

# The 2020 *Global Education Monitoring Report*

## Questions for discussion

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As an author of one of the background reports behind the 2020 *Global Education Monitoring Report* (GEMR), I have been asked to think of some interesting questions for discussion, relating to the contents of the GEMR. My background paper is *Floor effects and the comparability of developing country student test scores*.

### ***Question 1***

**Chapter 10** of the GEMR deals with **the need for accurate monitoring of the learning outcomes of the most marginalised students**, using for instance national assessments. It also argues that more capacity to do this well is needed within developing countries. What actions should key organisations, such as UNESCO, national ministries, and universities, be taking to build capacity? What do you think is the relative importance of the following: better access to the required software (for instance for IRT); training courses; good manuals; publicly available data; advocacy around the need for good assessments?

### ***Question 2***

**Chapter 4** includes an important discussion of per student funding for those who have disabilities. **Ratios between the funding of each disabled student relative to each non-disabled student** are given, but the evidence we have is largely from developed countries. How applicable are such ratios, for instance 2.5 in the United States (p. 106) for developing county contexts? Should the ratio be higher in developing countries given how poorly funded students in general are? At the same time, one cannot expect resource-constrained schooling systems in developing counties to get even close to the absolute level of funding per disabled student seen in rich countries, right? Would more research into these kinds of spending ratios in developing countries be helpful?