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RAISING THE BAR FOR EDUCATION AROUND THE WORLD:
RECOMMENDATIONS OF THE LEARNING METRICS TASK FORCE

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P R O C E E D I N G S

MS. WINTHROP: Good morning, everybody. Thanks so much for coming. I'm Rebecca Winthrop, the Director of the Center for Universal Education here at Brookings. I see a few people seated at the back. There's a few -- well, one or two -- seats here in the front for the intrepid people who wish to come down rather than squatting on the floor at the back.

But it's wonderful to have all of you. Thank you, again, for coming. Today we're going to be talking about the Learning Metrics Task Force, and I see a number of faces in the room who have participated in the task force. This was a very broad, extensive, effort over the last year and a half to really think better about how we can measure learning around the world.

And I'm going to be speaking this morning. What we're going to do is I'm going to run through the task force -- what it is, what are the questions it asks, the process we went through, the main recommendations, where we are moving forward -- and then I'm going to have several speakers come and join us who have been intimately involved with the task force. You have their bios in the program: Rukmini Banerji from Pratham, Jo Bourne from UNICEF, Dzingai Mutumbuka from ADEA, and Minhee Seo from the Korean government. We'll have a discussion and they'll share their thoughts and perspectives and we'll

open up for discussion.

So the Learning Metrics Task Force: Really I'm up here speaking on behalf of all the task force members. I am less wearing my Center for Universal Education hat and more wearing my Learning Metrics Task Force secretariat hat because the task force was co-convened by UNESCO through its Statistical Institute and us at the Center for Universal Education at Brookings.

And it was a very large, large, effort and there were a number of people involved who I think really deserve mention. A number of task force members who -- I won't go through all of them. You probably all have the documents passed out I would imagine, the reports, and it lists everybody. But within the secretariat there's lots of lots of behind-the-scenes heavy lifting and without them, this certainly would never have happened. So certainly Hendrik van der Pol, who's the Director of UIS; Albert Motivans, who's the Head of Education Statistics at UNESCO Institute of Statistics; Maya Prince, who is somewhere here in the audience. And then on our team we have Kate Simons and Mari Soliván and Khaled Fayyad and Allison Anderson and Mesa Jawboot and Loren Lichtman. So a very large group of people who did lots and lots of behind-the-scenes work to pull this altogether. So many, many congrats go to them as well.

So, let's begin. Ultimately, the Learning Metrics Task Force: What is the big goal? The goal is to improve the learning experiences of children and youth around the world and ultimately the goal is to there is much, sort of heavy focus on the assessment piece, which is around catalyzing a global shift from access to access plus learning and building consensus around global learning indicators. So that was the big goal. We focused heavily on assessment.

It was a massive process, a really big process. You can see it there, 30 task force member organizations. You know what? I think this is the wrong PowerPoint I'm realizing. I'm going to wing it, you guys. This is the wrong one. This a different set of PowerPoints, but we'll see. We'll go through it. Mari, can you see if they have the one? I think this might not be the one with the recommendations. We'll see. Has that ever happened to anyone? I was like, I've seen this before and it was for an old presentation. It wasn't for this presentation, but we'll see. At least we have lots of task force members in the room. We can all make it work.

So it was a massive process is the point. There were 30 task force members, 186 working groups, 1,700 participants, over 118 questions, and ultimately we asked three main questions: The task force asked itself what learning is important to all children and youth? How should learning outcomes be measured? And how can measurement of learning be

implemented to improve education?

Before I go on further, and I don't know what the next slide is because I think it's the wrong one, I wanted to spend some time telling you about where all of this came from. I'm going to take a sneak peek. You guys are going to have to work with me. Yeah, that's not the one.

So where did all this come from? We get asked a lot how did you get involved? Where did this come from? How did this all get started? And really there were three main forces that were behind it. One was an increased demand from countries, countries whether it's teacher organizations or civil society organizations or governments, really over the last several years heavily wanting to improve learning for their kids and also struggling to figure out how to best measure learning outcomes so that they could ultimately do that and asking for lots of support. And within that, I think I see many education experts in the room, but for those of you who aren't familiar with the global education space, particularly the data that has been coming out over the last several years about really a learning crisis. People have focused over the last 10 years on a massive crisis and kids out of school, particularly with the Millennium Development Goal, and that progress has been made quite a bit. There's still a number of kids -- I think 57, 59 million was the latest number -- out of UIS kids out of school. But an even bigger problem in terms of numbers around kids

who do get into school, but are not mastering the basic competencies, they need to both move forward in their education and for their future lives and livelihoods. And at the launch of the Learning Metrics Task Force, just to illustrate that this is a really serious issue, it really affects lots of young people around the world, we launched the recommendations in New York during the UN General Assembly meeting. And the President of Liberia was one of the speakers launching in the event and she gave a very poignant talk where she said, you know I was focused on the MDG when I first came into the office and we built schools and we made them free, we made them compulsory, which was sort of the model for scaling access, and I thought I was doing the right thing. And just recently, every single one of the young people in her country who took -- the high school graduates from the Liberian education system -- who took the entrance exam to the University of Liberia failed. Every single one of them could not pass and get into the university. So it is really heartbreaking actually and it has a serious impact on young people's lives. And she talked about really wanting some assistance around improving quality in her system. So that was one sort of push in force that heavily motivated this work.

A second one was the education for all, Goal 6. And those of you in the Global Education Movement know that there's been lots and lots of actors over many years working on improving quality education.

But that goal calls for measureable learning outcomes in literacy, numeracy, and essential life skills, but that is one of the EFA goals that has not made the most progress. And certainly UNESCO, in particular, has been thinking about how do they sort of give that one a bit of a kick start and a boost. So that's an important motivation.

The third real motivation for this task force or force to sort of get it to come together is around the post-2015 development agenda. And that's really how we at Brookings entered this picture. We were very concerned three or four years ago when a number of senior policymakers we spoke to outside of the education sector were saying, you know, gosh we'll have to think about the next set of Millennium Development Goals after 2015 and it really looks like we should fill the gaps and focus on the things that, you know, are really farthest behind and education is a "finished agenda." That is literally what many folks had said. And we said well, what do you mean finished agenda? And they said well, look it's progressed the farthest, one of the farthest on the MDG indicators of enrolling kids into school. And so that really is, of course, an illustration of how policymakers treasure what they measure. And if you cannot give good data on a full picture of what we mean by a quality education, you're going to be giving a really false sense of accomplishment. And, indeed, when you actually look at the Millennium Development Goals, the

education indicators are one of the very few or only ones that are really input indicators. Nobody would really ever think of measuring maternal mortality by how many visits did a pregnant mom make to the hospital. It's much more outcome-oriented that she dies and it's quite clear in health. So what we started doing is doing some research around what could be a possible vision of a next MDG agenda and we did a report called the Global Compact on Learning that set out that we should have a broader vision, it should include ECD, primary and secondary should really focus on access plus learning outcomes, reaching the marginalized, et cetera. And in that report we made the point that if this was before the Secretary-General launched his initiative -- we really didn't have any idea who was going to do that -- but if the Secretary-General were to come to the education community and say okay, great, we like this agenda for the next Global Development agenda and we can do access plus learning and how would you measure learning, the global education community would not have an answer. We would not really have a collective answer on how to put forward. There was lots and lots of disagreements and many different programs, all good and useful and interesting, but it's very hard to break through the sort of high-level policy with that sort of divergent voices. So that's where we really partnered up with UNESCO through their Statistical Institute and moved this forward.

So before I get to the big recommendations, I want to talk a little bit about the strategies on how we answered those three questions there at the bottom. We had basically four strategies for doing it. One was what is the evidence? Really very sort of extensive literature reviews and reviews of what people are doing and where and what is the base at which we're starting. Two was very, very open and broad consultation. And three -- in fact, actually I was talking to somebody in the technology industry when I described this process and they said oh, you were crowd sourcing. And I thought oh, okay, sure. I hadn't thought of it that way, but we were crowd sourcing. And three, very, sort of extensive hot debates between experts and political leaders on really what matters and trying to find balance between sort of the lens and the sort of political, running-a-country lens, what's important to them, which is an interesting debate to have. And then finally we did lots of -- we had a principle of transparency. We put everything online, et cetera.

You know what you guys? I think we're okay. I remembered, don't worry. They're trying to get me the new PowerPoint. They found it. No, it's fine. We'll wing it.

So that was our process. And then in September we launched our main recommendations. And what I want to do is walk through the main recommendations and give you a little bit of a flavor of what they are and

how we got there, the debates that we had within the task force to come to them.

So the first recommendation was around a global paradigm shift. The task force really said you know, we really want to shift from this heavy focus that's been on access to access plus learning. That was a lot about the post-2015 agenda and the post-2015 Development Goals agenda and the post-2015 education for all agenda, though in truth the task force really felt that it was kind of taking us back to the EFA agenda and trying to bring some of that broader EFA agenda up to the development agenda.

We had a very interesting first meeting and when we first convened the task force, we were really focused on the post-2015 agenda in sort of getting some indicators that could really show the full spectrum of learning and make sure it got into the post-2015 agenda. And we had a big debate that first task force meeting and people ultimately said, you know, actually at the end of the day, we want to do this with or without a post-2015 agenda. If the post-2015 agenda didn't exist, this is a good thing to do for the education community. This is something countries needed to do. It's important for students. It's important for education systems. And so we kind of developed a two-lens focus where we were focused on post-2015, but actually much broader. And that actually helped us I think really sort of open up and be much more consultative and think also about really

what could have traction and impact at the country level. And we decided as a task force -- because of that we decided not to put out a specific recommendation for what a post-2015 MDG goal should look like, but really focus on getting consensus around key indicators and making sure everyone around the table would advocate through their own channels to do so about those sort of key indicators that are happening and we want to happen no matter what and should be used.

The second recommendation is around a broad vision for learning and competencies within seven main domains of learning, which are there. You see them. And we had a very large debate about this as well. There were people who wanted a much narrower vision, people who wanted an even broader vision. One of the hot debates was do you include technical locational education or not. And it was a struggle and we ended up saying not the specific technical skills that are very labor-market dependent and very nationally country-location specific. That seems very difficult to measure sort of globally, but definitely those skills that are transferrable skills one could call if you think about the GMR, latest GMR and youth skills, such as teamwork and collaborative problem solving and all these other types of things that are needed for young people's livelihoods. And the other debate was -- and because of that, the other debate was to really stop after lower secondary because people felt that --

and it's true, of course -- that globally after lower secondary there is such

a diverse range of paths young people can take in their education that it's

hard to sort of think of a global core. And it was a very interesting

exercise to try to think are there core competencies that kids no matter

where they are should master for their own lives and their well-being as

they move through their own education careers in life. And, indeed, they

are. And to be honest, this is the piece that most people have really,

really liked.

The third recommendation was should some of the competencies in

that broad frame -- now if you remember, there were seven domains and

three levels: Early childhood, primary, and lower secondary. And then

within each of those there are competencies. So in there was about 72 or

something like that competencies within that broad framework. So clearly

you don't want to recommend 72 indicators or more to be tracked globally.

Some people did but most people said no, that doesn't make sense, but

which ones are feasible. But not just feasible, which ones are desirable

even if we don't think they're feasible today because these are things we

are hoping will be tracked and inform work over the next 15 to 20 years.

And we did. That was a very hot debate as well.

And here are the seven areas for measurement. They are not yet

exactly indicators. That is work that will come now. I'll give you a minute

to look really quickly at them and then talk you through a few. One of the ones -- there's a handful of them probably from sort of numeracy on up -- are more clearly defined. And the ready to learn, although there's a huge amount of work going on now and the Citizen of the World and Breadth of Learning opportunities are more newish. The Learning for All indicator is an interesting one. It's the yield indicator that's been used in various countries, but it brings together completion rates and literacy rates. Can kids read? So giving a sense of out of all the kids in a country, how many do go through the primary education system and come out of it knowing how to read? This was one that people felt was really important for advocacy purposes. People felt that all of them could be used for advocacy purposes, depending on the audience and what you want to say. But in particular they wanted this idea of at least one that could give you a good snapshot because currently -- we heard this a lot from advocates who were engaged in the consultation -- because currently people usually use gross enrollment rates or net enrollment rates for that sort of one bullet to send a message. And, hopefully, the ideas that this Learning for All indicator could replace that for advocacy purposes down the line.

Another one is the bottom one, the Breadth of Learning. This was a really interesting way we thought about it, our way of coming together,

which was we were really concerned within the task force that if we just put up things like reading, literacy, and numeracy, which, of course, this is not, it would send a signal to countries that that was really the only important thing and it kind of do this distorting effect of really just focusing on those four elements. And what we wanted to do is send a signal that we both felt that there were core indicators that could be tracked globally and we could position ourselves for the post-2015 and we had our act together as the education community, but we also wanted to make sure that people knew that we really did believe in those seven domains of learning and those competencies within that. And we didn't think that any one competency was actually more important than the other. So we came up with this idea of Breadth of Learning, which is the one vision perhaps -- if you get a little map down the line in the back of the GMR with tables, sort of each country like a very sort of simple measure, does their education system allow students to have learning experiences in all seven domains or is it four of the seven, et cetera. But also people, as you'll see as we move forward, felt that that would be a really useful exercise for countries themselves as sort of a diagnosis within their own education systems.

The fourth recommendation was really around supporting countries that this work needs to move to heavily help countries who need it with

whichever kinds of help they need to build and take on these recommendations or improve their systems.

The fifth recommendation was about equity, which really cuts across all of it, but making sure that assessment data, learning data, as it's collected really can help contribute to reducing inequities in learning outcomes.

The sixth recommendation is around assessment as a public good. There was a lot of conversation around transparency of data and putting things out there and this idea that if we were advocating for a small group of indicators on learning outcomes to be taken up into a next set of MDGs, say, and then countries around the world are supposed to collect it. It's not fair necessarily for those -- how to do that, how to actually collect those data, those key indicators, for those not to be open source and available for any country who wants to take them up. Not huge -- we're not talking about -- it makes some folks nervous -- we're not talking about huge sets of assessment systems -- I mean assessment studies, but those key indicators. Though I have to say, people were heavily pushing on making sure that this is transparent and we need to push the needle on this.

The seventh recommendation is taking action, which basically was encapsulating the recommendation of the task force that said although --

formally the task force was supposed to only go 18 months and we more

or less have finished the tasks set out for ourselves -- there has been a

very large momentum created and lots of countries are interested and lots

of stakeholders have been involved and people want to continue. And, in

fact, the third question -- if you can remember the third question, which is

making sure that better assessments lead to improved learning -- that was

one we didn't really fully tackle and didn't really finish. And, indeed, we

started under the very able leadership of Dzingai Mutumbuka who will talk

later, but it is very complex and needs a lot more time.

So the task force really felt that we could sort of wrap up this

first phase of the task force and check that box, and people who had

volunteered for 18 months and are tired and want to roll off can do so and

then we would come back. And we just had our meetings, our next step

meetings, this week. We just finished it yesterday on sort of where do we

go from here.

So we have some clear next steps, which is basically that we will

have a phase 2 of the task force for the next two years and continue in

many ways as this multi-stakeholder partnership that we have been doing

and see how much we can get done. But we will -- if the first phase of the

task force was really heavily oriented on measurement and how to really

get better measurement, the second phase is going to reorient a bit and

really focus on how does measurement improve learning, that connection

between measurement and improving learning. I have a friend who

always jokes and says, I keep weighing myself, but I'm not losing weight.

So you can have a beautiful assessment system and it might not improve

learning. And, indeed, that is the case in many places.

So how do we crack that nut? And it will also heavily focus on sort

of country assessment systems and more country-level work while

continuing -- there's a huge amount of work. There's three main areas of

work that's going to continue. One is this idea of supporting countries,

which is more of an institutional stream of work. Two is a technical stream

of work because those seven areas of measurement are at the moment

just that, areas of measurement. We do not actually have -- haven't yet

done the technical work to really come up with the indicators, so that's the

technical stream. And the third is really about the enabling environment or

as we're calling it, the political stream, which is both post-2015 at a global

level and thinking about demand for this type of education work at country

level, et cetera.

So with that I'm just going to let you know a little bit about the

launches and then we'll open up to our panelists and have a discussion.

So it was launched in New York at the UN General Assembly meeting

under the banner of the Secretary-General's Global Education First

Initiative. And if anybody doesn't know this, this is a very broad initiative

and partners one of them -- one of the big goals in that initiative is to

improve the quality of learning and particularly around assessment. And

the task force is really seen as a way to contribute to that goal. There's

been lots of launches around the world. We have a launch pack. If

anybody would like to do, however informally, with your office mates or

bigger in your organizations, please let us know or go online and get the

various materials. There it is. See, that's the next meeting. This was

what we had to discuss at the meeting yesterday. These are next steps.

We're not going to focus on that.

So with that, I would like to invite up our panelists to come to the

stage and we'll get underway with the discussion.

So can you guys hear us? Are we on? Yes? Okay. So as we're

getting mic'ed up, Dzingai, I wanted to start with you to give you fair

warning. You have been actively involved in the task force. You were

chair of one of the working groups, for the last one, and have a deep sort

of commitment and real passion for improving quality of learning for kids,

which I certainly have seen -- lots of people who know you have seen it

over many years, but I certainly have seen it very strongly coming out.

Could you just tell us a little bit about where that has come from, why you

are so passionate about this issue? In your own experiences you've been

Minister of Education in the past in Zimbabwe. What are those things that are driving you?

MR. MUTUMBUKA: In 1980 after Zimbabwe's independence, I was in one sense a very unlucky person and in another sense a very lucky person. Unlucky in the sense that we inherited a system of education that was segregated along racist lines in which the expenditure only a White child was 20 times the expenditure over a Black child in which the quality of education of White children was way up there in the sky and that of Black children was in the pits. The expectation was that as we achieved our freedom that would dismantle -- would actually destroy the education system that the White people were destroying, even the playing fields and probably have a common denominator of majority. So many White parents were very concerned and many of them were willing to immigrate in order to protect the education of their children. And on the other hand, there's a lot of pressure from Black parents to even the playing fields to get their children to get into that high-quality education the others were enjoying.

So you can almost say that as Minister of Education, I needed not one but several political gests because of attacks from all sort of sites. One of the things that we decided upfront was that there was a lot of merit in having these very high-quality education systems because it really

acted as a benchmark to which we could aspire. But it also meant that you had to find a way of convincing Black parents that Rome was not built in a day, that what was important eventually was to ensure that all the children would have a very high-quality education system.

So we set about expanding the education system, but we did something that, reflecting now, I almost think -- I don't even know how it happened, but perhaps at that time since we'd won our freedom, we thought we could achieve anything. We decided that we were going to expand access to education with quality. I want to emphasize this. We decided that we would not sacrifice quality at any cost. And one of the ways we tried to ensure that was that the examinations that our students, our assessments that our students would do, would not be our responsibility. That responsibility to do examinations that would be internationally respected; that is, the examination system in the United Kingdom can drive the examination board. We did that in part because I'd learned that Singapore had succeeded in raising its education system by simply pitting their students against those in the United Kingdom.

So the first step was we said we will do everything in our power to ensure that the assessment that our students are subjected to can meet any international standard.

Secondly, we then decided that for the students to be able to meet

those international standards, what did we need to do? We decided

upfront to focus not so much on brick and mortar. We told all the parents

that with regards to brick and mortar, that they would have to play a role,

contribute to us constructing classrooms and other infrastructure, that the

government would focus on employing teachers, training teachers, in-

servicing teachers, supervising the system, and also making sure that

there was adequate instructional material.

In the case of primary education, we developed various

alternative systems to train our teachers, which we used to call the system

where teachers went to college for one year. They were teaching the next

year, went back to college the next year, they were teaching the next year,

until they graduated. It was more or less an apprenticeship system that

you see in industry.

In the case of secondary education where the teachers really

needed to have much more content, we relied on support from our

colleagues from friendly countries. So there were a lot of teachers from

Moldavia, teachers from Ireland, teachers from Canada, teachers from the

Federal Republic of Yemen, because we could not train enough

secondary schoolteachers to meet the demand. In fact, when we became

independent with 177,000 secondary school students, by the time that I

left the government after nine years -- that was another fortunate thing I

was told that I was going to stay there until I cleaned up this mess so I had no choice but to make sure that the system was fixed during the time I was there.

So I'll just come to one other issue that I think is important in this discussion. So we made sure that we had highly qualified teachers. We made sure that we had all the instructional materials that were needed; every child had a textbook, both in primary and secondary. Why? Because I insisted that if we were going to raise the quality of education that we should not depend on external assistance. So one thing upfront we decided as a government was that education was always going to get the first cut of the cake. So we never -- I never had to gamble for resources either to pay teachers or to provide instructional materials or to supervise the system. So in a sense I was very, very fortunate from that point of view.

Finally, one of the things that I tried to do upfront was to say that education is not the responsibility of the Head of State or the Minister of Education or the teacher. It is the responsibility of everybody. Everybody has a role. Everybody has a responsibility. And we tried to make sure that there was agreement on the importance of education between the school and the home. And some of these initiatives in the end started really coming together. In the end we developed I think at one time one of

the better education systems in Africa.

MS. WINTHROP: Thank you, Dzingai, and I'll come back to you later about the role of ADEA, which you're now chairing and sort of moving forward as a regional organization the work of the task force has put forward.

Minhee, what about turning to you next? Dzingai talked about sort of trying to make a quality education system kind of from the ground up and the key elements. You know, Korea is very well known around the world for the way in which its quality education has helped the country move forward over the last decades. But it's less well known for international development work. Korea has just recently in the last six years I think joined the OECD. You're sort of new players to that space, and it'd be really interesting if you could talk to us a little bit about both your own organization, KICE, within the government -- its role, what it can offer. You've talked to us and you've talked to the task force about the interests of Korea to reorient within education and really help contribute and give back. And maybe you could tell us a little bit about the ways in which you see doing that in relation to the task force recommendations.

MS. SEO: We have participated as a representative of the Minister of Education in Korea. So it might be better to give kind of an understanding about what KICE is before talking about what can play a

role.

The KICE is the kind of Korea Institute for Curriculum Evaluation. It's a nonprofit organization funded by government. So as you might know from its name, the goal of KICE is to improve education quality through research and development of curriculum and implementation of education evaluation.

So the main missions of KICE are to implement student assessments, to improve school curriculum from primary school to secondary schools, and to administer scholastic ability path, which is the SAT in the United States, but that is a Korean version of SAT. So we administer that examination once a year. So there was a SAT yesterday so almost 1,000 students took that exam at the same time. So it is a really big event in Korea and the KICE administered that exam.

So our goal we have lots more experts in the curriculum and secondary education, for example. Of course, we have experts in the reading and mathematics, as well as experts in art education, music education, physical education, Japanese, German, Chinese, so all kinds of subject matter at all levels. So the researchers are in one place, which is the KICE and they do lots of research related to curriculum and evaluation.

So KICE is represented by the Minister of Education of Korea so

first I think I see our contribution could be doing lots of technical work, but it has been just a few years for Korea to engage in the education community at the global level. For example, KICE is seen as a member of steering committee of Asians for quality education monitoring in Asia. There are countries in the Asia area, so that regional body is more concentrated on the educational assessment and then educational research. So now we have a total of 15 countries involved in the network, so we would like to share our knowledge and experience about how to use data and assessments to inform educational policy as an ultimate goal to improve teaching and learning together.

So one possible contribution we can do would be supporting countries to pilot or practice the recommendations. For example, there are a couple of countries who want to have some quality assessment assistance to steer education levels and then where to go to improve students' learning or to give them better life throughout their education. So we can help to develop their assessment assistance because we have lots of researchers focused on assessment.

And the other part would be actually doing research related to developing indicators in the seven domains as you see at the global area. So, in fact, Korea is planning to do some projects related to the seven domains. So we have some plans to do KICE projects, but based on the

recommendations.

And then maybe next could be maybe some technical works and then assessment things. So those things are pretty much we can contribute to the recommendations.

MS. WINTHROP: Thank you very much, Minhee. Rukmini, on the end, civil society. Civil society in the house. We've heard from governments. What about a civil society perspective? You were co-chair of the task force and you have also been heavily involved, for those who don't know, in leading this movement that's taking shape both in South Asia and East Africa around citizen-led assessment. So what do you see as the role of civil society organizations in this broader goal? And I would be curious for you to talk a little bit about the process of the task force. I mean do you see the recommendations and the product so far as really the main thing, or was the process equally important or maybe more so? Over to you, Rukmini.

MS. BANERJI: Thank you, Rebecca. I think that the moment, whether it is the task force or the new indicators that will be part of the new MDGs, these are all new opportunities. And although there is nothing stopping people from doing new things at any time, there are some moments which seem to be more conducive than others. And I think certainly that this shift from schooling to learning is a moment right now

where a lot of new opportunities can be carved out.

I may be very biased from my part of the world, but sometimes -- and no offense to all my government colleagues here and in the audience -- sometimes governments are a little slow to move. There are good reasons why big structures can be sluggish, good reasons. In many parts of the world I think people are faster to move. And I think if there is a way to bring this energy and the experience together, it can really catalyze a new way of operating. And the recommendations of the task force, whether they go into 2015 or not, certainly learning has to be the center of why we send our children to school or to the education system. And I think that for groups to come together, not just civil society organizations, but we have universities, we have all kinds of other groups outside the government, this could be a very good opportunity to both have a new conversation as well as come up with new models.

Looking ahead, I wasn't at the last two days of meetings, but I think we are going to need in many countries of the world real models of how assessment can lead to improved learning because, again, I'm biased from my part of the world. People need to see things to believe that they can work; and, therefore, how do you build in assessments that can lead to improved learning? How can this happen within the school or outside the school? These are new platforms which will have to be built. And I

can see that a lot of people working outside the government can work with governments to really bring these things to happen.

From the perspective of the large-scale assessments that have been happening both at the household level and being done by wide numbers of people, I have my colleague, Sarah Ruto, here from East Africa. We do something in India and along with countries in East Africa, Pakistan, India, and West Africa we almost reach a million kids every year. And a very large number of people are involved in this. And we think that this is important because what exactly is learning? Often in countries that have not had big histories of measurement outside the government system and it needs to be felt. And, therefore, we welcome, for example, college students, NGOs, all kinds of people to participate in these assessments because it takes the learning agenda much further and much deeper into a country. And I think that when you operate in places where outcomes have not been the focus, where measurement is not a part of the natural culture of how we operate, these kinds of activities are going to be very important in taking this agenda further.

If I look back at the last 25 years of schooling for all, I think it is a concerted effort of both people within the government system as well as people outside. Within the government system there's education and there's others. You know, the government is not just one monolith. I think

the schooling goals were clear. We need to get enrollment. We need to

build schools. We need to enable people to go to school. And I think in

that whole process, people inside the government as well as outside the

government participated together to get us to higher levels that we see. A

very similar campaign needs to be run for learning. Whether it is in 2015

or not, all our countries need learning to be at the center. And I think we

have to think about architecture of how we move ahead, involve lots and

lots of people, many of whom may be illiterate, but that doesn't mean you

can't think about learning.

So there are big challenges and I think that there's a large part to

be played by people outside the government. Governments have to learn

how to work with people outside, and people outside have to learn how to

work with government. And I think this is a very big learning opportunity

for the world.

MS. WINTHROP: Thank you, Rukmini. For people who don't

know, the Indian Ministry of Education was also on the task force. So

there was lots of interesting debates, if you can imagine.

Jo, why don't we turn to you? You head up education for UNICEF

and you were also involved as co-chair for the task force. What do you

see as UNICEF's role in this? What's your contribution? As a big UN

agency in many countries contributing to the work moving ahead? And

then I'd be curious also like with Rukmini if you could reflect a bit about, as a co-chair role, moving forward do you see any major pitfalls or challenges that we should have in our minds, try to avoid?

MS. BOURNE: Okay, I'm struck by Rukmini's comment there about big structures being sluggish. I'm sitting here speaking on behalf of the UN, I know I have some UN colleagues in the building as well. I think we need to take this onboard as well. But I think one of the important things we have to do is be able to look at what we already do and how we can shift the dial as a result of the work that we've done as part of the Learning Metrics Task Force.

So just a little bit on UNICEF and where we are in education and then how I hope we can shift the dial. We work in education in something like 127 plus countries. In 2002 we spent roughly $800 million on education programs, and we work predominantly in three different ways. We work with governments at a sort of policy or advocacy level and at the global level, obviously, or not policy and advocacy, on how can we do the sorts of things in education that are really going to make a difference for children and particularly for the most vulnerable children.

We also work at the technical level -- and I'll talk a little bit about that in a minute -- in the development of tools, the collection of data, things that some of you will know us for. And we also deliver. Sometimes this

might be called a pilot and other times it's just pure delivery, particularly

education in emergencies is where we deliver particularly in some of the

most difficult places where government systems are struggling to reach.

We are focusing on those areas. So there's three very different types of

activity that UNICEF does across its entire portfolio of education

programs.

But one of the things we've discovered, coming back to education

and learning, is that in 2009 we did an evaluation of child-friendly schools,

which works across those three domains. Eighty plus countries have

adopted some kind of standards around child-friendly schools. Three are

over 600,000 examples, pilot examples, of child-friendly schools. And

what we discovered through the evaluation is that there are some really,

really positive things around the enabling environment for children.

Teachers were teaching in safer environments. We were shifting on

things like corporal punishment. They were more inclusive environments.

A whole range of things that I think those in the education community

would go yeah, great. We're beginning to shift the dial and the practice.

What we couldn't say was whether learning outcomes were

improving as a result of this. That's not to say that they weren't improving,

it's just that we weren't measuring it so we couldn't actually make that

relationship. And if you come back to the evidence, of course, what we're

seeing a lot of the time is that the relationship between the inputs and the

outcomes in education is perhaps not as strong as we all thought it was 10

or 15 years ago.

So just coming back to what we're going to do taking this forward

and a little bit of a story on that. My Executive Director the other day said

to me, why do you talk about learning? Why don't you talk about quality?

Why the shift? He'd picked this up and I thought that was quite astute.

And I explained, when we talk about quality we end up using a whole

bunch of proxy indicators -- people teaching ratios, classrooms, all this

input stuff -- it all matters, it's all important, but we miss the point. So we

need to start applying within our own organizations on the conversation

about learning and that's precisely one of the things we've been doing.

We just finished our strategic plan, 2014 to 2017, and have a

very, very strong focus on equity. And we are working hard to get the

learning piece in there. We have an opportunity to redo that a little bit in

2015 once the post-2015 agenda is done, and my expectation is that we

will be able to sharpen our focus on learning because of the processes

that we're going through right now because they will be better indicators.

So that's one of the pieces.

We also, of course, co-lead with UNESCO the dialogue around

post-2015, and I think it's very clear in my mind that there is an increasing

convergence around equity, around learning, and also around expanding it beyond sort of primary dynamics that we've had for a while, so to early childhood and to lower secondary in particular.

So we will continue on that policy advocacy front in keeping that conversation on equity and learning at the global level, at the regional level. And Rukmini this morning was just telling me that there's going to be a conversation in India precisely on this with the Learning Metrics Task Force recommendations and at the country level.

On the technical level, we're looking at how we can work with our partners on the development of the Ready To Learn indicator. We're also looking at our data collection. And this is an interesting issue for us. We have a very good data collection instrument that goes to household level and collects a degree of data, but its education collection of data is not perhaps as strong as it could be. So what are the opportunities? Is that the right instrument or are there other instruments that we should be looking at?

We're looking at things like disability in education on the equity side, which is going to be quite a difficult one and one which I don't think we tackle quite yet. But when you talk about equity, we're going to need to talk about it. And there's actually quite a big call from my country officers for tools to help them help countries help teachers assess learning

in classrooms. And I think that's something that we can explore as well.

And then just finally, given that we do a degree of delivery, we will look at how we can pilot. And I think that's one of the things that we can do because we're on the ground and we're working with governments in the right places where there is demand from governments to move this forward. We will look at how we can pilot it.

MS. WINTHROP: Great, thanks.

MS. BOURNE: Oh, did you want me to talk about pitfalls?

MS. WINTHROP: No, that's all right. You hold it. I have a couple of more questions for you guys. The challenges one, the role of ADEA, but we'll open it up now. They're coming your way in a moment.

Questions from the audience? We'll open it up and have a discussion. Jane, yes.

QUESTIONER: I really enjoyed all of the presentations, and I was really glad to hear people bringing up the issue of equity and seeing the recommendation toward equity. I know that we have lots of information about where equity is located and how we disaggregate data around those locations. I think we have a lot less information about how to address equity. And I think we're living in an age where preparing a child for the rigors of first grade are beyond many families and communities. And I would like to hear anyone on the panel address what are some of the

things we're going to have to take into consideration and begin to think about in order to make sure that 10 years from now we've got more quality to our education, and that disparity between the rich and poor hasn't actually increased.

MS. WINTHROP: Okay, great, a question about equity. Here, and then Corey and there and that will close the first round. Right over here, right next to Jane. Raise your hand high, sir, blue suit, yeah.

QUESTIONER: Yes, good morning. My name is G. Bisset. I'm from what was known as CETA and I work in the policy in education. And I've been following your work with a lot of interest and thank you this morning for walking us through that.

So at the onset I want to say that I think this is very important, but trying to figure out for myself how this defers from, for example, other initiatives in the past like the fall report who have also tackled that issue. I have a question, and there's a saying that says when we look at the tree, we lose track of the forest. And I think my question is related to that because as you will I think agree with me that quality of learning is much more than learning outcomes.

And at the same time that I fully agree that we need to tackle the learning outcomes and assess them, it's so important, at the same time I also realize that there's a lot that is left behind with that focus on the

outcomes -- the physical well-being of the child, I mean does he eat, has he eaten before going to class? The security and safety, you know, the little girl who walks a kilometer to go to class? The supply side of education, are teachers showing up at all? Curriculum and et cetera.

All those I think are very important elements of the quality of learning. And my question to you is in your deliberation in your work, have you talked about another area of measurement that would be more systemic and that would include other dimensions maybe with trying to work towards a consolidated instigator, a bit like the development, for example. Thank you very much.

MS. WINTHROP: Okay, thank you, interesting ideas. We have Corey and then the woman in his row, right behind, and then we'll close this round. Go ahead.

QUESIONER: Thank you very much. I'm Corey Heiman from Rim to Read. One of the things I really enjoy about these presentations is the opportunity to hear about some of the behind-the-scenes thinking about the issues. And, Rebecca, you had referenced education goal 6, the education for all goals, and the emphasis on literacy, numeracy, and life skills. And so as I look at the recommendations and the areas of measurement going forward, there's a direct correlation with two of those three, which is numeracy and literacy, but I was looking for life skills. And

life skills, I think, could be argued to be part of any of the areas of measurement, but particularly related to Citizen of the world.

What's interesting about that moniker, though, Citizen of the World, is it does reference some kind of a social element to it. It does reference kind of a bigger and the higher level goal. So I'm wondering just about the evolution of that title and that umbrella and whether that does in part miss the point on the desire for children to develop the skills that help to make them successful in life or how that tension, that dialectic, between the individual and the social plays out and how you're thinking about that going forward.

MS. WINTHROP: Okay, great, one last question at the end here and then we'll -- not everybody answer every question, but think about which question you want to answer. It's an unfair sample because we haven't heard your question. Go ahead.

QUESTIONER: Hi, my name is Sarah Ellison and I'm currently a graduate student at American University as well as interning at the Global Fund for Children, global campaign this summer. Thank you, again, for the wonderful presentations. It's always great to be at Brookings and hear about the Learning Metrics Task Force.

Something that I was thinking about a lot during the presentation and we talk about collaborative consultations and kind of an

open process of transparency, I'm wondering to what extent youth voices

and children voices were included in the consultative process beyond

coming from civil society organizations or other nonprofit or nonstate

organizations that represent children. I'm kind of wondering from that

demand side -- we talk about the demand from families, but what demand

from children and youth are we seeing and what children- and youth-led

assessment is being discussed, if at all, and kind of where those voices

are within the process and within the post-2015 dialogue.

MS. WINTHROP: Great. So we have a question around equity, a

question about sort of a more holistic possible set of index, the Citizen of

the World, and the youth participation. I'm happy to tackle the Citizen of

the World one, but what about you guys? Which ones do you want to

tackle? Who wants equity? Go, Jo.

MS. BOURNE: A couple of words, I mean the equity question is

almost two questions, so I'm going to try two answers. First of all we do

know, of course, when we do the analysis that equity is focused around

locality, it's around gender, it's around disability, it's around ethnicity, and

it's quite often an interplay of those different things. Certainly the way that

we are working at UNICEF alongside the bank and others is trying to build

up better profiles at a country level of who are the children and who are

furthest behind. So who are they? Why are they furthest behind? So this

is about indicators, sort of a bottleneck-analysis type things. And then what are the best evidence-based strategies to try to reach those children and having a better understanding of who they are and why they are failing both to get to school, but also to do well in school once they get there.

I think one of the things that, Rebecca, didn't happen and maybe it was in your original PowerPoint is that there is already some thinking around an equity indicator. So that falls under one of the recommendations, which the World Bank I think is keen to take forward which will try to find a way in which we could actually try to better measure this disparity issue that I think we're all hugely concerned about.

And then a final point on this one, and this is really coming from a conversation with the early childhood people this morning, is that in the early childhood arena I think there's quite a lot of discussion around not just how you measure the sort of outcome piece, which is important, but actually how you also measure the environment piece that children are growing up in before they get to school as well as when they get to school. And I think just on that point, one of the discussions that we had midway through the task force on early childhood was actually a really quite deep concern on pushing forward with an access only indicator for preprimary in terms of what that would actually potentially leverage for children. Is that

going to mean that governments are going to be stimulated to put even more children -- and if you've been out in the field you've seen this -- into small dark rooms with windows with poorly trained teachers and no equipment? And what does that actually do for children's cognitive development and their ability to be creative thinkers going forward? And I think that's something we as a community need to think quite carefully about.

Just two very quick points, UNICEF supports the Youth Advocacy Group to engage in the post-2015 dialogue. We've done a lot of work around that. We'll continue to do a lot of work around that. And I'm very keen that the Youth Advocacy Group also plays quite a part in the Citizen of the World debate because I think it is a debate as much as anything.

And then just finally a quick point on the sort of trees and forests piece of this. I do worry every time we have a conversation in the education community and we focus on something, and in this instance we focused on measurement. We then go around in concentric circles, what about this? What about this? What about this? And we end up with a massive Christmas tree of all the things that we want to happen. It's true. We do it all the time because education is not a simple thing and it can't be boiled down into a particular one piece. I think, for me, one of the most important pieces of this work and one of the biggest risks of this work

going forward is that we're trying to fill a specific gap and that's what we've been focusing on. We cannot in my opinion go into a post-2015 world using the same metrics that we've used for the past 20 years. And if we don't come up with better metrics, someone is going to do it for us and we're going to like them even less. And that's why I'm focusing, and that's where we're focusing. It doesn't mean that everything else doesn't matter. It just means that we need to focus on that gap right now; otherwise, I think there's a risk that we'll fail.

MS. WINTHROP: Thanks, Jo. You've done well in virtually answering all of them. I'm going to turn to, actually, Dzingai, just a little bit because part of the gentleman from CETA was talking about was sort of a diagnostic tool that's a little more holistic. And I'm wondering if you could talk a little bit about both ADEA, where you see ADEA as a regional body moving forward, and I know you've had a lot of discussions with Ministers of Education in Africa through this process about some sort of process, sort of a diagnostic process of their own assessment systems figuring out where the strengths and weaknesses are as a first kind of step to moving forward on this agenda.

MR. MUTUMBUKA: Whew!

MS. WINTHROP: Did I surprise you?

MR. MUTUMBUKA: First with some generalities, we all know that

Africa is a huge continent and that African countries vary and they vary very widely. But sometimes we try to treat them as if they are all the same and this is a huge mistake we make because each country has its own challenges, its own characteristics, et cetera, et cetera. In Africa we face a whole continuum of characteristics of countries ranging from failed states like Somalia to very stable states like Tanzania, South Africa, et cetera. So we have a wide range of countries in Africa.

Among African ministers, there is a recognition now that while we've made progress in terms of getting children to school -- I say some progress because there are still a lot of children who are out of school, no question about it -- it is very clear to many that Africa has certain advantages in terms of development, in terms of economics, but also has some very serious disadvantages. What are the advantages? Africa is the youngest continent. It is the largest land of young people. Africa would tomorrow become the factor of the world just as China, Bangladesh, Vietnam, are today. Africa could. We also know that Africa has a lot of resources and, in fact, part of the problem of Africa is that we have so many resources, people are always scrambling for our resources whether you are looking for mineral resources or if you look at -- if the population of the world were to go beyond 10 billion, one question which arises is where is the food going to come from. Other than Brazil, Africa probably has the

only remaining unutilized agricultural land that remains. But despite all this wonderful advantages of being a youthful continent and also having abundant resources, the problem really is that the education and training systems are not preparing young people to be productive. And so there's a realization, especially among ministers, that we've got a lot of young people into school, but they are really not learning much. Many Ministers of Finance are really questioning whether the investment that is going into this inefficient, unproductive system of education is the best way to use public resources. And so the challenge really among many African ministers is can you help us, give us the tools that will help us to develop robust systems of assessment so that we can know whether our children are mastering the core skills that we want them to master. And if they are not mastering them, why are they not mastering them? And how we can ensure that they master them?

So for ADEA, really the next challenge is a question of assessing how our systems are doing, making sure that we have really well-trained teachers. We just need some calculation that if Africa is to actually do the MDGs, the number of trained teachers we need is in excess of a quarter million teachers. And if you add in attrition, the number goes beyond one million. So we have all these problems, never mind the question of forget about classrooms. Personally, I don't think classrooms are very important

because we used to run the schools during our struggle. We used to run

schools under trees, and they were mostly young people who went to

those schools and are engineers today. They are doctors. But the real

challenge is where are we going to get the competent teachers? Where

are we going to get the right proper materials? Where are we going to get

time on task, which is just another problem we are facing in Africa

because they are so poor and they are doing other things in order to put

the body and soul together.

So our challenge is if the LMT could help us in terms of really

putting at least in a number of countries the element of robust systems of

assessing, that would be really the best present that we could get.

MS. WINTHROP: Okay. I'll make one final comment on the

question of global citizenship indicator and then we'll open it up for one

more round of questions.

The indicator called Citizen of the World has gone through lots of

evolutions, both in its name and its substance. And the main thing to note

is that this is the one that needs the most work and development because

we really couldn't come to consensus. And really what there was

consensus on broadly within the group was that we needed it. And it first

started off as youth skills and values -- first it was skills and people said

we really need values. And then there was lots of consultation with lots of

people with lots of students and teachers and youth organizations, et cetera. And there was an interesting kind of dynamic where people located more, and we would call it the global north, were heavily focused on very concrete skills -- digital literacy, critical thinking, problem solving. And folks in what we would call the global south said yeah, those are important, too, but if I have to pick the most important, it's really around values. It's around peace. It's around tolerance. It's around interpersonal conflict mediation without resorting to violence. It's those types of things, which could also be converted to skills, too, I would imagine, but that work has yet to be done. We don't really have a clear vision. And certainly there are partners, UNESCO and others, who are working on this and this has been something that was referenced before that has certainly been tackled in the past. And we have very much relied on and in some ways gone back to those visions to bring them more current and more forward.

So for the global citizenship work, it's now Citizen of the World because lots of countries, people in different countries, said they didn't like this idea of global citizenship, which lots of people use. It's in the Secretary-General's initiative. What they really want is to make sure education systems not only prepare young people with all these learning competencies, but to be good citizens of their community, their own country, and then, of course, the world, so a real reorientation of the

Citizen of the World, locality moving up.

But there is a next phase. It's going to happen to really do a big consultation around and to get some greater consensus on what are those competencies exactly that we're talking about and how do we move that forward. And I would be remiss if I didn't say this in this forum. The second phase of the task force -- again, we are just getting clear on what it looks like, but we certainly were clear that we need more partners. And we're opening up the partnership for a much wider range of actors who want to be part and be engaged, and this is certainly a piece of work that would need that.

Okay, next questions. At the back, one, two, three, four.

QUESTIONER: Hi, everyone. Thank you. My name is Cara Nichols. I'm Executive Director for Connect to Learn at the Earth Institute at Columbia University. Connect to Learn is a partnership between Earth Institute and Millennium Promise and Erickson and since we started in 2010 brought on a number of other partners, business partners, very much a private/public partnership and there's probably 20 partners in the mix at this point, and we're still working on that. We work in 12 countries across Sub-Saharan Africa as well as Brazil, Chile, India, China, and a couple of other countries, and we put girls in school on scholarship and we put connectivity in computers in the schools that they attend.

Thank you so much for the work that you've all been doing. Rebecca, I had a chance to meet with Lucy Lake yesterday and heard a little bit about the meetings that have been going on and it's just wonderful what you're all doing. I so appreciate it very much.

I'm wondering if you can talk a little bit, any of the panelists, if you can talk a little bit about how you're discussing the use of technology for tracking and measuring these metrics and what kind of partnerships you're looking for there because I'd certainly like to be involved in that, but I'm also just interested that such a huge topic, I know -- complicated, expensive, all kinds of things that we deal with every day. We just, in fact, completed a year-long study in four of our schools --

MS. WINTHROP: Cara, I'm sorry. I'm going to cut you off because we're running a little short of time, but your question is around technology.

QUESTIONER: It is, yeah. We just completed a study in four schools in two countries in Africa that you'll see a report on, but it very much has to do with building up the teachers.

MS. WINTHROP: Got it, thank you very much. Sorry to do that, but I just want to hit the other three people. And if you could zone in on your question, this gentleman right up here at the front.

QUESTIONER: I'm Peter Mattel, Secretary/Manager for Education for Western Central Africa and the World Bank. First to congratulate the

panel for this excellent work; I think what we say is that what is measured gets to be managed. And I think what the task force has done here is to try and help us have a framework for measurement that we can all agree on. I think this is very important work.

Now, moving forward, my comment is on implementation, which is one of the seven recommendations. When we measure, but then we leave, cultures say well, I knew things were not good, so I didn't need you to come here and measure. Tell me how you can help me. So I think under the implementation recommendation it would be very important for us to have a discussion, all of us who are working in this sector, to see how we can bring together all our competitive advantages. And see that when we measure, we can also support this country's, or address this country's deficiencies that we see in the system.

And I think that the things that are going on at the World Bank and at UNICEF and other places, I think if we can build that coalition for implementation that would also help. Thank you.

MS. WINTHROP: Great. So question around what we do after we measure. Yes, right here.

QUESTIONER: My name is Mahed. I'm a fellow at the New America Foundation. And I'm basically from Pakistan where there's this huge movement, evolution movement, in education that's happening. So

the education portfolio has been handed down from the center to the provincial governments. And what I see over there is that the dialogue is still hinging very, very heavily on access. Whether it is the government itself or whether it is the donors because we've got a huge number of children who are out of school. But I find the children of this debate are very, very important to countries like mine because we find the children who are going to school have exactly the same problems. So they go to school and they come back without having learned very much.

So I'm just wondering what exactly the LMTF is going to -- how exactly are you going to be engaging with governments and also with donors because in the case of Pakistan we've got this huge amount of money coming in from the donors working with the provincial governments and they're very, very much still targeting access. So, for example, education funds have been put in where they're paying the fees for children to come to schools.

MS. WINTHROP: Great question. Okay, how do we sort of leverage change within sort of governments and donors? What are we going to do? Okay, great.

There was one last question all the way over here.

QUESTIONER: Thank you. I'm May Rehanni and thank you for excellent presentations. I do appreciate very much the process itself. I

appreciate many things, but I want to focus a little bit on the process and intention of inclusivity, which is superb. My question, however, is exactly around that, that intention of inclusivity. Given the fact that one of the domains is Citizen of the World, did we rigorously work on that intention of inclusivity and include those who do not believe in a Citizen of the World, who want their education system to produce somebody who will fight, somebody who will use violence? I worked in Pakistan, Afghanistan, Saudi Arabia, Yemen, Mali, Nigeria -- I can keep going. Did we include somebody from Nigeria? Somebody from Yemen? Somebody who is part of an organization that does not believe in peace?

MS. WINTHROP: Good question. It's a serious question; it's a good question.

So we're almost out of time, panelists. This will challenge you to be pithy, insightful, respond to the questions, and wrap up all at once. I'm sure we can do it. We're going to start from here and move all the way and then you will have the last sort of parting word. Rukmini, any final thoughts, particularly in relation to the questions posed?

MS. BANERJI: I think the implementation question is really key; all this is fine, but what happens next? In India we have done a very large assessment of basically now, but for 9 years, things have not improved. In fact, in some places it is growing worse. And so you would then

imagine -- people would say this -- okay, fine, you come and take my temperature, but then you leave me ill, right? Strangely, I think that these repeated assessments, which are being done on a very large scale, have certainly churned things up. It is also happening in Pakistan. I'm not as familiar with Pakistan to know how much churning is happening or maybe there's been other churnings happening so this doesn't get focused.

But what I think it boils down to is the fact that as countries will move at different stages, we need to think about assessment as a part of a longer process. So the purpose has to be taught in before. If we have just a measurement, which doesn't have a forward plan in terms of what you're going to do with it, then we may be stuck with a lot of measurement. And as Dzingai has a very good saying from somewhere which says if you weigh the pig, it doesn't get fatter, right? And so I think the purpose -- in or learning metrics -- even when we say there is a global measure, it's important for every country to think what are you going to do with it and what's the next step?

So I think this is a very, very -- just a last point that I want to come back to from the first round of questions is we have a lot of assumptions about what leads to what and what leads to change. This may be a good opportunity to test some of those assumptions. Often the reality is a little bit different from what people perceive, especially from the ground. And I

find this very often that you have an assumption that this curriculum, this textbook, this teacher training, and this assessment system, and this kind of classroom is going to make a big difference. But when you actually look in detail at the classroom, however you assess it, you find that many of these things need to be changed so that a large number of children can get the basics in time. And I think that by not doing that we will be harming the kids who currently are at a very low level, who could benefit from the same resources, but being used differently.

So it is a time to test assumptions and do a reality check to see is this where I thought the real problem is.

MS. WINTHROP: Great, thanks. Jo, final thoughts?

MS. BOURNE: On the point about technology, I mean I do think this is a space that we need to be considering. We haven't had a conversation very much this morning about the actual instruments that you use to do these types of things at a country level. I think we have to be very, very pragmatic about this. What are the instruments we already have? At what level do you collect? School level? You have administrative data, so there are certain entry points. How can we work with technology to smooth that out and to make it better? Now, that's a case in point. I agree with everything you said, Peter. I think what the task force does is try to catalyze this conversation and catalyze it at a

number of different places. Having better metrics -- there is a theory of change there. There are a series of assumptions that if we have better metrics and they are more accessible to individuals, to schools, to communities, to governments, to everybody involved in education, global right down to the lowest level of delivery, that will help catalyze action. But as actors in that space, we have to be ready to act, to do the improvements. And we have to be ready to act together. I also agree completely with what you say. We need to be better as a community in generating evidence around what works as we take this forward and not just living on sort of ideology, and we've done it before so it must be right.

And just very briefly on Pakistan, I mean my understanding is there is a bit of momentum around the learning agenda in Pakistan. So there's a bit of work going on there, which I think is really, really helpful.

MS. WINTHROP: Great. Thank you, Jo.

MR. MUTUMBUKA: Just two comments. The first one is on education and peace. A question was raised about schools that are teaching violence. In Africa we're very, very concerned about this, especially at ADEA following the events of Kenya, one of the most stable countries in Africa. This really jolted the main African leaders because it showed that it doesn't matter how stable a country is today, it can be unstable tomorrow.

So we have studied at ADEA what we call a nod forecasting on education and peace because we believe that one of the roles that education should teach is tolerance, understanding other people. The fact that someone thinks differently, they look different, doesn't mean that they are your enemy and should take a gun and kill them under the premise that if you do this, you'll find 250 virgins waiting for you in Heaven.

So it's very important that education plays a role towards human understanding, toward why we as human beings are different from a wild animal. This is a very important role that the education system should play. But we could spend a lot of time talking about it. So that's one of the things that we're very, very heavily working on, particularly in countries like Kenya, in DRC, Angola, and other countries like that.

The other point that I wanted to make is that -- and I think this is much aligned with the question of measurement. I think that education is a very dangerous occupation. I do say so honestly because every one of us has been to school. We really think we understand education, but education is very, very complicated. We think medicine is complicated, but education is probably much more complicated than medicine. We would not ask someone who has never met -- or ask somebody, yeah, a few tools, a few rule books, just going to open up someone. But that's basically what we do to schoolchildren. We subject the children to people

who have no clue about what education is, what teaching is. It actually

shows us that we are clueless about the importance and value for

education. And I rest my case.

MS. WINTHROP: Minhee, I'm very sorry, but you're going to have

to follow that and be our last word, which I have no doubt will not be a

problem.

MS. SEO: I'm going to make a comment related to what happens

related to -- actually not only KICE, we are not just interested in the

measuring of those seven areas at the local level, also we would be liking

to build and measure our capacity in assessment to see themselves and

then they have to know what tree needs more nutrient. So to tackle those

kinds of things, we need diagnostic skills and formative assessment. So

where is our children at and what they need? What is their strength and

what is the weakness? We need to check it all. We need to narrow it

down to the specific areas so that's why we cut to the areas, but the

components of big picture. So we would like to build nationally to have

their own assessment. Then they can develop their assessment system

to reach their own goal at the national level. So assessment is not just to

check whether they are doing well or not; it is to find out the problem

where they need to improve to have better learning and teaching skills.

MS. WINTHROP: Great, a perfect conclusion. Thank you very

much. Thank you to all of you and thanks to all of you for coming, and we

look forward to seeing you next time.

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I, Carleton J. Anderson, III do hereby certify that the forgoing electronic file when originally transmitted was reduced to text at my direction; that said transcript is a true record of the proceedings therein referenced; that I am neither counsel for, related to, nor employed by any of the parties to the action in which these proceedings were taken; and, furthermore, that I am neither a relative or employee of any attorney or counsel employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

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