TECHNICAL COOPERATION GROUP ON THE INDICATORS FOR SDG4-EDUCATION 2030 (TCG): EIGHTH MEETING
CONCEPT NOTE
The 2020 Global Education Meeting called for a proposal to improve the Global Education Cooperation Mechanism (GECM), and to strengthen the SDG-Education 2030 Steering Committee to lead and coordinate the GCM according to the Education 2030 Framework for Action (FFA), taking into consideration the post-COVID-19 context.

In recent months, progress has been made towards establishing a new Global Education Cooperation Mechanism, which will be launched in November 2021. One of the three core functions of the new GECM is to increase the availability of data on education-related actions and outcomes, and the use of these data to monitor progress towards SDG 4 to enhance the conditions for accountability.

As part of this core data and monitoring function in the GECM, five strategies are envisaged, of which three will be the focus of the eighth meeting of the TCG:

- **Fill data gaps**, with an emphasis on the gaps of selected SDG 4 indicators. While far more education data are currently available than before, there is also a sense that significant gaps remain, especially for high profile indicators, which prevents effective monitoring of progress in education.

- **Strengthen the TCG** for more country engagement and ownership. While maintaining the current representation mechanism, all countries should nominate two contact points, one from the ministry of education and one from the national statistical office. Engagement by all countries and stronger links between TCG representatives and their constituencies will be needed to (i) strengthen ownership of methodological developments, (ii) contribute to the development and monitoring of joint plans to fill data gaps, and (iii) engage in the setting and review of benchmarks.
• Finalize the setting of national and regional **benchmarks** for selected SDG 4 indicators, following a robust technical and political process, based on countries’ ownership and their national sector plans’ targets, where available. Fulfilling this neglected commitment of the Education 2030 Framework for Action (FFA) will be the linchpin of the proposed reform.

**Objectives of 8th Meeting of the TCG**

The 8th meeting of the TCG (TCG 8) will focus on:

• Providing an update on the global, thematic and regional methodological developments to **fill data gaps**, including:
  - New reporting of administrative data, including expenditure
  - New developments on learning outcome indicators
  - New developments on household survey-based indicators
  - Population estimates: call for a task force
• Discussing regional and national engagements within the **TCG working arrangements**
• Presenting status, finalization, and next steps for **SDG 4 benchmarks**

Consequently, the main objectives of TCG 8 are:

1. To **DISCUSS** and **ENDORSE** methodological decisions and areas where further work is needed; and
2. To **IDENTIFY** areas for improvement in data production and funding;
3. To **REVIEW** and **FINALIZE** the list of indicators to be published in 2022;
4. To **REVIEW** and **ENDORSE** the working arrangements of the TCG.

**TCG 8 Meeting Modalities**

This year, the TCG Secretariat is convening its members to a virtual meeting for a duration of 3.5 hours.

**Date:** **Tuesday 2 November 2021**

**Time:** **14h00 to 17h30 (Paris time) / 9h00 to 12h30 am EST (Montreal time)**

The meeting will be held in English, with simultaneous translation to French and Spanish.
TCG Working Groups Meetings

The following TCG working groups will be meeting the week prior to the TCG 8 to discuss issues pertaining to their mandate.

<table>
<thead>
<tr>
<th>Working Group</th>
<th>Date and time (Paris time)</th>
<th>Themes</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>25 October 2021 16:00-17:00</td>
<td>• ISCED-Teachers</td>
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| Household Surveys                              | 25 October 2021 17:00-18:15 | • Out-of-school rate  
• Disability  
• UNICEF/New                                   |
| Administrative data / EMIS                     | 26 October 2021 13:00-14:15 | • Work with templates  
• Population                                        |
| Education Expenditure                          | 26 October 2021 14:15-15:30 | • Presentation and review of the UIS template for the use of national data |
| Global Alliance for Monitoring Learning (GAML) | 28 October 2021 13:00-18:00 | • SDG Indicator 4.1.1  
Update on Policy Linking and Statistical Linking  
• Measuring Learning Loss  
• Developments on indicators 4.6.1  
• Measuring Learning in household surveys |

The meetings will all be held in English, with simultaneous translation to French and Spanish.
TCG Background

The TCG was formed in early 2016 to lead the development and implementation of the global and thematic indicator frameworks to monitor the education targets in SDG 4. The Director of the UIS, Silvia Montoya, and the Director of the Global Education Monitoring (GEM) Report, Manos Antoninis, co-chair the group to guarantee an efficient articulation between UNESCO divisions and units and other international stakeholders involved in the implementation of the Education 2030 Agenda. The UIS acts as the Secretariat. For more information on the full TCG composition, please visit this page.

The SDG 4 - Education 2030 Framework for Action ratified that the UIS remains “the official source of cross-nationally comparable data on education”. It also clearly recognised that “in addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO’s mandate, working in coordination with the Education 2030 Steering Committee”. Within this context, the aim of the TCG is to efficiently coordinate efforts to implement SDG 4 monitoring, particularly in respect to the 43 indicators in the thematic monitoring framework on education (which also includes the 12 SDG 4 and one SDG1 global indicators).

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1 Paragraph 100, Education 2030 Framework for Action.
TCG Progress Development

Since its creation, the TCG has made important methodological progress:

- Institutional: Organization of the TCG and work proposal
- Proposal of global indicator by IAEG-SDGs
- Proposal of a thematic set of indicators

TCG1 – Washington, DC
May 2016

- Reporting: 29 indicators
- Methodological development: 4.7.2, 4.a.2, 4.3.1, 4.6.3, 4.b.2, 4.2.3, 4.7.1, 4.5.2, 4.5.3, 4.a.3

TCG3 – Montreal, Canada
June 2017

- Reporting: 33 indicators
- Methodological development: 4.1.1, completion rate (4.1.2), out-of-school children, 4.2.3, 4.2.4, 4.3.1, 4.4.3, 4.5.2, 4.a.1(d)
- Results of benchmark consultation

TCG5 – Mexico City, Mexico
November 2018

- Reviewing Methodological development
- Covid-19 response
- Benchmark implementation
- Expansion of TCG membership

TCG2 – Madrid, Spain
October 2016

- Reporting: Placeholders/Indicators
- Methodological development: Metadata for SDG4 indicators

TCG4 – Dubai, UAE
January 2018

- Reporting 33 indicators
- 4.a.2, 4.a.3, 4.6.3, 4.7.2
Methodological development: monitoring education and equity, 4.2.3, 4.3.1, 4.5.2, 4.5.3, 4.6.3, 4.7.1, 4.7.2, 4.a.2, 4.a.3
- Benchmarking discussion

TCG6 – Yerevan, Armenia
August 2019

- Reporting 37 indicators
- 4.7.4, 4.7.5, 4.5.2
- Methodological development: benchmarks, 4.1.1, 4.1.2, 4.1.5, 4.3.1, 4.4.3, 4.5.2, 4.5.3, 4.7.1, 4.7.4, 4.7.5, 4.a.1, 4.c.1, 4.c.3, 4.c.5
- Deletion: 4.b.2
- Institutional: Global Coalition for Education Data (invite other organizations to contribute)

TCG7 – Virtual
October 2020