The Technical Cooperation Group

Second meeting Summary

Montreal, Canada
4 November, 2016
Draft Summary Record: Second Meeting of the Technical Cooperation Group on the Indicators for SDG4-Education 2030 (TCG)

Introduction

The second meeting of the Technical Cooperation Group on the Indicators for SDG4-Education 2030 (TCG) took place on 26-28 October 2016, at the Consejo Escolar del Estado (the State School Council) in Madrid, Spain. There were 74 experts and representatives from a wide range of countries, civil society organizations and multilateral organizations participating in the meeting (Annex 1).

The objectives of the meeting were to advance the development of indicators for monitoring SDG 4 by (a) discussing and agreeing the list of thematic indicators (including necessary placeholders) to be recommended by the TCG for reporting in 2017 and for adoption by the Education 2030 SC; (b) updating participants on the implementation process regarding the SDG global indicators led by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs); (c) clarifying the data governance structure for SDG 4; (d) identifying the steps needed to operationalize the thematic indicators and establish working groups for this purpose; and (e) agreeing on the terms of reference and the main elements of the TCG’s work plan in 2016-2017.

Results

The TCG Secretariat (UIS):

- THANKED the host of the Ministry of Education, Culture and Sports of Spain, the National Institute for Educational Evaluation in Spain, and the Organization of Ibero-American States for Education, Science and Culture.

- WELCOMED the participation and inputs from the TCG Members, Observers, UNESCO, CCNGO, Educational International, GPE, OECD, UNICEF, and the World Bank Group in the second TCG meeting.

The Technical Cooperation Group:

- ADOPTED the draft agenda.

- APPRECIATED the update from the Co-Chair of the Education 2030 Steering Committee, Mr. Dankert Vedeler, on the Committee’s work, its objectives, main lines of action and NOTED that the set of thematic indicators base for reporting in 2017 will be endorsed at the next meeting of the Committee to be held on 8-9 December 2016.

  WELCOMED the update from the Co-Chair of the Education 2030 Steering Committee on the discussion about a lead indicator and the update of the Secretariat on the technical activities carried forward to inform the Education 2030 SC in meeting of December.

- NOTED the latest developments in the implementation of the SDG global indicators led by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs).
• NOTED the Data Governance Structure for SDG 4.

• NOTED the technical implementation process for learning outcome indicators (associated with Targets 4.1, 4.2, 4.4, 4.6, and 4.7) and the results of the second meeting of the Global Alliance to Monitor Learning.

• WELCOMED the update on interlinkages between SDG 4 education indicators and other SDG Goals and Targets.

• NOTED the conclusions and recommendations of the UIS and OECD based on their assessments on countries' data availability to monitor the progress on SDG 4.

• NOTED the national initiatives on the implementation of monitoring SDG 4 in Jamaica, Saudi Arabia and Spain.

• DISCUSSED the results of the Open Consultation of TCG Thematic Education Indicators and the Open Consultation of the TCG on Placeholder Indicators.

• Discussed and AGREED on the list of 29 thematic education indicators to be reported in 2017 (see Table 1) which will be presented for endorsement by the Education 2030 Steering Committee, noting the need for further review and development of the remaining 14 thematic indicators (Table 1) included in the annex of the Education 2030 Framework for Action.

• DISCUSSED and AGREED on the need to explore the relevance and feasibility of new additional indicators and data sources to better inform some of the targets (Table 1).

• DISCUSSED the criteria to use placeholders at both the global and thematic levels. The use of placeholders for selected indicators will be DECIDED through a further TCG consultation to be launched shortly after the meeting.

• NOTED the request made by the representative from France to have a list of the different products which are being produced related to indicators and monitoring of SDG4-Education 2030 and COMMITED to provide that list to the TCG members and observers.

• DISCUSSED the TCG’s terms of reference and the main elements of the TCG’s work plan in 2016-2017. Members and observers will provide feedback on the draft TCG’s terms of reference which will be circulated by the UIS shortly after the meeting.

• DISCUSSED the steps needed to operationalise the thematic indicators and AGREED on the creation of 3 TCG Working Groups for the purposes of improving the methodological work of the SDG 4 indicators, identifying capacity building needs and producing recommendations to improve SDG 4 country reporting mechanisms. Members and observers will provide feedback on the draft terms of reference of the Working Groups which will be circulated by the UIS after the meeting.
DISCUSSED the development work which is being carried out by the Global Alliance to Monitor Learning (GAML) in relation to indicators on learning outcomes and skills and INVITED countries to join GAML. This initiative would be the fourth area of work (in addition to the three working groups) where TCG members and observers can directly contribute to the development work on indicators which is in progress.

DISCUSSED and NOTED that the IAEG is considering additional global indicators for some SDG targets, including 4.1. The UIS was asked for advice. The TCG will be consulted on this matter shortly after the meeting and seek reaching a common position that can be communicated to the IAEG and the Education 2030 Steering Committee.

DISCUSSED the importance of having at the global level an indicator that reflects learning outcomes and also another one that indicates children in/out of school at the end of primary and lower secondary, and therefore AGREED on submitting the concern to the IAEG-SDGs meeting in Geneva in November 17-18 clarifying the position of the group in that regard.

Summary of individual sessions

Session 1: Opening session

Ms Silvia Montoya (UNESCO Institute for Statistics, Director), Mr Jorge Sáinz González (Spain, Secretary-General of Universities in the Ministry of Education, Culture and Sport) and Mr Abicalil (Organization of Ibero-American States for Education, Science and Culture, Director-General of Education and Cultural Programmes) welcomed the participants to meeting. Ms Montoya presented the objectives of the meeting and proposed the meeting agenda. Each meeting participant introduced him/herself.

The TCG Meeting participants:

- ADOPTED the meeting agenda.

Session 2: The SDG global monitoring framework

Ms Silvia Montoya updated the meeting participants on the status of the implementation of the SDG 4 Global and Thematic Indicator Frameworks. She highlighted the first SDG Digest published by the UIS in August 2016 which set out the key challenges for SDG 4 data collection as well as the role of countries in the 2030 agenda.

The TCG Meeting participants:

- DISCUSSED the current state of SDG 4 implementation.

Session 3: The SDG Education 2030 Steering Committee

Mr Dankert Vedeler (the co-chair of SDG Education 2030 Steering Committee) updated the TCG on the Committee’s work, its objectives, and main lines of action. Mr Vedeler also addressed the process of shaping the monitoring framework.
The global indicators will be further discussed and decided by the IAEG-SDGs which will next meet in November in Geneva. Mr Vedeler recommended that the inputs and results of the TCG should be conveyed to the IAEG meeting. Regarding Target 4.5 on equity, disaggregated data (e.g. by wealth, location, disability) need to be collected in a sensible way. The SDG agenda should lead to accountability of the state government, civil society, international organizations, and others. Finally, he mentioned the cost implications of data collection which need to be balanced with the need for data.

The TCG Meeting participants:

- NOTED the SDG 4- Education 2030 Steering Committee’s work, its objectives, and the Co-Chair’s reflections on the process of shaping the monitoring framework.

**Session 4: UIS SDG 4 related data initiatives**

Chaired by Mr Alexander Leicht (UNESCO, Chief of Section of Education for Sustainable Development), this session started with a presentation by Mr Said Ould Voffal (UNESCO Institute for Statistics (UIS), Programme Specialist in Education Indicators and Data Analysis Section) with an update on the development of the metadata for the SDG 4 global and thematic indicators, the UIS’ data production and harmonization processes, their issues and challenges, and the UIS’ strategies. Then, Mr Juan Cruz Perusia (UIS, Regional Advisor, Latin America and the Caribbean) presented the UIS’ SDG 4-related data initiatives, including the Sustainable Development Data Digest, data repository for SDG4-E2030 indicators (e.g., the eAtlas for Education 2030), and webinars and blogs on data development.

The TCG Meeting participants:

- NOTED the UIS’ latest SDG 4 related data initiatives.

**Sessions 5-8: Progress towards defining the set of thematic indicators for 2017**

Chaired by Mr. Dankert Vedeler, this session was organized into three parts, which started with a presentation by Ms Alison Kennedy (UNESCO Institute for Statistics, Programme Specialist in Education Indicators and Data Analysis Section) on the results of the Open Consultation on the Thematic Education Indicators (launched on August 23).

Indicators for Targets 4.1, 4.6 and 4.c were well supported by the 58 respondents to the survey, including 28 TCG-affiliated (Members, Observers, and organizations) and 30 others (countries, civil society, academia and non-TCG affiliated organizations). By contrast, indicators for Targets 4.2, 4.3, 4.4, 4.5, 4.7, 4.a and 4.b required further consideration either because as a group they did not represent well the ambitions of the targets; or individually, they require further conceptualization and/or methodological development. For each target, the main concerns raised by the respondents, proposed changes, and areas for future development were presented. More details for each target can be found in Ms Kennedy’s presentation slides.

Following Ms Kennedy’s presentation, four groups were formed and elected their respective chairpersons and rapporteurs.
Each group was assisted by a facilitator from the original Technical Advisory Group on post-2015 education indicators (TAG) which developed the proposal for the thematic indicator framework.

Report from Group 1 on Targets 4.1, 4.2 and 4.6
- The indicators that have broad agreement for monitoring in 2017 are 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.2.1, 4.2.2, 4.2.4, 4.2.5, 4.6.1, and 4.6.2.
- The indicators that the Group suggested should not be used for monitoring in 2017 include 4.2.3 and 4.6.3.
- The indicators that need further conceptual or methodological development include 4.1.1, 4.2.1, 4.2.3, 4.6.1 and 4.6.3.
- Additional areas suggested by the Group for further development include the hidden costs of education (eg school uniforms, meals and transport).

Report from Group 2 on Targets 4.3, 4.4 and 4.7
- The indicators that received broad agreement for monitoring in 2017 include 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.4.3, and 4.7.1.
- The indicators that the Group suggested should not be used for monitoring in 2017 include 4.4.2, 4.7.2, 4.7.3, 4.7.4, and 4.7.5.
- The indicators that need further conceptual or methodological development include 4.3.1, 4.4.1, 4.4.2, 4.4.3, 4.7.1, 4.7.2, 4.7.3, 4.7.4, and 4.7.5.
- Additional areas suggested by the Group for exploration and development include (a) the measures of affordability and quality for Target 4.3; (b) employment-related indicators and measures of a broader range of work-related skills than ICTs for Target 4.4; (c) attitudes and values, lifelong learning, non-formal education, and qualitative indicators for Target 4.7.

Report from Group 3 on Targets 4.5 and 4.b
- The indicators that received broad agreement for monitoring in 2017 include 4.5.1, 4.5.4, 4.5.5, 4.b.1.
- The indicators that the Group suggested should not be used for monitoring in 2017 include 4.5.2, 4.5.3, and 4.b.2.
- The indicators that need further conceptual or methodological development include 4.5.2, 4.5.3, and 4.b.2.
- Additional areas suggested by the Group for exploration and development include the measurement of support for marginalized students for Target 4.b.
- It was also suggested that the disaggregation of 4.5.1 by migratory status should be explored.

Report from Group 4 on Targets 4.a and 4.c
- The indicators that received broad agreement for monitoring in 2017 include 4.a.1, 4.c.1, 4.c.2, 4.c.3, 4.c.4, and 4.c.6.
- The indicators that the Group suggested should not be used for monitoring in 2017 include 4.a.2, 4.a.3, 4.c.5, and 4.c.7.
- The indicators that need further conceptual or methodological development include 4.a.1 (d), 4.a.2, 4.a.3, 4.c.5, and 4.c.7.
- Additional areas suggested by the Group for exploration and development include expenditure and national quality standards for Target 4.a.

Following the reports from each group the TCG discussed and finalized the list of indicators for reporting in 2017 and those indicators and areas requiring further development. Twenty-nine indicators,
including the 11 global indicators, were selected for reporting in 2017. The results from the break-out and plenary discussions are summarized in Table 1.

The TCG Meeting participants:

- NOTED the results of the TCG Open Consultation on the Thematic Education Indicators.
- PARTICIPATED in small group discussions and REPORTED the summary of the group discussion.
- DISCUSSED the indicators by target, ENDORSED the indicators to be used for monitoring and reporting in 2017 and AGREED on the indicators and additional areas that need further development.
- SUGGESTED the periodicity of each indicator and the levels of disaggregation should be included in the metadata and definitions of each indicator.
- RECOMMENDED that the work on indicators requiring further development should be completed before 2019 so that the report to the High Level Political Forum on progress towards SDG 4 could cover all indicators.

Session 9: Indicators for SDG4 targets focused on learning outcomes

Ms Silvia Montoya updated the meeting participants on the focus, status and progress of the Global Alliance to Monitor Learning (GAML), a UIS initiative to address the learning outcome agenda.

The demand for globally-comparable data on learning necessitates new ways of working with countries, regional bodies and global organizations to produce the required data for monitoring. With many measures already in use, substantial progress has been made in defining and measuring learning in similar ways in many parts of the world. The task now is to build on the work done to date to develop globally-comparable approaches for data collection and analyses.

For each education target, the issues and options for measurement are slightly different, with a set of working principles that apply to all targets. The UIS has identified two areas of work: helping countries to ensure data quality and harmonizing different methods and metrics.

With respect to the quality of data, UIS has two initiatives. The first is the Catalogue of Learning Assessment, which maps the availability of assessments and their characteristics by country. The second is the Data Quality Assessment Framework that includes three modules.

Ms Montoya described three technical issues that should be addressed to report data for SDG4:

1) Comparability: What are the issues that arise in assessing comparability?
2) Defining the minimum proficiency level: What is the present state of thinking on how best to define ‘minimum proficiency’ or basic competencies?
3) Periodicity: What is the consensus on how frequently data should be collected, especially in light of how quickly it is anticipated that changes in learning outcomes can be identified?

- Participants WERE INVITED to join the task forces of the Global Alliance to Monitor Learning.
Session 10: Interlinkages between Indicators

Mr Jordan Naidoo (UNESCO, Director of Division for Education 2030 Support and Coordination) presented the interlinkages between indicators across SDG Goals and Targets with a focus on education (Goal 4) and other SDGs, such as Target 3.7 (health and well-being), Target 8.6 (decent work and economic growth), Target 12.8 (responsible consumption & production), and Target 13.3 (climate action).

The TCG Meeting participants:

- NOTED the links between the indicators under education (Goal 4) and those under other SDGs.

Session 11: Assessing countries’ readiness to monitor the progress on SDG 4 - a regional perspective

Chaired by Mr Husein Abdul-Hamid (World Bank, Senior Education Specialist and Edstats Coordinator), this session started with a presentation made Ms Corinne Heckmann on OECD & the Education SDG architecture and associated projects contributed by the INES Programme (an authoritative source for accurate and relevant information on education for OECD’s 35 member and partner countries). Additionally, she presented the results of OECD’s mapping of SDG 4 Global and Thematic Indicators and relevant data sources.

Similarly, Mr Juan Cruz Perusia presented the results of the UIS’ survey on assessing the readiness (or data availability) of countries in the Arab States, Asia and the Pacific, Latin America and the Caribbean, and sub-Saharan Africa to produce the indicators for SDG4-Education 2030. He further discussed the challenges for specific data sources.

Comments from the participants: (a) the importance of setting standards and definitions in collecting cross-national data; (b) the need to have coordination mechanism between entities within countries in order to integrate pieces of information; (c) a suggestion to use reports produced by NGO, in addition to administrative data.

The TCG Meeting participants:

- NOTED UIS’ and OECD’s recent assessments on countries’ data availability for monitoring SDG4.

Session 12: Progress towards defining placeholder indicators for reporting in 2017

Chaired by Mr Jordan Naidoo, in this session Ms Alison Kennedy presented the results of the TCG Open Consultation on Placeholders (launched by the UIS on September 26) with 34 respondents.

Questions and comments from the participants: (a) some concern about using placeholders that have low relevance to the SDG 4 Targets; (b) for 4.6.1, a suggestion to use proxy data/indicators (e.g. education attainment of lower secondary education) than the proposed placeholder indicator (assessment of functional literacy and numeracy skills) in order to have a higher country coverage; (c)
request for clarification on the uses and purposes of global, thematic and national monitoring and the
distinctions between them; (d) a suggestion to reduce the use of placeholders and instead, to prioritise
the development of the original indicators.

The TCG Meeting participants:

- PROPOSED another TCG consultation on the placeholders to clarify their purpose and decide
  in which cases they should be used.
- REQUESTED the Secretariat to compile a list of the different products related to indicators and
  the monitoring of SDG 4 – Education 2030 which are available.

**Session 13: Implementation of SDG 4 monitoring frameworks in countries**

Chaired by Mr Hiroyuki Hattori (UNICEF, Statistics Specialist – Education), this session included three
panelists presenting the implementation of monitoring SDG 4 in their countries.

Dr Mansour Alosaimi (Permanent Delegation of the Kingdom of Saudi Arabia to UNESCO) addressed
his government’s implementation and initiatives for monitoring SDGs. Ms Philippa Livingston (Jamaica,
Director of Policy, Analysis, Research & Statistics) presented Jamaica’s implementation strategy for the
SDGs. Mr Vicente Alcañiz (Spain, Director of National Institute of Educational Assessment) presented
the national/international learning assessments and evaluation in Spain, and Spain’s participation in
data collection projects conducted by OECD and EU.

The TCG Meeting participants:

- NOTED the implementation of SDG 4 monitoring frameworks in Saudi Arabia, Jamaica and
  Spain.

**Session 14: Indicator development in Finance**

Mr Saïd Ould Voffal provided an overview on SDG education finance indicators and presented the key
issues regarding the coverage of finance in the UIS data collection. Mr Ould Voffal presented the UIS
strategy to improve the coverage of expenditure data and which will combine the two following
approaches:

- Simplifying the questionnaires to collect only essential data for countries with the least statistical
capacity
- Exploring the possibility of using existing external data sources to fill in data gaps and get the
  collected data reviewed and validated by national statisticians before their publication

Mr Ould Voffal presented preliminary results of ongoing UIS study on the feasibility of expanding the
coverage of current UIS statistics on household expenditure on education by using existing household
surveys databases. This work is done in collaboration with The World Bank and the International
Household Surveys Network (IHSN) and is expected to significantly improve the coverage of household
educational expenditure data in the UIS Data Centre by May 2017.
There was finally a discussion about whether indicators like 4.5.4 on expenditure per student should be based on initial or final financing. As a result of the discussions it was agreed that initial financing would be more appropriate in this case as the indicator is an equity measure of who is financing education.

The TCG Meeting participants:

- NOTED the issues about collecting education finance data from countries and the UIS’ strategies of addressing these challenges and the changes of the methodology of calculating some indicators using initial financing.

**Session 15: Setting up Working Groups**

Ms Alison Kennedy and Ms Silvia Montoya presented the TCG’s terms of reference, including the TCG membership, governance, operation, decision process, and the creation of four working groups. The working groups are designated to support the implementation of the TCG work plan and work on the four areas including indicator development (Working Group 1, or WG1), statistical capacity-building (WG2), country reporting (WG3), and learning outcomes (WG4). All TCG participants are encouraged to join the working groups. It is expected each group will have 6-8 members and will be chaired by a TCG Member. Ideally, the composition of each group should have a good regional representation.

After the TCG meeting, the UIS will send out the working groups’ terms of reference and an invitation to participants to express interest in taking part in one or more groups.

Questions and comments from the meeting participants: There should be communication mechanism across the four working groups as their tasks are correlated. This will be provided by the UIS in its role as secretariat. The division of tasks between the Working Group on Indicator Development and the Working Group on Learning Outcomes should be clear. Generally, WG4 will work on learning outcome related indicators. The remaining indicators will fall under WG1.

In the last session of the meeting, a proposal was made to agree on a joint statement from the TCG to the IAEG-SDGs and the Education 2030 Steering Committee. The proposal was in two parts:

(i) to recommend dropping “grades 2/3” from the global indicator 4.1.1 because of practical reasons (i.e. the lack of data in most of the countries); and

(ii) to support the selection of an additional global indicator for Target 4.1.

The TCG was divided on the first part of the proposal. The UIS Director noted there were several other indicators where data coverage was relatively low but that the TCG had agreed on their further development. None of the indicators had been dropped. Additionally, UIS’s mapping exercise of national learning assessment systems revealed that more than 40 countries are currently assessing children’s learning at early grades. The TCG therefore decided not to accept that part of the proposal or to make any other changes to the existing global indicators.

On the second part of the proposal there appeared to be broad agreement on recommending the selection of an additional global indicator. It was AGREED that the Secretariat would write to Members following the meeting to propose such a statement and to seek their agreement.

The TCG Meeting participants:
• NOTED TCG’s terms of reference and immediate work plan, which include the plan of setting up Working Groups.
• WERE INVITED to join the Working Groups in the areas of indicator development, country statistical capacity-building, data reporting, and learning outcomes. The invitations will be formally sent together with the draft ToR for the Working Groups.
Table 1. Summary of the indicators agreed by the TCG for monitoring in 2017 and the indicators that need further development

In the table, dark grey shading indicates global indicators, whereas red font indicates modifications to original list of 43 thematic indicators.

<table>
<thead>
<tr>
<th>Primary and secondary education</th>
<th>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</th>
<th>For monitoring in 2017</th>
<th>Requires further development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>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</td>
<td>YES</td>
<td>YES</td>
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<td></td>
<td>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</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td>4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)</td>
<td>YES</td>
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<td></td>
<td>4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)</td>
<td>YES</td>
<td></td>
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<tr>
<td>Participation</td>
<td>4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)</td>
<td>YES</td>
<td></td>
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<tr>
<td></td>
<td>4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)</td>
<td>YES</td>
<td></td>
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<tr>
<td>Provision</td>
<td>4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>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</th>
<th>For monitoring in 2017</th>
<th>Requires further development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for primary school</td>
<td>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</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Participation</td>
<td>4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Readiness for primary school</td>
<td>4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Participation</td>
<td>4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Provision</td>
<td>4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks</td>
<td>YES</td>
<td></td>
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<tr>
<td>TVET and Higher Education</td>
<td>Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university</td>
<td>For monitoring in 2017</td>
<td>Requires further development</td>
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<tr>
<td>Participation</td>
<td>Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex by sex</td>
<td>YES</td>
<td>YES</td>
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<td></td>
<td>4.3.2 Gross enrolment ratio for tertiary education by sex by sex</td>
<td>YES</td>
<td></td>
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<td></td>
<td>4.3.3 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex by sex</td>
<td>YES</td>
<td></td>
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<tr>
<td>Additional areas for development</td>
<td>Affordability, quality by sex by sex</td>
<td>not applicable</td>
<td>YES</td>
</tr>
<tr>
<td>Skills for work</td>
<td>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</td>
<td>For monitoring in 2017</td>
<td>Requires further development</td>
</tr>
<tr>
<td>Skills</td>
<td>Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill by skill</td>
<td>YES</td>
<td>YES</td>
</tr>
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<td></td>
<td>4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills by skill</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation by skill</td>
<td>YES</td>
<td>YES to simplify</td>
</tr>
<tr>
<td>Additional areas for development</td>
<td>Measures of a broader range of work-related skills than ICTs, other employment-related indicators by skill</td>
<td>not applicable</td>
<td>YES</td>
</tr>
<tr>
<td>Equity</td>
<td>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</td>
<td>For monitoring in 2017</td>
<td>Requires further development</td>
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<tr>
<td>Policy</td>
<td>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</td>
<td>YES</td>
<td></td>
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<td></td>
<td>4.5.2 Percentage of students in primary education whose first or home language is the language of instruction</td>
<td>NO</td>
<td>YES</td>
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<td></td>
<td>4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations</td>
<td>NO</td>
<td>YES</td>
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<td></td>
<td>4.5.4 Education expenditure per student by level of education and source of funding</td>
<td>YES</td>
<td></td>
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<td></td>
<td>4.5.5 Percentage of total aid to education allocated to low income least developed countries</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</td>
<td>For monitoring in 2017</td>
<td>Requires further development</td>
</tr>
<tr>
<td>Skills</td>
<td>4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>4.6.2 Youth/adult literacy rate</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>4.6.3 Participation rate of illiterate youth/adults in literacy programmes</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Provision</th>
<th>4.7.1</th>
<th>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</th>
<th>YES</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.7.2</td>
<td>Percentage of schools that provide life skills-based HIV and sexuality education</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>4.7.3</td>
<td>Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Knowledge</td>
<td>4.7.4</td>
<td>Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>4.7.5</td>
<td>Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Additional areas for development</td>
<td></td>
<td><strong>Attitudes and values, life-long learning/non-formal, qualitative indicators</strong></td>
<td>not applicable</td>
<td>YES</td>
</tr>
<tr>
<td>School Environment</td>
<td>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</td>
<td>For monitoring in 2017</td>
<td>Requires further development</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Resources</td>
<td>4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>4.a.2 Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse</td>
<td>NO</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.a.3 Number of attacks on students, personnel and institutions</td>
<td>NO</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional areas for development</td>
<td>Expenditure, national quality standards</td>
<td>not applicable</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarships</td>
<td>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</td>
<td>For monitoring in 2017</td>
<td>Requires further development</td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td>4.b.1 Volume of official development assistance flows for scholarships by sector and type of study</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.b.2 Number of higher education scholarships awarded by beneficiary country</td>
<td>NO</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional areas for development</td>
<td>Support for marginalized students</td>
<td>not applicable</td>
<td>YES</td>
</tr>
<tr>
<td>Teachers</td>
<td>Target 4.c</td>
<td>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</td>
<td>For monitoring in 2017</td>
<td>Requires further development</td>
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<tr>
<td>Trained</td>
<td>4.c.1</td>
<td>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</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.c.2</td>
<td>Pupil-trained teacher ratio by education level</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Qualified</td>
<td>4.c.3</td>
<td>Proportion of teachers qualified according to national standards by education level and type of institution</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.c.4</td>
<td>Pupil-qualified teacher ratio by education level</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>4.c.5</td>
<td>Average teacher salary relative to other professions requiring a comparable level of qualification</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td></td>
<td>4.c.6</td>
<td>Teacher attrition rate by education level</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Supported</td>
<td>4.c.7</td>
<td>Percentage of teachers who received in-service training in the last 12 months by type of training</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>
Annex 2: Meeting participants

Member countries

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1. Mr Robert Stepanyan
   Head of the Department of Development Programs and Monitoring
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   Department for International Development

United Republic of Tanzania

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   Ministerio de Educación y Deportes

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SG of Educative Foreign Promotion  
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55. Clara Fontdevila

GPE

56. Mr Moritz Bilagher

OECD

57. Ms Corinne Heckmann
58. Ms Marta Encinas Martin

Organization of Ibero-American States for Education, Science and Culture

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61. Mrs. Tamara Díaz, Coordinator of Institute of Evaluation
62. Mrs. Camila Diógenes, Chief of Staff
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64. Mr Alexander Leicht
65. Mr Manos Antoninis

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67. Ms Alison Kennedy
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69. Mr Juan Cruz Perusia
70. Ms Chiao-Ling Chien
71. Mr Alejandro Vera Mohorade

UNICEF
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World Bank
73. Mr Husein Abdul-Hamid

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