The Sustainable Development Goals (SDGs) set ambitious targets to provide opportunities for all people to empower them to reach their potential and strengthen societies. To achieve this ambition, measurement and monitoring are vital to inform policies to make a real and positive impact on people’s lives. The Agenda for Sustainable Development has two central policy pillars for education. The first is a strong focus on monitoring and improving learning outcomes. The second pillar focuses on those who are left behind—and often remain hidden. Citizen-generated data on learning outcomes can help to ensure that everyone is counted so that their needs can be addressed.

What Are The Facts?

- The launching of the new 2030 Agenda for Sustainable Development and its indicator framework requires careful measurement to monitor progress
- The education goal (SDG4) is made up of ten targets, aiming to ensure inclusive and equitable quality education and lifelong learning for all
- The United Nations Secretary General recommends monitoring at four levels: global, regional, thematic and national – with each one serving a different purpose, a different audience and comprising a varying number of indicators accordingly
- Data that provide greater granularity offer a greater opportunity to inform policy decisions by examining differences among sub-regions, nationally-specific disadvantaged groups and other important policy-specific areas
- The monitoring of SDGs at the global level relies on a carefully chosen set of indicators to provide an overall view on progress towards the targets

What Do We Already Know?

- Citizen-led assessments provide data that make the invisible problem of poor foundational learning visible
- There may be a trade-off between data that is useful locally and that which is comparable globally
- Citizen-led assessment data can provide an emphasis on equity, ensuring more and better data is available to track the learning outcomes of those children most likely to be left behind
- Data quality standards directly affect the quality of the data over time and across countries
Questions To Discuss During Group Session

What Are Network Members Already Doing?

• How do member countries understand and articulate the role of citizen-generated data in monitoring progress towards achieving the global goals?
• Are there existing member countries that already align, or plan to align, the data they collect with the SDGs? What does this look like?
• How are member countries working on improving the overall quality of data collected and what does this look like?
• What do member countries see as tradeoffs between locally useful and internationally comparable indicators? How do they manage these trade offs?

What Is The Role Of The PAL Network?

• What is the role of the PAL Network in developing shared test items or tools for comparison across the network and what does this look like?
• Is there something we can do at a network-level to learn more / share more about the potential of citizen-generated data to monitor progress towards achieving the SDGs?
• What is the role of the PAL Network in developing a set of common contextual indicators for use across the network?

What Might The Future Look Like?

• How can the PAL Network engage more formally as a global civil society representative in these discussions, gaining a more permanent “seat at the table”?
• How can we better align and package citizen-generated data with a strong equity focus to respond directly to the SDG discussions?
• Are we doing enough to situate PAL Network at the centre of these discussions and what more can we do?