

## Learning Metrics Task Force Consultation Toolkit

Thank you for your interest in participating in the Learning Metrics Task Force consultation process!

This toolkit is intended to help you conduct an in-person consultation on the draft recommendations for learning competencies developed by the Standards Working Group of the Learning Metrics Task Force. The questions and tips presented here are general guidelines to be adapted to your local context as you see fit.

The objectives of the consultation process are to:

- Engage a diverse group of actors at the political and technical levels to achieve maximum efficacy and impact.
- Compile feedback and input on appropriate competencies for measuring learning in various contexts to inform the final recommendations presented to the task force.

### Toolkit Contents

The following tools are included to support the consultation process:

- Introduction to the Learning Metrics Task Force (Text and PowerPoint Slides)
- Facilitator's Discussion Guide
- Consultation Overview Form
- Consultation Sign-In Sheet

### Ideas for Consultation Format

There are a number of ways a consultation can be conducted. For instance, you may choose to discuss the recommended competencies in an existing staff meeting, or you might decide to convene a separate meeting of interested colleagues. Here are just a few ideas intended to help you facilitate an effective and productive consultation:

- Invite participants who hold similar positions, for example, all teachers, all administrators, all policymakers, etc.
- Keep the group relatively small (7-10 participants) to allow for in-depth discussion.
- Set aside approximately one (1) hour for the consultation.
- Develop an agenda and share it with participants, along with the draft competencies, in advance of the meeting.
- Consider focusing on a particular level of education, such as early childhood, primary schooling, or post-primary learning.

Whatever format you choose to conduct your consultation, **please be sure to collect and submit the names, affiliations, and contact information of all participants.** (A sign-in sheet has been provided for this purpose.) We are committed to sharing the results of the consultation with those who have taken the time to provide input, but we can only do this if we receive their name and contact details.

**Please submit the results of your consultation and the list of participants with contact details before August 24, 2012, to [metrics@globalcompactonlearning.org](mailto:metrics@globalcompactonlearning.org)**

## Tips for Facilitating Small Group Discussions

- Arrange chairs in a semicircle to obtain maximum eye contact, interaction, and engagement among participants.
- Maintain a neutral, non-judgmental approach toward participants and their viewpoints, allowing for and recording all opinions.
- Try to limit the speaking time of very vocal participants, so everyone has a chance to contribute.
- If the group is quiet, begin with a sample response to the question. However, keep in mind that your role is primarily to facilitate discussion. You are not expected to come up with all the ideas.
- Take a picture of the group of participants and send the compressed digital file if you'd like to be included in the task force proceedings and communications.

# Introduction to the Learning Metrics Task Force

## A Renewed Focus for Education

The Education for All (EFA) goals initiated in 1990 in Jomtien, Thailand demonstrated a global commitment to meeting basic learning needs. This commitment was restated in 2000 in Dakar Framework for Action Goal 6: to “[improve] every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

Yet today there is growing evidence that millions of children and youth do not have the basic skills and knowledge necessary to succeed in school and life. In response, the Learning Metrics Task Force aims to shift the conversation in education from a heavy focus on access to access *plus* learning.

As EFA and the Millennium Development Goals (MDGs) sunset in 2015, and the UN Secretary-General prepares to launch a global education initiative, there is a window of opportunity for education actors to ensure that learning is a central component of the global development agenda. To achieve this, the education community must first come to a global consensus on a discrete set of common learning goals that can be measured and achieved universally.

## The Learning Metrics Task Force

In response to this need, UNESCO and the Center for Universal Education (CUE) at Brookings have joined efforts to convene a Learning Metrics Task Force that will investigate the feasibility of identifying common learning goals to inform the post-2015 global development policy discourse and improve overall learning. The task force is led by three co-chairs and is comprised of representatives from UN agencies, regional organizations, national governments, bilateral donors, and civil society organizations who have political influence at the global or regional level, technical knowledge of the evaluation of learning, and capacity to move learning forward on the global development agenda.

Based on recommendations from technical working groups and input from broad global consultations, the task force will make recommendations for learning competencies and measures at the early childhood, primary, and post-primary levels. (Note that for this exercise, “learning” is not just literacy and numeracy but is conceived more broadly.) These recommendations will be designed for use globally, building off and complementing efforts to measure learning that are already underway at national and regional levels. The task force acknowledges, however, that the way in which its recommendations are translated into prescriptions for action will vary across countries.

Currently scheduled for release in September 2013, the final report from the task force will include:

- Recommendations for a set of learning competencies from early childhood through post-primary.
- Recommendations for how the indicators should be measured.
- Recommendations for how countries and regional and global organizations can implement these measures to improve learning opportunities and outcomes for children and youth.

## Importance of the Consultation Process

Any effort to develop a shared vision for global learning competencies must be open, inclusive, and transparent. To that end, the task force seeks input from a wide variety of stakeholders through a global consultation process to be conducted both online and in person.

The following guide is intended to support task force members and other interested stakeholders in conducting in-person consultations to collect feedback and input at the following points along the process of developing global learning competencies:

- First technical working group develops draft recommendations for learning competencies.
- Second technical working group develops draft recommendations on how to measure the learning competencies.
- Third technical working group develops draft recommendations for how countries and regional and global organizations can implement these measures to improve learning outcomes for children and youth.

### Learn more and get involved...

For updates on the Learning Metrics Task Force and more information about working groups and consultations, please visit:

<http://www.globalcompactonlearning.org/global-learning-metrics/>

To receive email updates on the work of the Learning Metrics Task Force, please send your name, affiliation and email address to:

[metrics@globalcompactonlearning.org](mailto:metrics@globalcompactonlearning.org)

## Facilitator’s Discussion Guide

Below are guidelines and discussion questions for conducting your consultation. As the discussion proceeds, be sure to record participants’ responses and major discussion points. To submit the results of the consultation to the Learning Metrics Task Force, please type your notes directly into this document.

### I. Introductions

- a. *Have participants introduce themselves.*
- b. *Introduce the Learning Metrics Task Force (use text provided and/or accompanying PowerPoint slides).*
- c. *Explain the goals of the consultation exercise and how it will proceed.*

### II. Setting the Stage

- a. What expectations, concerns, or hopes do you have for the process and products of the Learning Metrics Task Force?

### III. Recommended Competencies

- a. *Present participants with the draft learning competencies (may also be distributed ahead of time). Discuss the questions for one education level (early childhood, primary, or post-primary) at a time.*
- b. Consider the domains listed in the left-hand column. Do these domains capture skills and abilities that all children should have at the given age level? Are any domains missing?
- c. Consider the sub-domains and illustrative outcomes. (*Discuss each domain, one at a time*). Do these learning outcomes apply to your [school, district, country]? What outcomes, if any, should be modified? What outcomes are missing?
- d. Are these learning outcomes measurable? Do you already measure them, either informally or formally?
- e. How comfortable are you with the recommended learning outcomes? (very comfortable, somewhat comfortable, not very comfortable, not at all comfortable)
- f. Do you think the terms “competencies,” “domains,” and “illustrative outcomes” are appropriate for the context in which you work? If not, why not? What other terms would you suggest?

#### IV. Measuring and Implementing the Competencies

- a. What kinds of resources, strategies, and capacity-building tools would benefit you and your colleagues if you were to implement the recommendations?
- b. What challenges do you anticipate you and your colleagues might encounter in implementing the recommendations?

#### V. Recommendations for the Learning Metrics Task Force

- a. What questions do you have about the work of the Learning Metrics Task Force?
- b. Do you know of other local, national, or regional actors that the task force should engage?
- c. How would you prefer to receive information in the future about the progress of the task force? (For example, email, listservs, website, meetings, conference calls, webinars, blogs, social media)
- d. What other recommendations or considerations do you have for the Learning Metrics Task Force?

#### VI. Conclusion

- a. *Conclude the consultation, thanking participants for their time.*
- b. *Take a picture of the group of participants and submit the compressed digital file if you'd like to be included in the task force proceedings and communications.*
- c. *Distribute the sign-in sheet, explaining that we require the names, affiliations, and contact information of all participants so that we can share with them the results of the consultations and the task force overall.*

**Please submit the results of your consultation and the list of participants with contact details before August 24, 2012, to [metrics@globalcompactonlearning.org](mailto:metrics@globalcompactonlearning.org)**

## Consultation Overview Form

Please provide the following information about your consultation meeting so that we can be sure to include it in our synthesis of the feedback.

### I. Basic Information

<b>Date of Consultation:</b>	
<b>Location:</b>	
<b>Name, Title, and Affiliation of Facilitator:</b>	
<b>Hosting Organization:</b>	
<b>Language of Consultation:</b>	
<b>Time Spent in Consultation:</b>	
<b>Number of Participants Invited:</b>	
<b>Number of Participants in Attendance:</b>	
<b>Attendees' Roles (e.g., teachers, administrators):</b>	

### II. Consultation Structure

<b>Did you choose to focus on a specific topic or level? If so, please describe.</b>	
<b>Were attendees active and engaged during the meeting?</b>	
<b>If you were going to hold another consultation, what would you do differently?</b>	
<b>What additional tools or information would have helped you as a facilitator?</b>	

### III. Overview of the Discussion

<p>Overall, did participants understand the purpose and process of the Learning Metrics Task Force?</p>	
<p>What was the overall attitude toward the Learning Metrics Task Force project?</p>	
<p>What was the overall attitude toward the draft competencies?</p>	

### IV. Communication on Next Steps and Outcomes

<p>Are participants interested in receiving future communications from the Learning Metrics Task Force?</p>	
<p>What is the best way to share information with this group?</p>	
<p>Would you be willing to conduct another consultation at future stages of the project?</p>	

Thank you again for participating in this important process! We value your contributions highly and hope you will stay engaged throughout the project cycle.

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