United Nations
Educational, Scientific and
Cultural Organization

UNESCO INSTITUTE FOR STATISTICS

TECHNICAL COOPERATION GROUP

SUSTAINABLE DEVELOPMENT GOALS

Sixth Meeting of the Technical Cooperation Group on the Indicators for SDG 4 – Education 2030

Summary of decisions and TCG next steps

18 November 2019

United Nations Educational, Scientific and Cultural Organization

UNESCO INSTITUTE FOR STATISTICS

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Table of contents

1. Background 3
2. Consultation results 3
   2.1. Indicator definition, refinement and classification 3
   2.2. Benchmarks and reference points 6
3. TCG modality of work 8
   3.1. Regional virtual meetings 8
   3.2 Participation of National Statistic Offices (NSO) in TCG meetings 9
4. TCG institutional organization 9
   4.1. Administrative Data / EMIS 11
   4.2. Household Surveys 12
   4.3. Learning Assessments 14
   4.4. Personnel Data on Teachers 15
   4.5. Education Expenditure Data 15
   4.6. Additional Groups on Specific Issues 17
5. TCG in the context of the Global Coalition for Education Data 18
6. TCG summary of next steps 20

List of tables

Table 1 - Indicator definition, refinement and classification consultation outcomes 3
Table 2 - Indicator benchmarking outcomes 7
Table 3 - Additional indicator benchmarking outcomes 8
Table 4 - Regional Virtual Meetings 9
Table 5 - TCG strands of work consultation outcomes 10
Table 6 - Administrative Data/EMIS Working Group 12
Table 7 - Household Surveys Working Group 13
Table 8 - Learning Assessments Working Group 14
Table 9 - Personnel Data on Teachers Working Group 15
Table 10 - Education Expenditure Data Working Group 16
Table 11 - Additional Groups on Specific Issues Working Group 17
Table 12 – Timeframe for TCG actions 20

List of Figures

Figure 1 - Role of TCG in the Global Coalition for Education Data and Roadmap to Delivery 19

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1. Background

The Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 held its sixth meeting (TCG 6) in Yerevan on 29 and 30 August 2019, preceded by a meeting of the TCG working group on indicator development on 28 August. The TCG Secretariat invited all participants of the meeting to complete an online questionnaire containing the following three sections:

1. Indicator definition, refinement and classification;
2. Benchmarks and reference points; and
3. Institutional organization of the TCG.

2. Consultation results

The results of the consultation were determined in accordance with the TCG Voting Rules presented at TCG 6 meeting and subsequently revised after receiving feedback from the TCG members. Based on the voting rules, the following criteria were applied to determine the result to each questions of the consultation:

- For decisions not associated with the addition or the deletion of an indicator, when simple majority is reached, the result is "YES".
- For decisions associated with the addition or the deletion of an indicator, when two-thirds majority is reached, the result in "YES".
- If the minimum number of affirmative answers was not reached, the negative or inconclusive result is indicate by a "NO".

2.1. Indicator definition, refinement and classification

Results from the section on Indicator definition, refinement and classification are presented in the table 1.

Table 1 - Indicator definition, refinement and classification consultation outcomes

Indicator definition, refinement and classification			
Indicator		**Question**	**Result**
4.1.4	Completion rate in basic education	Use model-based estimation to reconcile data	YES
		Use observe data if available respecting times series	YES
		Creation of working group to complete estimation methodology	YES
4.1.5	Out-of-school rate	Rate calculated for 1 year before official entry age	YES

Indicator definition, refinement and classification			
Indicator		**Question**	**Result**
4.3.1	Participation rate in formal and non-formal education and training	Use labour force surveys and other source of data	YES
		Use labour force surveys despite age groups discrepancies	YES
		Are metadata sufficient to allows for accurate interpretation	NO
4.4.3	Youth/adult attainment rates	Remove economic activity status	YES
4.5.2	First or home language of instruction	Language of test as a proxy based on Learning Assessment data	YES
		Drop the indicator	NO
		UIS develops methodology to guide countries	YES
4.5.3	Explicit formula-based policies reallocate education resources to disadvantaged populations	Formulation revised	YES
		Support methodology proposed by GEMR	YES
		TCG decides post pilot	YES
4.7.1	Global citizenship education and education for sustainable development (with gender equality and human rights) are mainstreamed	Type of instrument to use	Self-reported by government officials, with access to supporting documents for validation
		Request reclassification in October or December 2019	YES
		UNESCO questionnaire as preferred source (1974 Recommendation)	YES
		Collect data with other instruments to validate preferred source for 4.7.1 & 12.8.1	YES
		Frequency of data collection	Every 3-4 years
		Levels and types of data to be collected	Primary Secondary
4.a.1(d)	Adapted infrastructure and materials for students with disabilities	Schools where infrastructure and materials are accessible to all students with any kind of disability	NO

Indicator definition, refinement and classification			
Indicator		**Question**	**Result**
4.b.2	Higher education scholarships awarded	Drop the indicator	YES
4.c.1	Teachers with at least minimum organized teacher training	In support of ISCED-T	YES
4.c.3	Teachers qualified according to national standards		
4.c.5	Average teacher salary relative to professions requiring comparable level of education	Further research needed	YES
4.c.7	Teachers with in-service training by type of training	Use of TALIS to report for OECD countries	YES
4.1.1	Children/young people achieving at least a minimum proficiency level in (i) reading and (ii) mathematics	Understand criteria in protocol for reporting	YES
4.7.4	Students showing adequate understanding of issues relating to global citizenship	Agree with the Global Content Framework clarifying the content as Global Citizenship	YES
		UIS elaborates methodology	YES
		Report cognitive & non-cognitive dimensions	YES
		Agree with Minimum Proficiency Level definition based on existing level that could encompass other programs	YES
		UIS estimates non-cognitive dimension	YES

Indicator definition, refinement and classification			
Indicator		**Question**	**Result**
4.7.5	Students showing proficiency in knowledge of environmental science and geoscience	UIS elaborates methodology	YES
		Report cognitive & non-cognitive dimensions	YES
		Agree with Minimum Proficiency Level definition based on existing level that could encompass other programs	YES
		UIS estimates non-cognitive dimension	NO
4.6.1	Population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	Use of PIAAC level 2 descriptor as a reference point for global reporting of indicator 4.6.1	YES

2.2. Benchmarks and reference points

During 2018, the UIS and the Global Education Monitoring (GEM) Report led a national and regional consultation to look into the absence of a clear global or regional approach to benchmarking indicators. The consultation's objective was to inform a mapping of existing national and regional benchmarks to better guide the TCG for future steps while informing the deliberations of the SDG – Education 2030 Steering Committee.

The consultation involved two levels: regional organizations and countries. These stakeholders were consulted on the coverage in the monitoring frameworks of the global indicators, the feasibility to set benchmarks or reference points for each level of monitoring and the priorities in certain areas. The results from the consultation highlighted the indicators for which benchmarking is possible.

Based on these results, the UIS has developed proposals for the seven indicators, which include a snapshot of current data status, and regional averages and different options for reference points. The proposals were reviewed by TCG members in Yerevan, with discussions focusing on how to:

a. Assess the feasibility of setting benchmarks ("benchmarkability") for all 43 global and thematic indicators, including a proposal about the periodicity for monitoring in order to narrow down the list.

b. Evaluate the feasibility, periodicity and options for the seven selected SDG indicators proposed by the UIS and compared that list with the one resulting from point a. above.

There was consensus on the "benchmarkability" and type of benchmark to implement for the following indicators: 4.1.1 (minimum proficiency levels in mathematics and reading), 4.1.4 (completion rate), 4.1.5 (out of school rate), 4.2.2 (participation rate in organized learning one year before the official primary entry age), 4.5.4 (Education expenditure per student) and 4.c.1 (trained teachers).

The TCG recommended to not only adopt benchmarks for these indicators but also to define them if needed with different reference points for the global and regional levels. The UIS will finalize the technical document with the reference levels for each of the **seven** indicators in table 2 and elaborate a proposal on equity as the proposed by the Secretariat needs further elaboration.

Table 2 - Indicator benchmarking outcomes

Indicators		Reference point	Reference points recommendation set at
Access			
4.2.2	Participation in pre-primary	YES	Regional and global
Completion rate			
4.1.4	Basic education by level	YES	Regional and global
Learning			
4.1.1	Reading and mathematics in basic education	YES	Regional and global
Quality of teaching			
4.c.1	Trained teachers in basic education	YES	Regional and global
Expenditure			
4.e	Expenditure as a percentage of budget and GPD	YES	Global
4.5.4	Expenditure per student	YES	Regional and global
Equity			
Needs a revised proposal			

TCG members also suggested having benchmarks at the regional level for a second set of indicators. The UIS will invite the regional Education Steering Committees to work on these definitions at the regional level – see table 3.

Table 3 - Additional indicator benchmarking outcomes

Indicators		Consultation outcome on benchmarking	Scale of reporting
4.1.5	Out-of-school rate	YES	Regional
4.3.3	Participation in tech-vocational programmes	NO	-
4.6.1	Achieving fixed level of proficiency in literacy and numeracy	YES	Regional
4.7.4	Global citizenship and sustainability	NO	-
4.a.1	School infrastructure	YES	Regional
4.a.2	Students experiencing bullying	NO	-
4.a.3	Attacks on students, personnel and institutions	NO	-
4.c.7	In-service teacher training	YES	Regional

3. TCG modality of work

The UIS will continue holding TCG regional meetings in order to work with all countries and will hold one in-person meeting annually.

3.1. Regional virtual meetings

The regional virtual meetings are aimed to bring together all the countries in the region and key stakeholders in the field of education statistics to improve the dissemination and implementation of the SDG4 Thematic Indicator Framework – see table 4. Two virtual meetings are envisioned between January and August, each of approximately 2:30 hours each.

Table 4 - Regional Virtual Meetings

Region	Issues
Europe and North America	• To inform about the latest developments and agreements held in the last TCG meeting on the implementation of the SDG 4 Thematic Indicator Framework and to obtain feedback from all countries in the region; • To support the coordination role of the regional country representatives to the TCG; and • To learn from countries on the main national challenges to monitor SDG 4 at the different levels (national, regional, thematic, global) and so informing better the work of the UIS and the TCG.
Arab States	
Latin America and the Caribbean	
Sub-Saharan Africa	
Asia and the Pacific	

3.2. Participation of National Statistic Offices (NSO) in TCG meetings

For the virtual regional meetings and the in-person TCG meeting, the Secretariat will include invitation to each country's statistical offices (NSOs) to improve linkage and awareness on issues of the SDG 4 agenda implementation.

4. TCG institutional organization

Since the establishment of the Technical Cooperation Group, Working Group 1 on indicator development has supported the TCG to take decisions on the refinement and development of the SDG 4 indicator framework. As work progresses, there is consensus that the activities of Working Group 1 would benefit from more specialized working groups by data source. This specialization would serve two objectives. First, the working groups will strive to improve and develop, if needed, the definition of indicators from each of the sources while helping to harmonize and prepare guidelines for data producers and users. Second, it would highlight a key feature of the SDG 4 monitoring agenda, which is the need to use data from multiple sources to increase effectiveness and efficiency in data collection efforts.

At the sixth TCG meeting in Yerevan, the UIS therefore presented a proposal to divide the indicator development group into working groups focused on data sources:

- administrative data / Education Management Information System (EMIS);
- household surveys;
- personnel data on teachers;
- education expenditure; and
- additional groups on specific issues (e.g. refugees, conflict-affected countries).

The results of the TCG post-meeting consultation supported a set of specific work that will focus on administrative data collection systems, personnel data on teachers, education expenditure data, and data on additional groups such as refugees – see table 5 for results of the consultation.

Table 5 - TCG strands of work consultation outcomes

Questions on working groups	Endorsement
Administrative data	YES
Household surveys	YES
Teachers	YES
Education expenditure	YES
Refugees	YES

The UIS will operate as Secretariat for the working groups. The working groups will have different chairs from institutions willing to delegate their time for this task. Consultants could be appointed to support the working groups, but ideally they will not act as chairs.

The **objectives** will be to:

- **recommend and decide on priorities** on improvements in efficiency and alignment of education data collection systems;
- **propose, develop and endorse methodological norms and standards** for specific indicators;
- **propose, develop and endorse tools and guidelines** for specific indicators;
- **identify needs** and propose ways **to build capacity** for countries to utilise these tools and guidelines; and
- **coordinate global efforts** to improve data availability and quality based on norms, standards and procedures
- **collaborate with agencies and countries in the implementation of the working groups strands** by sharing the chairing of the working groups with the support from the UIS as Secretariat.

Composition and functioning

The new working groups will work, when necessary and appropriate:

- with existing coordinating platforms, such as inter-agency working groups;
- with specific sectors and communities of practice interest; and
- others as may be suggested by the UIS.

The working groups will operate under the following guidelines:

- Working groups are set up with the agreement of the TCG to address specific technical topics that are discussed and approved in the operational workplan. In the future, other working groups will be set up with the agreement of the TCG.
- Each working group is co-led by one country and one agency or development partner, both experts in the field of interest. The maximum number of members will be of ten, aiming for regional representation.
- Members are nominated based on technical skills and experience.
- Each working group, facilitated by the working group co-leads, will develop the proposed objectives, issues, indicator priorities and deliverables in an annual workplan.
- Working groups will meet at least twice a year and will report on progress to the TCG and to the indicators working groups.
- The Secretariat will facilitate working group meetings and provide other administrative support. Meeting minutes shall be disseminated to all members of the TCG and reported at TCG meetings.
- Coordination between the working groups will be actively pursued with support from the Secretariat.

Each of the working groups and the nature of their work is presented in more details, establishing a first draft of the Terms of Reference for each strand of work.

4.1. Administrative Data / EMIS

This working group will leverage efforts to develop harmonized guidance to countries that seek to strengthen their national EMIS. The first area of work will be to ensure faster action to maximize the reporting of indicators derived from administrative data by coordinating producers of administrative data and harmonizing different data sources. Another potential area will be on how to capitalize on technological advances, imputation and estimation – see table 6.

Table 6 - Administrative Data/EMIS Working Group

Key issues
• Data gaps despite data availability in countries. • Data discontinuity in time series. • Insufficient use of administrative data for disaggregation by student characteristics. • Insufficient use of administrative data to collect data on teachers. • Disagreements over national and UN population data
Objectives
• Agree on the parameters needed to ensure quality of the data collected, i.e. data that are complete, relevant, accurate, timely and accessible, with a high degree of integrity. • Map and take advantage of existing efforts in the production of EMIS data. • Review, harmonize and endorse standards and generic guidance/tools. • Streamline the flow of information by reducing and eliminating duplications and redundancies, as well as filling information gaps.
Indicator priorities
• 4.1.3 Gross intake ratio to the last grade and 4.1.5 Out of school rate • 4.2.2 Participation rate in organized learning and 4.2.4 Gross early childhood enrolment ratio
Deliverables
• Data cleaning procedures (verification and validation) so information could yield internationally comparable data for various indicators. • Good practice in data imputation and estimation implementation methods when no observed data are available. • Protocol for data reporting to allow comparability with other sources of information and to guide reporting by countries. • Guidelines for disaggregation using administrative data. • Guidelines for modifying school surveys under EMIS to collect data on teacher qualifications.
Links with other groups
• UNESCO-managed coordination group on EMIS • Global Partnership for Education (GPE) data roundtable • Systems Approach for Better Education Results (SABER)
Members
Countries: … *Agencies*: …

4.2. Household Surveys

This working group will support the development of household survey-based indicators, maintain definitions of indicators calculated from survey data, contribute to the harmonization of survey data used by different organizations, and prepare guidelines for producers and users of survey data – see table 7. Household surveys include multipurpose, income and expenditure, and labour force surveys, as well as population censuses.

Table 7 - Household Surveys Working Group

Key issues
• Household survey data are not sufficiently utilized for SDG 4 indicator measurement. • Estimates based on administrative data and household survey data are often inconsistent. • Guidelines are required for data providers (national statistical agencies and large-scale survey programmes, e.g. MICS and DHS, or repositories, e.g. IPUMS and LIS) that could be relied upon to estimate SDG indicators. • Methodologies need to be developed for measuring specific indicators that balance the goals of (1) accurate measurement, (2) cross-survey and cross-time comparability, and (3) widest possible coverage. • Methodology and criteria also need to be developed for reporting confidence intervals and standard errors as household surveys are sample-based. • Capacity constraints: technical capacity is lacking in many education ministries: education ministries may not have a formal partnership with statistical agencies, statistical agencies may not have a mandate or technical expertise to provide data on education indicators.
Objectives
• Maximize the use of household survey data for SDG reporting.
Indicator priorities
• 4.1.4 Completion rate • 4.1.5 Out-of-school rate: methodology and guidelines for measuring. • 4.5.1 Parity indices: gender, wealth, ethnicity/language/religion, regions • 4.c.5 Teacher salaries relative to similarly educated professionals (using labour force surveys)
Deliverables
• Guidelines on methodologies for defining and measuring relevant SDG indicators and disaggregation. • Guidelines on reporting estimates and confidence intervals (or alternative measure of estimate sample variation). • Guidelines on reporting deviations in methodology (e.g. if the survey excludes some parts of the country, etc.).
Links with other groups
• Inter-Secretariat Working Group on Household Surveys • Inter-agency Group on Education Inequality Indicators
Members
Countries: … *Agencies*: …

4.3. Learning Assessments

This working group is composed of the Global Alliance to Monitor Learning (GAML), whose goals and tasks are to improve learning outcomes by supporting national strategies for learning assessments and developing internationally comparable indicators and methodological tools to measure progress towards key targets of SDG 4.

So far, the GAML has focused on the development of methodologies for learning outcomes indicators with a special focus on Indicators 4.1.1, 4.7.4 and 4.7.5. Although there is still a need to continue working on the methodological aspect, there is also a need to fill the data gaps with information already produced by the countries through learning assessments. Table 8 presents the work for this working group.

Table 8 - Learning Assessments Working Group

Key issues
• Low coverage for some indicators. • Data is underutilized for providing measures of indicators other than learning outcomes (e.g. teacher characteristics, school characteristics).
Objectives
• Finalize the methodological developments for all learning outcome indicators. • Complete the definition of the minimum (or adequate) level of proficiency or for the remaining indicators.
Indicator priorities
• Finalize guidelines for measuring SDG targets using learning assessments. • 4.6.1 Adult literacy and numeracy proficiency • 4.7.4 and 4.7.5 on global citizenship and sustainable development skills • Information on teacher qualifications, language of instruction, school environment and other indicators.
Deliverables
• Protocol for data reporting and harmonization of indicators from different learning assessment • Guidelines on measuring non-learning outcome related indicators using learning assessments
Links with other groups
• Global Alliance to Monitor Learning
Members
Countries: … *Agencies*: …

4.4. Personnel Data on Teachers

This working group will develop guidelines for strengthening government capacity to compile data from various administrative and survey sources to provide measures for SDG 4.c indicators – see table 9. A primary source of data for SDG 4.c indicators consists of public sector personnel data.

Table 9 - Personnel Data on Teachers Working Group

Key issues
• Lack of data collection on teacher qualifications in school surveys/EMIS. • Low capacity by education ministries to report actual teacher's salaries due to poor processes or infrastructure (e.g. no standardized electronic records). • Inability for education ministries to report actual salary payments (e.g. salary payments are administrated sub-nationally, by provinces or states; or salary payments are administrated through a different ministry, including public service ministries).
Objectives
• Improve the collection of data on teachers using different sources of information such as EMIS, human resources and payroll databases, and financial data.
Indicator priorities
• 4.c.1-4.c.4 on trained and qualified teachers. • 4.c.5 on teacher salaries • 4.c.6 on teacher attrition • 4.c.7 on in-service training
Deliverables
• Guidelines on strategies and best-practice examples for improving salary reporting capacity including regulatory or policy changes, partnering with sub-national jurisdictions or other ministries as needed, developing adequate reporting processes and infrastructure.
Links with other groups
• OECD NESLI, Teacher's Task Force
Members
Countries: … *Agencies*: …

4.5. Education Expenditure Data

This working group will support the development and implementation of guidelines for producers and users of education expenditure data, contributing to the harmonization of data from different sources, as presented in table 10.

Table 10 - Education Expenditure Data Working Group

Key issues

• Weak adoption of the NEA methodological framework.
• **Public expenditure data** have low country coverage, are not comprehensive (missing spending at local government level, especially if they result from fiscal transfers), are not disaggregated (by level of education or by spending category), have time lags, and double count fiscal transfers.
• Non-articulation of public expenditure and **aid to education data**.
• Low coverage and frequency of **private expenditure data** on both public and private schools:
  • Lack of coverage of direct subsidies to private schools.
  • Lack of information by income or wealth quintile of citizens.

Objectives

• Promote the use of the National Education Account (NEA) methodological framework, as a key step for harmonizing data sources for both public and private expenditure. Even if a formal NEA is not created for a given country, steps in that direction will help.
• Develop standards and guidelines on:
  • reporting public education expenditure data disaggregated by level of education and spending categories;
  • reporting education expenditure data from sub-national units; and
  • how to avoid double counting public education expenditure and aid to education data.
• Promote the use of the World Bank/UIS guidelines on household expenditure in HHS
• Develop a dissemination strategy to communicate key issues.

Indicator priorities
• Framework for Action indicators: Expenditure as percentage of GDP/total public expenditure. • 4.5.3: Extent to which formula-based policies reallocate resources to disadvantaged populations. • 4.5.4: Education expenditure per student by level of education and source of funding. • Mapping of current information to a simplified NEA.
Deliverables
• Mapping of public education expenditure data gaps and their causes. • Refinement of NEA methodological framework and promotion to countries. • Guidelines on reporting public education expenditure data from central and local governments. • Guidelines on reporting public education expenditure data by spending category. • Promotion of the standardized household survey module on education expenditure to countries.
Links with other groups
• Global Platform to Strengthen Education Financing Systems • International Monetary Fund (IMF) Statistics Department (STA) / Government Finance Statistics (GFS) • World Health Organization (WHO) National Health Accounts team.
Members
Countries: … *Agencies*: …

4.6. Additional Groups on Specific Issues

This working group will focus on the development of indicators with disaggregated data for different vulnerable groups, which has been a priority in the adoption of the SDG Agenda and the Global Indicator Framework – see table 11. As UIS is mandated to develop and implement the indicators needed to monitor SDG 4, it will work with the working group to develop a strategy to address the challenge of producing quality statistics on education and specific methodologies to report on vulnerable groups (such as refugees and migrants), which were prioritised by the 2030 Agenda. The work of this group will aim to support countries and agencies to apply the methodology and strategies developed to increase their capacity to report on these groups.

Table 11 - Additional Groups on Specific Issues Working Group

Key issues
• Low availability of data to report on vulnerable groups. • Lack of methodology to produce and harmonize quality statistics on education, and thus, to report on vulnerable groups.
Objectives
• Develop a data strategy to improve the availability and quality of education statistics for refugees and migrants.
Indicator priorities
• Guidelines for the production of indicators
Deliverables
• Guidelines on education data report for refuges consisting of standards and definitions that could serve as the reference conceptual framework to collect statistics on the education situation of migrants and refugees. • Methodology to translate education data from different sources into a set of internationally-comparable categories as a data strategy on education statistics for migrants and refugees
Links with other groups
•
Members
Countries: … *Agencies*: …

5. TCG in the context of the Global Coalition for Education Data

The UIS has led the proposal to develop a **Global Coalition for Education Data** (**TCG6/REF/9**; Global Coalition for Education Data: Concept Note), which was strongly supported by the Multilateral Education Platform (UNGA, September 2019). The Coalition will mobilize and align all resources, financial or technical, domestic or international, behind a common approach for data production and sharing in a strategic and coordinated way at reasonable cost.

The Coalition will help broker, coordinate, and track financial and technical pledges so that there is accountability. This is in line with UN Member States' acknowledgement at the 50th Session of the UN Statistical Commission (March 2019) of the UIS' role as a broker for development efforts related to education statistics. Similar coalitions have proven to be effective in health (e.g. Global Health Data Collaborative) and agriculture.

The Coalition will provide:

- a more effective system for raising and channelling **funding from donors**;
- a more efficient system for distributing **funding to countries** in line with their needs;
- a mechanism for sharing information between countries and donors and for strengthening **accountability** with respect to data for SDG 4 monitoring in terms of improving:
    - availability, and
    - quality.

The Coalition will help:

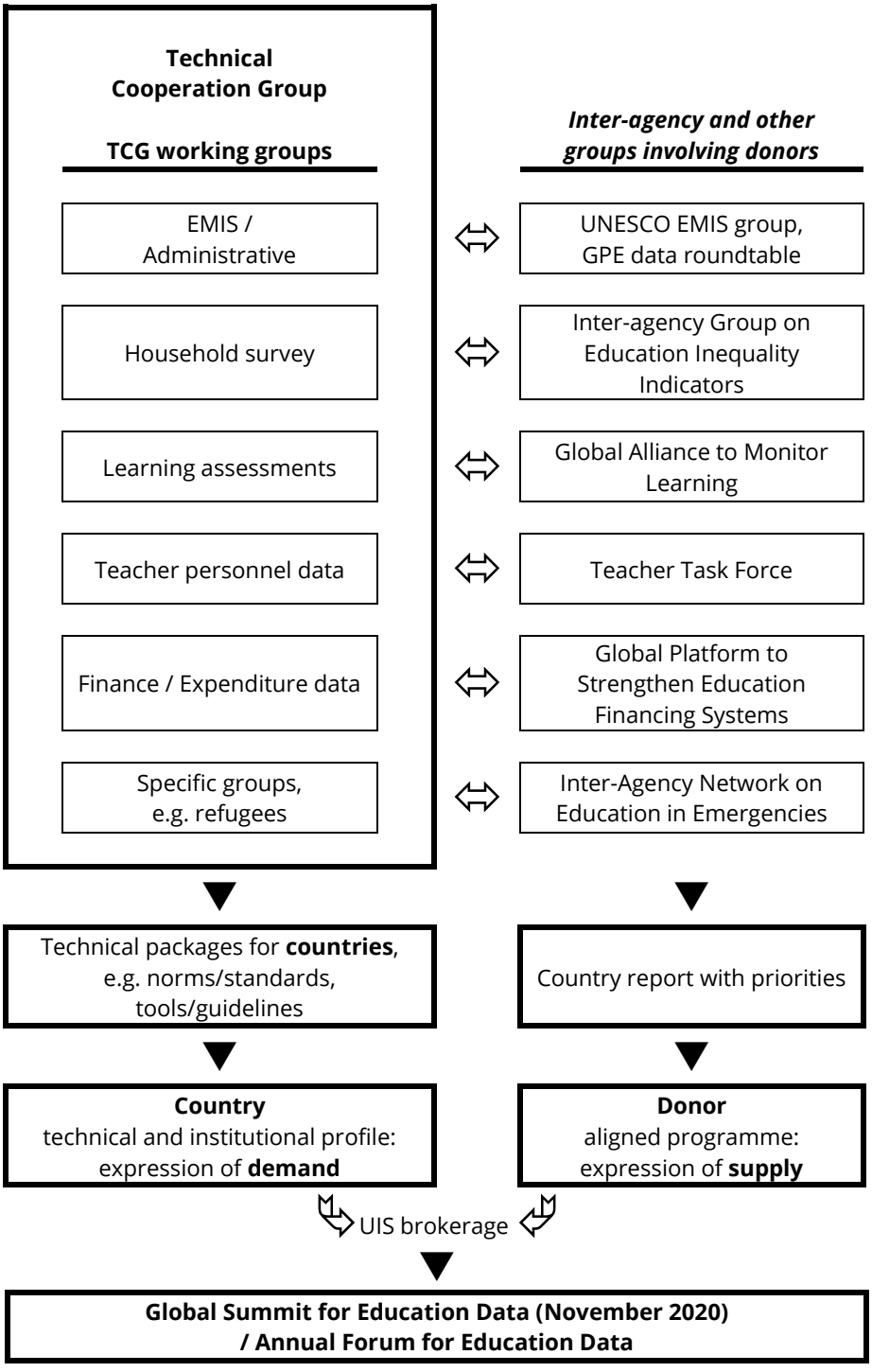
- **countries** to prioritize and formulate their capacity development needs;
- **donors** to prioritize and align their support programmes behind these needs; and
- match country **demand** with donor **supply**.

This process will be supported by the following deliverables:

- a country **technical package** of tools and guides to help countries diagnose their needs for support in all areas under the proposed TCG Working Groups.
- a country **technical and institutional profile** that presents and communicates its needs to be used as a framework for funding agreements with donors.

In this context, the role of the TCG in the Coalition is to support the development of technical packages to help countries and donors articulate priorities and match demand with supply – see figure 1.

Figure 1 - Role of TCG in the Global Coalition for Education Data and Roadmap to Delivery



Inter-agency and other groups involving donors will provide additional assistance to donors to further align their programmes to support the identified priorities of countries.

The aim is to make progress in the development of these technical packages, which will lead to the development of a selected number of country profiles with articulated priorities and needs. These will be the basis for the first Global Summit for Education Data in November 2020, whose aim will be to match existing or new donor programmes to these countries' needs. This will be an annual forum, to help hold countries and donors accountable for filling the gaps in SDG 4 data coverage and quality.

6. TCG summary of next steps

Table 12 summarizes the actions points presented in this report.

Table 12 – Timeframe for TCG actions

Issue	Action Point	Timeframe
Reporting 2020	Indicator 4.5.2 on first or home language of instruction	Q1 2020
	Indicator 4.7.4 on global citizenship and sustainability	Q2 2020
	Indicator 4.7.5 on knowledge of environmental science	Q2 2020
	Indicators 4.c on ISCED-T	Q3 2020
Indicator Development	Indicator 4.1.4 on completion rate	Group in Q1 2020
	Indicator 4.5.3 on equity dimension in expenditure	Next TCG meeting
	Submit request for indicator 4.7.1 global citizenship education and education for sustainable development	December 2019
	Indicator 4.c.5 on teacher salaries	Q2 2020
Benchmarks (global and regional)	Finalize the technical guidelines to indicators approved	Q1 2020
	Finalize proposals for benchmarks and guidelines for regional and global level	Q1 2020
	Disseminate and raise awareness with regional bodies	2020
	Define members, chairing and start working	Q1 2020
Working Groups	Constitution, finalization of ToRs and co-chair appointment	Q1 2020
	First virtual meetings	Q2 2020
	Development of country technical packages	Q4 2020