TCG Report to the Education 2030 Steering Committee

UNESCO Institute for Statistics

February 2018

Contents

Overview

This report 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 since its inception in 2016. Prepared by the TCG Secretariat—the UNESCO Institute for Statistics (UIS) - this report is organized into six sections.

Section 1 presents the results of SDG 4 data coverage assessment performed by the UIS.

Section 2 reports the progress of indicator development by the TCG jointly with other expert groups.

Section 3 highlights the resources on statistical capacity development the UIS and the TCG have developed to assist countries in producing high-quality data to monitor progress towards SDG 4. **Section 4** presents the reporting strategy during the interim period until methodological developments are finalised and there are recommendations in terms of guidelines.

Section 5 addresses the investment case, which provides an estimate of the funds needed to implement the SDG 4 indicator framework.

Section 6 presents the revision of the TCG governance, particularly on TCG Members rotation policy. Finally,
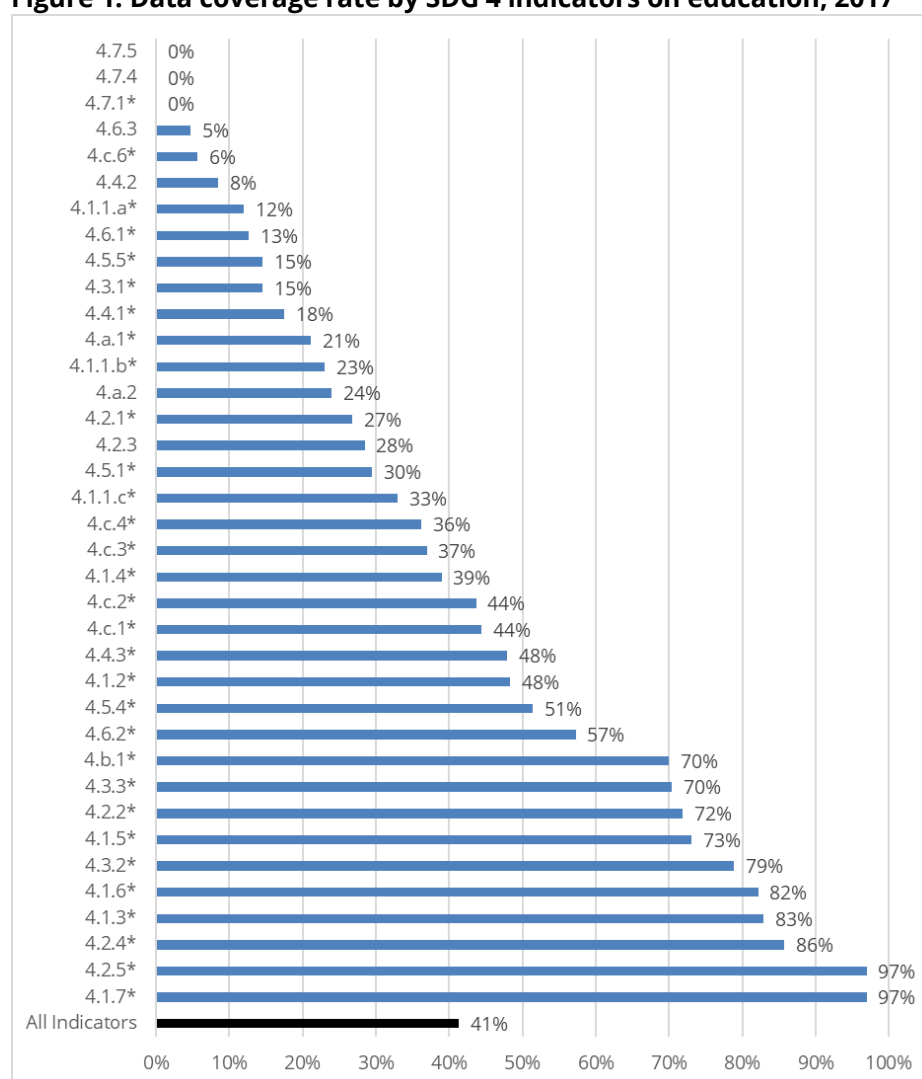
Section 7 summarises the TCG's key messages and recommendations to the Education 2030 Steering Committee.

1. SDG4 data coverage

Based on its latest education data disseminated in June 2017, the UIS assessed the data availability for SDG 4 indicators. The coverage rate 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 and 2016. The regional grouping is based on SDG regions.

An assessment on data availability by target and indicator shows that the coverage rate is low (less than 40%) for nearly half of the 43 thematic indicators; and in some cases, there are currently no data available (**Figure 1**). In particular, these six targets — **4.4**, **4.5**, **4.6**, **4.7**, **4.a** and **4.c**—currently have more than half of their associated indicators having low coverage rates (less than 40%).

Figure 1: Data coverage rate by SDG 4 indicators on education, 2017

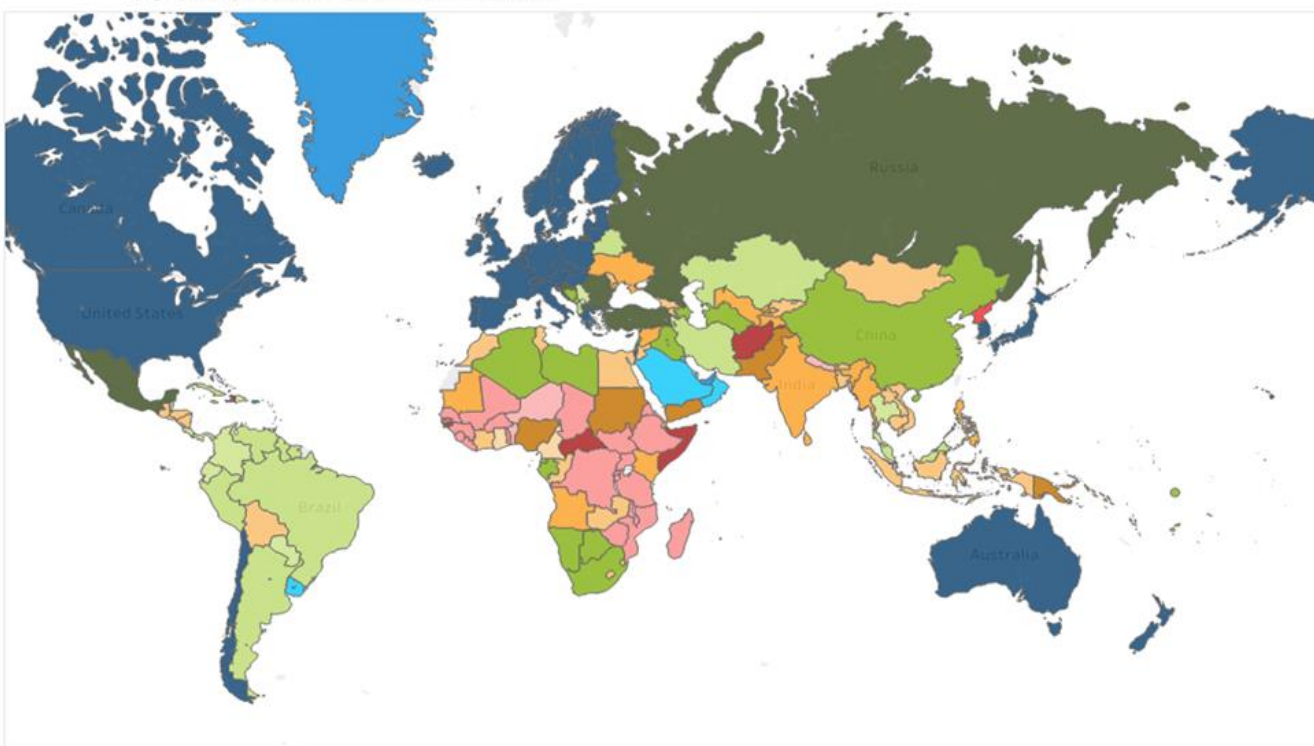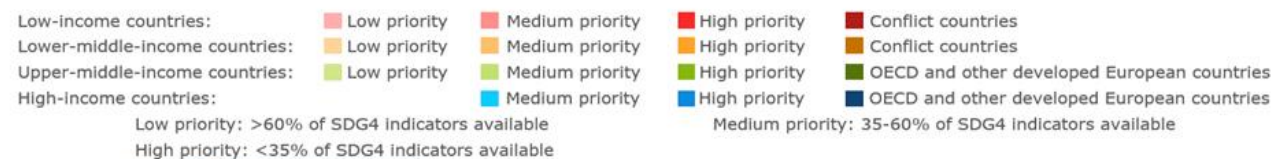| Indicator	Coverage
4.7.5	0%
4.7.4	0%
4.7.1*	0%
4.6.3	5%
4.c.6*	6%
4.4.2	8%
4.1.1.a*	12%
4.6.1*	13%
4.5.5*	15%
4.3.1*	15%
4.4.1*	18%
4.a.1*	21%
4.1.1.b*	23%
4.a.2	24%
4.2.1*	27%
4.2.3	28%
4.5.1*	30%
4.1.1.c*	33%
4.c.4*	36%
4.c.3*	37%
4.1.4*	39%
4.c.2*	44%
4.c.1*	44%
4.4.3*	48%
4.1.2*	48%
4.5.4*	51%
4.6.2*	57%
4.b.1*	70%
4.3.3*	70%
4.2.2*	72%
4.1.5*	73%
4.3.2*	79%
4.1.6*	82%
4.1.3*	83%
4.2.4*	86%
4.2.5*	97%
4.1.7*	97%
All Indicators	41%

Note: 1. * Indicators used for reporting and monitoring in 2017. 2. The following thematic indicators not presented in the figure currently have no data--4.5.2, 4.5.3, 4.7.2, 4.7.3, 4.a.3, 4.b.2, 4.c.5 and 4.c.7.
Source: the UIS database, July 2017.

A different approach is to look at the geography of data gaps taking into account of the income classification of countries. **Figure 2** shows that countries with the largest data gaps are located in sub-Saharan Africa, Eastern Asia, and the Small Island Developing States.

Figure 2. SDG 4 indicator coverage by country income level

Source: UNESCO Institute for Statistics.

The UIS further assessed where the data gaps exist regarding geographic regions and indicators (**Table 1**). Red cells indicate that the coverage rate is less than 40%, which has been referred to by the fourth TCG meeting (TCG4) as a critical point.

Table 1. Data coverage rate by target, indicator and SDG region (%)

		Central and Southern Asia	Eastern and South-Eastern Asia	Latin America & the Caribbean	Northern Africa	Northern America and Europe	Oceania	Sub-Saharan Africa	Western Asia	World
Target 4.1	4.1.1	5	16	30	17	31	4	25	27	**24**
	4.1.2	43	49	56	42	55	36	42	45	**48**
	4.1.3	86	83	76	83	76	76	94	92	**83**
	4.1.4	57	33	55	67	10	0	71	17	**39**
	4.1.5	86	74	75	56	73	76	63	85	**73**
	4.1.6	93	78	93	75	68	85	84	86	**82**
	4.1.7	100	100	98	100	93	97	97	100	**97**
Target 4.2	4.2.1	36	28	33	33	14	0	38	33	**27**
	4.2.2	57	72	79	50	76	71	67	78	**72**
	4.2.3	50	28	33	56	14	0	38	33	**28**
	4.2.4	86	83	83	83	86	86	89	87	**86**
	4.2.5	100	100	98	100	93	97	97	100	**97**
Target 4.3	4.3.1	0	0	0	0	58	0	0	11	**15**
	4.3.2	100	94	67	83	86	35	83	83	**79**
	4.3.3	79	78	86	33	70	82	50	78	**70**
Target 4.4	4.4.1	10	4	2	22	63	0	0	11	**18**
	4.4.2	0	17	2	0	24	6	0	6	**8**
	4.4.3	37	46	50	8	69	25	34	69	**48**
Target 4.5	4.5.1	28	29	33	28	27	18	35	27	**30**
	4.5.2	0	0	0	0	0	0	0	0	**0**
	4.5.3	0	0	0	0	0	0	0	0	**0**
	4.5.4	53	53	47	15	69	19	54	47	**51**
	4.5.5	...	...	...	...	...	...	...	...	**...**
Target 4.6	4.6.1	4	17	2	0	38	6	1	11	**13**
	4.6.2	79	67	52	50	40	24	77	72	**57**
	4.6.3	0	0	24	0	0	0	0	0	**5**
Target 4.7	4.7.1	0	0	0	0	0	0	0	0	**0**
	4.7.2	0	0	0	0	0	0	0	0	**0**
	4.7.3	0	0	0	0	0	0	0	0	**0**
	4.7.4	0	0	0	0	0	0	0	0	**0**
	4.7.5	0	0	0	0	0	0	0	0	**0**
Target 4.a	4.a.1	20	29	30	36	0	1	37	24	**21**
	4.a.2	14	44	33	50	0	65	15	33	**24**
	4.a.3	0	0	0	0	0	0	0	0	**0**
Target 4.b	4.b.1	100	67	81	100	18	88	100	61	**70**
	4.b.2	0	0	0	0	0	0	0	0	**0**
Target 4.c	4.c.1	51	44	61	47	14	42	59	48	**44**
	4.c.2	51	44	61	40	11	45	60	43	**44**
	4.c.3	48	44	41	36	13	43	49	40	**37**
	4.c.4	49	42	39	30	12	40	53	37	**36**
	4.c.5	0	0	0	0	0	0	0	0	**0**
	4.c.6	0	0	0	11	0	0	24	0	**6**
	4.c.7	0	0	0	0	0	0	0	0	**0**

Note: 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 because the indicator is currently presented in UIS database by recipient country while it should be presented by donor country.

2. Indicator Development

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. In particular, the TCG is strengthening its partnership with three UIS-led expert groups: the Global Alliance to Monitor Learning (GAML), the Inter-Agency Group on Education Inequality Indicators (IAG-EII), and a Task Force of the Inter-Secretariat Working Group on Household Surveys (ISWGHS).

This section reports the progress on SDG 4 indicator development by the TCG jointly with its partners. **Table 2** provides an overview of the current status of indicators. More details about the issues and progress on each indicator can be found in the TCG microsite[1] (http://tcg.uis.unesco.org).

The highlights on indicator development include:

- At its 4th Meeting in Dubai in January, 2018, the TCG agreed 33 indicators for monitoring and reporting in 2018, an increase from 29 indicators in 2017.

- In 2017, the TCG advanced the methodological development of 10 out of 15 non-learning outcomes (or skills indicators) related indicators and approved the methodologies of six of these[2].

- There are six targets--**4.4**, **4.5**, **4.6**, **4.7**, **4.a** and **4.c**--where more than half of their indicators have coverage lower than 40% or their methodologies have not been agreed. These areas will be rapidly prioritized in order to assess possibilities for either finalizing the methodology or considering alternative indicators.

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[1]Progress on non-learning outcomes (or skills) indicators can be found in "TCG4-10 Report from TCG WG1" and progress on learning outcomes (or skills) indicators can be found in the 4th TCG Meeting documents (http://tcg.uis.unesco.org/meetings_4th.php) and. http://tcg.uis.unesco.org/files/resources/meetings/4th/TCG4-22%20Progress%20on%20LO%20indicators.pdf

[2] 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 15 indicators fall under the responsibility of the TCG.

Table 2. Indicators by reporting status and methodological development

Target	Indicator	For reporting in 2017	For reporting in 2018	Methodologies developed in 2017 and approved by the TCG	Requiring further development
Target 4.1 Primary and secondary education	4.1.1	Yes	Yes		Yes*
	4.1.2	Yes	Yes		
	4.1.3	Yes	Yes		
	4.1.4	Yes	Yes		
	4.1.5	Yes	Yes		
	4.1.6	Yes	Yes		
	4.1.7	Yes	Yes		
Target 4.2 Early Childhood	4.2.1	Yes	Yes		Yes
	4.2.2	Yes	Yes		
	4.2.3	No	No		Yes
	4.2.4	Yes	Yes		
	4.2.5	Yes	Yes		
Target 4.3 TVET and Higher Education	4.3.1	Yes	Yes	Yes	
	4.3.2	Yes	Yes		
	4.3.3	Yes	Yes		
Target 4.4 Skills for work	4.4.1	Yes	Yes		Yes
	4.4.2	No	No		Yes
	4.4.3	Yes	Yes		Yes
Target 4.5 Equity	4.5.1	Yes	Yes		
	4.5.2	No	No		Yes
	4.5.3	No	No		Yes
	4.5.4	Yes	Yes		
	4.5.5	Yes	Yes		
Target 4.6 Literacy and Numeracy	4.6.1	Yes	Yes		Yes
	4.6.2	Yes	Yes		
	4.6.3	No	Yes	Yes	
Target 4.7 Global Citizenship	4.7.1	Yes	Yes	Yes	
	4.7.2	No	Yes	Yes	
	4.7.3	No	No		Yes
	4.7.4	No	No		Yes
	4.7.5	No	No		Yes
Target 4.a School Environment	4.a.1	Yes	Yes		Yes
	4.a.2	No	Yes	Yes	
	4.a.3	No	Yes	Yes	
Target 4.b Scholarships	4.b.1	Yes	Yes		
	4.b.2	No	No		Yes
Target 4.c Teachers	4.c.1	Yes	Yes		
	4.c.2	Yes	Yes		
	4.c.3	Yes	Yes		
	4.c.4	Yes	Yes		
	4.c.5	No	No		Yes
	4.c.6	Yes	Yes		
	4.c.7	No	No		Yes

Notes: Dark grey shading = global indicators; *Common reporting metrics

3. Capacity development on education statistics

To assist countries in statistical capacity development, the UIS has developed tools and strategies that enable countries to produce their own high-quality data, and to help donors channel resources to strategic approaches that work. These tools and strategies build on the UIS' track record of working directly with countries and its mandate as the official source of data, standards and methodologies to monitor progress towards SDG 4.

The 2017 edition of the SDG 4 Data Digest entitled *The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4*[3] covers the three main areas of UIS capacity development tools:

- Mapping tools to help countries identify potential data sources across ministries and national statistical offices, identify information gaps, and locate potential opportunities to monitor SDG 4 by integrating different databases, enhancing existing instruments to collect additional data, and producing disaggregated data.

- Data quality assessment tools to evaluate and strengthen the processes by which countries use different types of data, including administrative records, household surveys, learning assessments and expenditure information.

- Manuals, guidelines and codes of practice to support the production of education data to provide national policymakers with the evidence they need to plan and monitor the performance of their education systems and progress towards the SDG 4 targets.

Additionally, the TCG has proposed a statistical capacity development framework and developed a Wiki as a repository webpage on statistical tools, initiatives and funding mechanisms.

4. Interim reporting strategies

In order to maximise the availability of data for the global and thematic indicators and before the methodological development of learning outcomes (or skills) indicators' are finalized, the GAML and the UIS have proposed an interim reporting strategy[4] which was approved by the TCG. The Framework defines principles for reporting, the interim strategies, and reporting process. Currently, data have been reported for four out of six thematic learning indicators with annotations. Given the development stages of thematic indicators differ, the interim reporting strategies will be applied until a sustainable long-term reporting strategies have been in place for each of the thematic indicator. **Table 3** summarises the interim reporting strategy for each learning outcome (or skills) indicator.

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[3] http://uis.unesco.org/sites/default/files/documents/quality-factor-strengthening-national-data-2017-en.pdf
[4] http://tcg.uis.unesco.org/files/resources/meetings/4th/TCG4-36%20GAML%20interim%20reporting.pdf

Table 3. Interim reporting strategies of learning outcomes (or skills) indicators

Indicator	Strategies
4.1.1*	• Results from all assessments are accepted but will be reported with annotations. • Results for +1/-1 grade are accepted, except for lower secondary, and the country is to identify if it is reporting in the exact grade or not. • Results are accepted with the assessment's own minimum level benchmark with policy descriptors.
4.2.1*	• Depart from a long-term view by describing the learning domain and its ties to other domains—general areas of early language/literacy, early numeracy, social/emotional, physical. • The results can be population-based. Like 4.1.1, data will be reported with annotations. • During the interim reporting period, reporting will take place for each of the three domains under the indicator. • The assessments will be administered to a range of ages, from 0-5 years-old. • The assessments on cognitive skills need to follow the standards in the Good Practices in Learning Assessment.
4.4.2	• Data available for countries that participated in PIAAC's problem solving in technology rich environment. • National surveys will be reported if available with annotations pending the definition of a digital global framework for reference.
4.6.1*	• Draw on existing national and cross-national assessment frameworks and tools, and report these results with the appropriate footnoting.
4.7.4 and 4.7.5	• Results from all assessments are accepted and reported with annotations pending the definition of a global framework for reference. • Data collected need to align with the code of good practices.

Note: *Global indicators.

The UIS' goal, as custodial agency for reporting against the SDGs, is to develop global content frameworks for reference to ensure that every child is taught what he/she needs, to improve the quality of data and to report under a common metrics. This work will support national governments to effectively measure and monitor student learning outcomes in mathematics and reading against SDG Indicator 4.1.1 over time, and to utilise the data for making informed policy decisions. A further goal is to support the use of existing national and cross-national assessments to facilitate measurement and reporting of learning outcomes, rather than requiring a single assessment be used by all countries for SDG reporting purposes.

The GAML and its technical partners are exploring the development of reporting scales that would achieve these goals. A proposal for validating the scales has been put forward for consideration. More details can be found in "SDG 4 Reporting: Linking to the UIS Reporting Scale through Social Moderation"[5].

GAML is supportive of the concordance proposal[6], "Monitoring the SDGs: an IEA perspective"--made by the International Association for the Evaluation of Educational Achievement (IEA). The proposed methodology consists of having two or three countries per region participating in both the regional

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[5] See http://uis.unesco.org/sites/default/files/documents/gaml-sdg4-reporting-linking-uis-reporting-scale-social-moderation-2017-en.pdf
[6] See http://uis.openplus.ca/gaml/files/meeting4/UIS_comments_on_IEA_perspectives_on_monitoring_SDGs.pdf

assessment and TIMSS in 2019. By comparing and utilising the scores of these participating countries across both assessments, results for the remaining countries participating only in the regional assessment could be reported on the TIMSS scale. The "Ring Comparison" – using results from countries participating in both assessments - allows each region to be independent of other regions, whilst adopting the estimation methodologies that are best suited to the characteristics and statistical capacities of countries in the region.

5. The investment case for SDG 4 Data

The UIS recently published "The investment case for SDG 4 Data"[7] to inform dialogue on how we, as a community, get organized to monitor SDG 4. Importantly, the paper estimates how much countries would benefit from better monitoring. The paper sets out the case for investing in SDG 4 data in all dimensions and is designed to promote the need for monitoring and to build the case for multi-year financial commitments.

Taking a demand-driven approach by identifying the specific requirements and most feasible approaches to produce each indicator to monitor progress toward SDG4, the UIS estimated that the investment needed over the remaining period until 2030 is around US$2.8 billion. This would comprehensively cover all the costs of a solid monitoring compact. Some two-thirds of the cost is for monitoring the global set of indicators and the rest is for the thematic indicators. The costs assume that all thematic indicators would be collected by all countries. The per-country cost over this long period is US$135 million on average, or US$1.35 million per country per year.

Table 4. Estimate of SDG 4 data collection (in thousands of US$) over a ten-year period

Basic cost components	Total	Global indicators	Thematic indicators
Capacity development and technical assistance	37,017	7,934	29,083
Innovation	10,050	2,606	7,444
Household surveys or facility surveys	514,913	134,325	380,588
Household-based assessment (early childhood development and adults skills)	743,675	743,675	NA
Learning assessments	1,466,042	995,542	470,500
Equipment and other inputs	24,156	12,670	11,486
Total	2,795,853	1,896,751	899,101
Annualised	279,585	189,675	89,910
Average per country	13,507	9,163	4,343
Annualised per country	1,351	916	434

As shown in **Figure 3**, from the total cost of US$280 million per year, 45% are new funds (US$128 million) to add to the US$152 million currently being spent either through aid to low-income and lower-middle-income countries and self-funding for the SDG 4 agenda in the upper-middle-income and high-income countries. Half of the new funding should be aid for low-income and lower-middle-

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[7] http://uis.unesco.org/sites/default/files/documents/investment-case-sdg4-data.pdf

income countries. The remainder is the self-funding investment of upper-middle-income and high-income countries.

The Global Partnership for Education (GPE) is leading the call for investment in data to support countries in their quest to achieve SDG 4. In particular, the GPE has launched a data initiative under its Knowledge and Innovation Exchange, as part of its replenishment campaign.

A full document on the investment case for SDG 4 Data and discussion[8] are available on the UIS website. This document was utilised and discussed at the GPE Financing Conference in Dakar on February 2nd, 2018.

Figure 3. Estimated cost of data collection by source of funding in millions of US$ per year
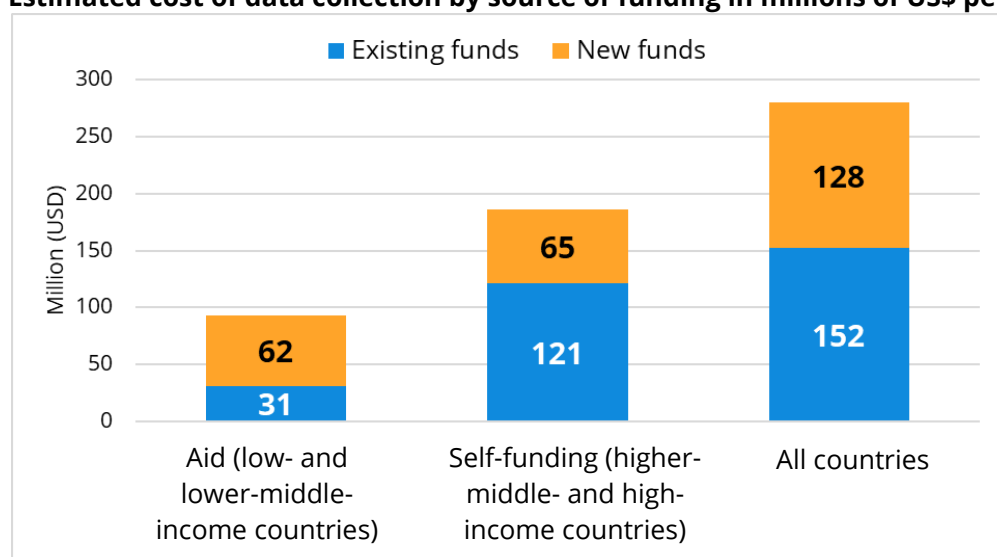
Source: UNESCO Institute for Statistics

6. Revision of the TCG Governance: TCG Members rotation policy

At its fourth meeting, the TCG discussed and supports the rotation policy to be implemented in 2018. In particular, the TCG recommends that each region be invited to nominate TCG Members and a regional organization to become a Member. TCG requests the Secretariat to invite all UNESCO Member States to nominate a TCG Focal Point to improve communications of the work of the TCG. The TCG also stresses the importance of ensuring that TCG participants are experts in their respective fields (especially education, statistics and the SDGs) and supports the proposal that out-going members be invited to continue to participate as Observers if they so wish.

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[8] See http://uis.unesco.org/sites/default/files/documents/investment-case-sdg4-data.pdf and http://uis.unesco.org/en/blog/sdg-4-data-investing-millions-today-will-save-billions-future

7. TCG key messages and recommendations to the Education 2030 Steering Committee

TCG key messages and recommendations to the Education 2030 Steering Committee are listed in the following seven areas.

Indicator development and data coverage

Learning outcome (or skills) indicators

A. The TCG approves the approach taken by the GAML to develop the learning outcome and skills indicators. It noted that the approach (a) meets national needs, respects national sovereignty and is sensitive to cultural values; (b) supports the effective use of assessment data to guide instruction development, curriculum improvement and evaluation policy; and (c) includes a quality assurance process that ensures the data are collected in a timely and resource efficient way, are valid and fit for the purpose of SDG reporting.

B. The TCG approves the GAML's approach to interim reporting, which is to take advantage of existing efforts and build upon them to maximise data reporting and keep harmonisation as the long-term focus. The TCG supports the footnoting according to harmonisation and data quality criteria.

C. The TCG ratifies the approach taken by GAML that it should continue taking full advantage of existing cross-national and national initiatives and promote the role of the SDG process in strengthening the national assessment systems.

D.   The TCG approves the methodological work plan of the GAML and related use of resources as agreed at the fourth GAML meeting in November 2017, and supports the UIS' role in that respect.

Non-learning outcomes (or skills) indicators

E. The TCG approves the recommendations from the Working Group on Indicator Development regarding indictors **4.3.1, 4.6.3, 4.7.1, 4.7.2, 4.a.2 and 4.a.3** for which methodologies have been developed, and supports the increased reporting of these indicators. The TCG also agrees that UNESCO should make a formal request to the IAEG-SDGs to change the tier classification for Indicator 4.7.1 from III to II on the basis of the methodology and results presented.

F. In view of lower than 40% data coverage for the majority of indicators in **Targets 4.4, 4.5, 4.6, 4.7, 4.a** and **4.c**, the TCG recommends to consider improvements in coverage, feasible in the short-term, and, if necessary, proposals of new indicators for the SDG4 thematic indicator framework to improve monitoring in these areas.

Equity indicators

G. The TCG endorses the work of the Inter-Agency Group on Education Inequality Indicator ([IAG-EII])[9] and efforts to utilize household survey data to measure equity in education and requests the IAG-EII to report on progress of the IAG with special attention to indicator 8.6.1 which could also inform the monitoring of Target 4.4.

Interim reporting strategies

H. The TCG approves the inclusive and holistic approach to interim reporting, in which data collected from all initiatives will be used towards SDG 4 monitoring, including the use of annotations and footnotes.

I. UIS is requested to ensure the conceptual harmonization of the different sources of information and to provide clear guidelines on the minimum quality criteria for data reporting. By doing so, it serves two objectives: first, as criteria for the annotations; and second, the formative principle that was intended by the UN General Assembly when approving the 2030 Agenda for Sustainable Development.

Capacity development

J. The GAML and the TCG are to prepare guidelines for national governments and development partners on how to ensure the SDG 4 monitoring indicators - especially the learning outcome indicators - are supported and funded in national education plans and budgets, and in education loans and grants.

K. The TCG endorses the launch of the repository webpage of statistical capacity development tools, initiatives and funding mechanisms, noting the necessity to continue efforts to make the website more "user friendly" and identify ways for integrating lessons learnt and good practices.

L. **The TCG recommends to the Education 2030 Steering Committee** to encourage countries' ownership of learning assessment and data more broadly, such as through partnership and inclusiveness at the national level, alignment with policy priorities and long term coordination of ongoing activities and to support country prioritization of indicators according to context and national policy priorities

Defining progress: use of benchmarks and thresholds

M. The TCG suggests that regional organizations could draw potential lessons from the education monitoring, benchmarking and reporting experience in the European Union. In particular, there should be caution in trying to introduce global benchmarks for SDG 4 indicators.

N. **The TCG recommends to the Education 2030 Steering Committee**:

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[9] http://uis.openplus.ca/iag/

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- to encourage the discussion and establishment of regional benchmarks taking special care to establish a well-defined participatory processes; and
- to highlight the formative side of benchmarks as helping to understand national realities on a comparative basis.

Data reporting

O. The TCG agrees on the need for increased coordination in international data validation processes both for indicators for SDG 4 on education, as well as between SDG 4 and the overall SDGs follow-up and review process.

P. The TCG approves four more thematic indicators (**4.6.3**, **4.7.2**, **4.a.2**, and **4.a.3**) for reporting in 2018 bringing the total to 33 (**Annex A)**.

Q. In all cases, a variety of data sources will be used together with appropriate footnoting to highlight differences following the criteria used by GAML with the aim of achieving harmonisation.

The investment case

R. The TCG will incorporate the costs of building on existing national learning assessments, and expanding the coverage of cross-national assessments, in its investment case for SDG 4 monitoring. Also, it will emphasize the role of cross-national assessments in capacity building, and the benchmarking and strengthening of national assessment systems (US$ 250 million every four years, or US$ 62.5 million/year).

S. As the GPE Board endorsed learning assessment (and data) as priority thematic areas for the Knowledge and Innovation Exchange platform, the investment case was promoted at the GPE Replenishment Conference in Dakar, Senegal on 2 February 2018. Funds could potentially be mobilized for the purpose of developing national capacities to build and sustain strong learning assessment systems, supporting regional assessment programmes, linking regional and international benchmarks and developing tools to ensure data quality according to minimum standards and to support alignment under the auspices of GAML.

T. **The TCG recommends to the Education 2030 Steering Committee** to adopt the TCG investment case for SDG 4 monitoring for US$ 280 million/year to guide donors, countries and all stakeholders.

U. Additionally, **the TCG recommends to the Education 2030 Steering Committee** to:

- effectively promote the role of data in achieving the SDG 4 targets among donors, countries and all stakeholders, pointing out the need to increase data relevance and visibility, as well as ensure political commitment at the country level;

- lobby for a trebling of the current financial aid to low- and lower-middle-income countries;

- guide countries in reporting the set of global indicators;

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- stress the need to focus investment on learning assessment and household surveys maximising the generation of indicators coming from these sources; and

- Complement the SDG4 monitoring compact with recomendations capacity development needs.

TCG Member rotation policy

V. **The TCG recommends to the Education 2030 Steering Committee** that TCG Members rotation is carried out at the same time as the rotation of members of the Education 2030 Steering Committee.

Annex A. The list of the 33 indicators for monitoring in 2018

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	
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
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
4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)
4.1.4	Completion rate (primary education, lower secondary education, upper secondary education)
4.1.5	Out-of-school rate (primary education, lower secondary education, upper secondary education)
4.1.6	Percentage of children over-age for grade (primary education, lower secondary education)
4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
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	
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
4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development
4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
4.3.2	Gross enrolment ratio for tertiary education by sex
4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
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	
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
4.4.3	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation

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

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
4.5.4	Education expenditure per student by level of education and source of funding
4.5.5	Percentage of total aid to education allocated to least developed countries

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

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
4.6.2	Youth/adult literacy rate
4.6.3	Participation rate of illiterate youth/adults in literacy programmes

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

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
4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education

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

4.a.1	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (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
4.a.3	Number of attacks on students, personnel and institutions

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

4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
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	
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
4.c.2	Pupil-trained teacher ratio by education level
4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution
4.c.4	Average teacher salary relative to other professions requiring a comparable level of qualification
4.c.6	Teacher attrition rate by education level

Note: Indicators with grey shading are global indicators.

Annex B. TCG Members and participants, 2017

TCG Members	UNESCO (4)	UNESCO Institute for Statistics (UIS)[10]
		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
		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)[11]		**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)

[10] Secretariat
[11] SDG-Education 2030 Steering Committee Members 2017