plans made available on the TCG website	<p><u>Secretariat to each WG</u></p> <p>1.1 Draft documents (including ToR, members and work plan), send own WG members for review, and produce the final and agreed version</p> <p>1.2 Maintain the changes (e.g. changes in members) in the documents</p> <p><u>WG Chairs and members.</u></p> <p>1.3 Review the work plan at least six monthly</p> <p><u>Secretariat:</u></p> <p>1.4 Load the final version and reflect changes to the TCG website and UNESTEAMS for TCG WGs</p>
2.	Agendas and Minutes of Working Group meetings	<p><u>Secretariat to each WG</u></p> <p>2.1 With the inputs and agreement of own WG Chair, convene WG meetings at least quarterly</p> <p>2.2 With the inputs and agreement of own WG Chair, prepare meeting agenda, means of communication and time, and then disseminate to WG members</p> <p>2.3 Produce meeting minutes within two weeks following the meeting</p> <p><u>WG members:</u></p> <p>2.4 Review and the meeting minutes circulated by the Secretariat and adopt the minutes on a no objections basis within one week upon receiving the draft meeting</p> <p><u>Secretariat:</u></p> <p>2.5 Upload the final version and reflect changes to the UNESTEAMS for TCG WGs within one week upon receiving the final version from the Secretariat to the WG</p>
3	Technical papers and resources developed by Working Groups	<p><u>Secretariat to each WG:</u></p> <p>3.1 With the inputs from the whole WG and agreement of own WG Chair, provide all technical papers and resources developed to Secretariat</p> <p><u>Secretariat</u></p> <p>3.2 Upload the papers and resources to the TCG WG online workspace (UNESTEAMS) within one week upon receiving them</p>
4	Technical papers and resources ⁵ developed by Working Groups for consideration by the TCG plenary	<p><u>Secretariat to each WG:</u></p> <p>4.1 With the inputs from the whole WG and agreement of own WG Chair, circulate the technical papers and resources to TCG Members at least 4-6 weeks before TCG plenary meetings to allow for consultation</p> <p>4.2 Compile consultation results and report back to WG members at least 3 weeks before the TCG plenary</p> <p>4.3 With the agreement of the WG, submit the revised technical papers and resources to the before the TCG plenary two weeks of the TCG plenary</p> <p><u>WG Members</u></p> <p>4.4 Discuss the consultation results based on 4.2 and revised the technical papers and resources within one week upon receiving the consultation results</p>

⁵ The technical papers and resources for the TCG plenary should clearly identify action items, points for discussion, decision and/or recommendations.



No.	Action area	Responsibility, actions needed, and timeline (or frequency)
5.	Technical papers and resources developed by Working Groups ⁶ and after being discussed during the TCG plenary	<p><u>Secretariat to each WG:</u></p> <p>5.1 Following TCG plenary meetings, <u>Secretariat to each WG</u> should assist WG Chairs and members to make necessary revisions to the relevant technical papers and resources, based on meeting inputs.</p> <p>5.2 With the inputs from the whole WG and agreement of own WG Chair, submit the revised technical papers and resources to the TCG Secretariat within three weeks of the relevant TCG plenary meeting</p> <p><u>Secretariat:</u></p> <p>5.3 Upload the papers and resources to the TCG WG online workspace (UNESTEAMS) within one week upon receiving them</p>

⁶ WG should ensure the timely revision of technical papers and resources.



Annex 2: List of articles in blogs

- **Countries, Experts and Agencies Meet to Measure Progress Towards Education 2030** (09/05/2017) <https://sdg.uis.unesco.org/2017/05/09/countries-experts-and-agencies-meet-to-measure-progress-toward-education-2030/>
- **A Roadmap with Workable Tools to Measure Learning Achievements Worldwide** (09/06/2017) <https://sdg.uis.unesco.org/2017/06/09/a-roadmap-with-workable-tools-to-measure-learning-achievements-worldwide/>
- **The Pressure is On! Powering Ahead with the Technical Cooperation Group for SDG 4 – Education 2030 Indicators** (12/06/2017) <https://sdg.uis.unesco.org/2017/06/12/the-pressure-is-on-powering-ahead-with-the-technical-cooperation-group-for-sdg-4-education-2030-indicators/>
- **Everything is in Place to Track Global Progress on Education: Except the Data** (29/06/2017) <https://sdg.uis.unesco.org/2017/06/29/everything-is-in-place-to-track-global-progress-on-education-except-the-data/>
- **A Pragmatic and Unified Approach to Measure Learning Globally** (12/07/2017) <https://sdg.uis.unesco.org/2017/07/12/a-pragmatic-and-unified-approach-to-measure-learning-globally/>
- **Moving Up a Gear: The CapED Initiative** (02/08/2017) <http://uis.unesco.org/en/blog/moving-gear-caped-initiative>
- **Building a True Picture of Lifelong Learning** (07/09/2017) <https://sdg.uis.unesco.org/2017/09/07/building-a-true-picture-of-lifelong-learning/>
- **New Data Reveal a Learning Crisis that Threatens Development Around the World** (27/09/2017) <https://sdg.uis.unesco.org/2017/09/21/new-data-reveal-a-learning-crisis-that-threatens-development-around-the-world/>
- **News from Hamburg: Big Steps Forward towards Reliable Metrics to Harmonise Learning Assessment Data Globally** (28/09/2017) <https://sdg.uis.unesco.org/2017/09/28/news-from-hamburg-big-steps-forward-towards-reliable-metrics-to-harmonise-learning-assessment-data-globally/>
- **A Quick Win in Monitoring How Much Children Learn** (08/11/2017) <http://uis.unesco.org/en/blog/quick-win-monitoring-how-much-children-learn>
- **There is a global learning crisis. Our young people deserve better skills** (07/11/2017) <https://www.weforum.org/agenda/2017/11/education-employment-unesco-statistics>
- **Quality Data to Ensure a Quality Education for Every Child** (05/12/2017) <http://uis.unesco.org/en/blog/quality-data-ensure-quality-education-every-child>
- **Building Bridges to Link Global and National Learning Assessments** (29/11/2017) <http://uis.unesco.org/en/blog/building-bridges-link-global-and-national-learning-assessments>
- **Measuring Functional Literacy and Numeracy for Lifelong Learning** (28/11/2017) <http://uis.unesco.org/en/blog/measuring-functional-literacy-and-numeracy-lifelong-learning>
- **How to Harmonize Regional and International Learning Assessments** (27/11/2017) <http://uis.unesco.org/en/blog/how-harmonize-regional-and-international-learning-assessments>