

From defining to implementing the SDG 4 – Education 2030 indicators

SDG 4 DATA WEBINAR SERIES



Towards a workable strategy to measure learning

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Marguerite Clarke of the World Bank presented an outlook of the areas of learning which are considered globally relevant and reviewed some strategies to address the technical and political challenges arising with emphasis on learning in the Agenda for Sustainable Development education targets. The participants then discussed the global experience in measuring reading and mathematics in primary and secondary education focusing on supporting and balancing multiple viewpoints while identifying globally-relevant areas of learning and striking a balance between defining “global” competences and the role of local contexts and national education goals.

Questions posed by webinar attendees concerned feasible options for learning assessments in developing countries; creating political buy-in around conducting assessments; challenges of reaching target 4.1 where data coverage is limited, etc. A few questions that remained unanswered due to time constraints are addressed below.

Can citizen-led learning assessments be mapped on a universal scale?

[The Global Alliance to Monitor Learning \(GAML\)](#) plans to develop technical standards and guidelines against which all assessment data would be reviewed before being mapped to a proposed universal scale. If data from citizen-led learning assessments meet the standards, they could potentially be mapped to the universal scale.

How do we benchmark assessments when there are multiple languages of instruction in a country?

GAML plans to develop technical standards and guidelines for assessments that include recommended procedures for translation into multiple languages to ensure that the construct or difficulty level of the test is not affected. These kinds of procedures could be used within a country to ensure that student response data are comparable across multiple language versions of the same test.

How to manage the comparability between citizen-lead assessments across countries, across languages?

As noted above, GAML plans to issue guidelines for ensuring comparability across languages and assessment exercises. Assessment programs may decide to follow these guidelines as they wish, in accordance with the stated purposes and goals of their program.