Technical Cooperation Group on the Indicators for SDG4-Education 2030 (TCG): Fifth meeting

Summary

The 5th meeting of the Technical Cooperation Group on the Indicators for SDG4-Education 2030 (TCG) was held on 15-16 November 2018 at the *Instituto Nacional para la Evaluación de la Educación* (INEE) in Mexico City. Below are the highlights of the meeting.

Methodological developments and indicators to be published in 2019

The following developments were approved:

- Change in calculation method for indicator 4.1.5 (Out-of-school rate);
- Change in definition, calculation method for indicator 4.2.4)Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development);
- Approval of survey module for data collection for indicator 4.3.1 (Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months).;
- Removing "programme orientation" for indicator 4.4.3 (Youth/adult educational attainment rates).

The following developments were recommended for further consultations:

- Tool for data collection for indicator 4.2.3 (Percentage of children under 5 years experiencing positive and stimulating home learning environments)
- "Economic activity status" for indicator 4.4.3 (Youth/adult educational attainment rates)
- Review of indicator definition, expert recommendations for indicator 4.5.2 (Percentage of students in primary education whose first or home language is the language of instruction)
- Review of expert recommendations –for indicator 4.a.1(d) (Proportion of schools with access to adapted infrastructure and materials for students with disabilities).

The following are potential indicators recommended for monitoring in 2019:

- 4.2.3 positive and stimulating home environment
- 4.4.2 proficiency in digital literacy skills
- 4.5.2 students in primary education whose first or home language is the language of instruction
- 4.5.3 extent to which formula-based policies reallocate education resources to disadvantaged populations
- 4.7.3 national implementation of framework on World Programme on Human Rights Education
- 4.7.4 understanding of issues relating to global citizenship and sustainability
- 4.b.2 number of higher education scholarships awarded by beneficiary country
- 4.c.5 average teacher salary relative to other professions
- 4.c.7 teachers with in-service training.

Update from TCG WG2 on Capacity Development

Considering the work presented and survey results, the TCG is invited to:
- Endorse the work related to the pilot SCD Framework.
- Recommend to advance with the development of the definitive platform for the SCD Framework and disseminate it.
- Provide feedback on assigning the functions of WG2 to TCG Secretariat.

The TCG received several presentations of national experiences that revealed some common trends in challenges and capacity needs. They could be clustered around three categories:

Awareness:
- Countries highlighted a persistent need of awareness-raising and advocacy around the SDG4-Education 2030 agenda with key stakeholders at the national level.

Funding:
- Limitation and inefficient use of existing financial resources is a major issue. Statistical campaigns are expensive exercises with heavy logistics and pressing demands in terms of ICT capacities and infrastructure.

Technical aspect:
- The process of localizing SDG4 is seen by many countries as a challenge. Support is requested in identifying and reviewing relevant indicators at the national level, particularly qualitative ones and those where no consensus has been reached on their definition.
- The intersectoriality of education is another challenge in itself as it calls for constant coordination with several stakeholders and the need to rely on data sources outside ministries of education.
- The use of data for policy-making was also identified as an important capacity gap. Countries highlighted the need of training on the use of data to inform national education policies and plans in line with SDG4, but also to address identified distortions among regions.
- Countries requested more opportunities for cooperation and knowledge sharing, not limited to workshops and events.

Report on the availability and development of LO/Skills indicators

The following information was shared regarding the LO/skills indicators.

4.1.1
- Definition of minimum proficiency levels (MPL)
- Alignment methodology for indicator 4.1.1
- Content Framework and mapping tools
- Procedural guidelines and alignment tools
- All three points are now in Tier II.

4.4.2

- Agreement on the content framework and next steps
- Mapping tools and making them available
- Recommendations for countries.

4.6.1

- Agreement on the need to generate tools adequate for developing countries
- Disagreement on proceed with self-reporting to report for indicator 4.6.1
- Proposal on improving literacy measure on HHS.

4.7.5

- Acceptance on refining the indicator to open the door
- Inclusion an indicator on creativity.