

LMTF 2.0 LIVINGSTONE MEETING REPORT

*Proceedings from Final LMTF Meeting and Second
Learning Champions Forum*

*Livingstone, Zambia
February 3-5, 2016*

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Meeting Objectives:

From February 3rd through 5th, 2016, representatives from 12 Learning Champion countries came together with Learning Metrics Task Force (LMTF) partner organizations and global and regional actors in Livingstone, Zambia for the Final LMTF Meeting and Second Learning Champions Forum. The main aims of the Livingstone forum were to benchmark progress made with the Learning Champions initiative and identify tangible next steps to sustain country-led action following the transition beyond LMTF and the goals of the Sustainable Development Goals (SDGs).

To achieve these aims, the forum aspired to the following objectives:

1. At the national level, showcase the works of the Learning Champions and reflect on and analyze the experiences of this initiative.
2. At a regional level, update attendees on activities and progress of regional organizations and create action plans for regional networks to sustain the Learning Champions work.
3. At the global level, update attendees on global learning initiatives and the Education 2030 and SDG agenda, discuss thematic indicators and their applicability within countries, and identify ways in which participants can connect to the global efforts.

Key Meeting Outcomes

Through presentations, working groups, site visits, and poster sessions, the Learning Champions shared progress, discussed challenges in adapting LMTF recommendations to their national contexts and priorities, and voiced plans to sustain momentum through regional linkages and global frameworks. Key outcomes and decisions from the three-day forum are as follows:

- Representatives from 12 Learning Champions presented on the accomplishments, challenges, and next steps for their countries under the Learning Champions initiative.
- Regional groups met and discussed activation of new regional assessment organizations and the further development of existing organizations. The regions include Africa, MENA, Central and South Asian and East Asia/Pacific, and North and South America.
- LMTF Members and assessment experts presented on willingness to share resources and support country-led work.
- Representatives from global organizations updated participants on the Education 2030 and SDG agenda and provided information on several innovative efforts to support learning assessment, including Breadth of Learning, MELQO, GAL, A4L, and the IIEP Learning Portal.
- Participants made a request to the LMTF Secretariat for a transition plan.

Discussions and Presentations

The following is a detailed description of the presentations and key discussions of the Livingstone Learning Champions forum.

Day 1: February 3, 2016

Welcome Speeches

Cecilia Sakala, Director of Standards and Curriculum in the Zambia Ministry of Education, welcomed the group to Livingstone and highlighted the value of the Learning Champion Forum in bolstering networks and partnerships for shared learning and the joint mobilization of the agenda for improved learning. Mrs. Sakala also shared her hope that the opportunities for continued discussions will be sustained through 2016 and beyond.

These sentiments were echoed by the Permanent Secretary of the Ministry of General Education, Mr. Chishimba Nkocha, as he shared a speech written by the Minister of General Education, Honorable Dr. John J.N. Phiri, reflecting on Zambia's involvements with LMTF and as a Learning Champion. Mr. Nkocha described Zambia's Learning Champions achievements, such as mapping the learning assessment landscape, discussing what is needed to improve learning assessments, sharing experiences with other Learning Champions, and providing feedback on processes. He also acknowledged that the Learning Champions experiences helped create a line in the Zambian national budget for assessments (which were previously unsupported) and aided the development of a national assessment framework to guide implementation.

In all, Mr. Nkocha recognized that these actions are in line with the main aims of LMTF, which is to:

1. Build consensus
2. Give recommendations at global and national level
3. Translate recommendations into action
4. Devise ways to facilitate shift from access to access plus learning

Mr. Nkocha also acknowledged that the innovation related to the LMTF and the SDGs is timely for Zambia, as the country is in the midst of implementing a revised curriculum. He concluded urging the participants at the meeting to investigate methods by which the Learning Champions initiative can be sustained after the LMTF sunset.

Presentation: Overview of Key Accomplishments of LMTF

Kate Anderson of the Center for Universal Education at Brookings presented an overview LMTF 2.0 successes framed within the five wide-ranging goals set in November 2013 at the final LMTF 1.0 meeting in Washington, DC – *technical, institutional, political, assessment as a public good, and knowledge sharing*.

On the technical side, LMTF informed the inclusion of learning indicators in the SDGs and Education 2030 Framework for Action. In addition, complementary global technical initiatives occurred, including the UIS' Catalogue of Learning Outcomes, the Learning Metrics Partnership, Reading and Numeracy working groups convened by UIS and GIZ, Measuring Early Learning Quality and Outcomes (MELQO), Breadth of Learning, Global Citizenship Education, and more.

Within the institutional objectives, LMTF 2.0 engaged 15 Learning Champions, exceeding the initial goal of 10, and 12 of those Learning Champions were able to join the Livingstone forum. These Learning Champions, responding to the desire for a platform to share experiences and information, as well as the challenges of creating a coordinated strategy or vision, made strides toward: multi-stakeholder inclusion at the national level; taking stock of existing assessments; developing plans to use the LMTF seven domains and measurement areas within existing education systems; implementing plans; learning from each other via in person meetings and virtual collaborations; documenting learnings and developing guidelines; and activating regional hubs to sustain and expand the community of practice. The final two steps for the initiative are currently underway: 1) developing a toolkit and a report highlighting what worked and what could be done better, and 2) sustaining the community of practice.

In addition to these reports, the processes will be captured by two videos, allowing the communication of these successes beyond a solely technical audience. Ms. Anderson shared the [first LMTF video](#), which was filmed at the regional Learning Champions meeting in Naivasha, Kenya in May 2015. The video highlights the process the LMTF took towards its consultations and the Learning Champions initiative, but it also delves into the experiences of the Learning Champions themselves as they prepared their new assessments and systems for the coming year. In the video, education leaders from the governments of Kenya, Ethiopia, Senegal, and Zambia discuss their progress in revamping their systems, as well as challenges they have faced, and representatives from organizations such as UNICEF and the Association for the Development of Education in Africa (ADEA) helped facilitate connections between countries.

Politically, learnings from Learning Champions' experiences were central to policy dialogue at the national and subnational levels, and contributed to measurable learning outcomes in SDG 4 and the broader set of thematic goals in Education 2030 FFA.

In promoting assessment as a public good, a [discussion document](#) on a global learning assessment platform, known as Assessment for Learning (A4L), was released in December 2015. The platform would provide financial support and capacity building to countries, and GPE is set to discuss potential hosting organizations for the A4L platform at the June 2016 board meeting. In addition, the Learning Champions' assessment tools will be published together as a toolkit in the spring of 2016.

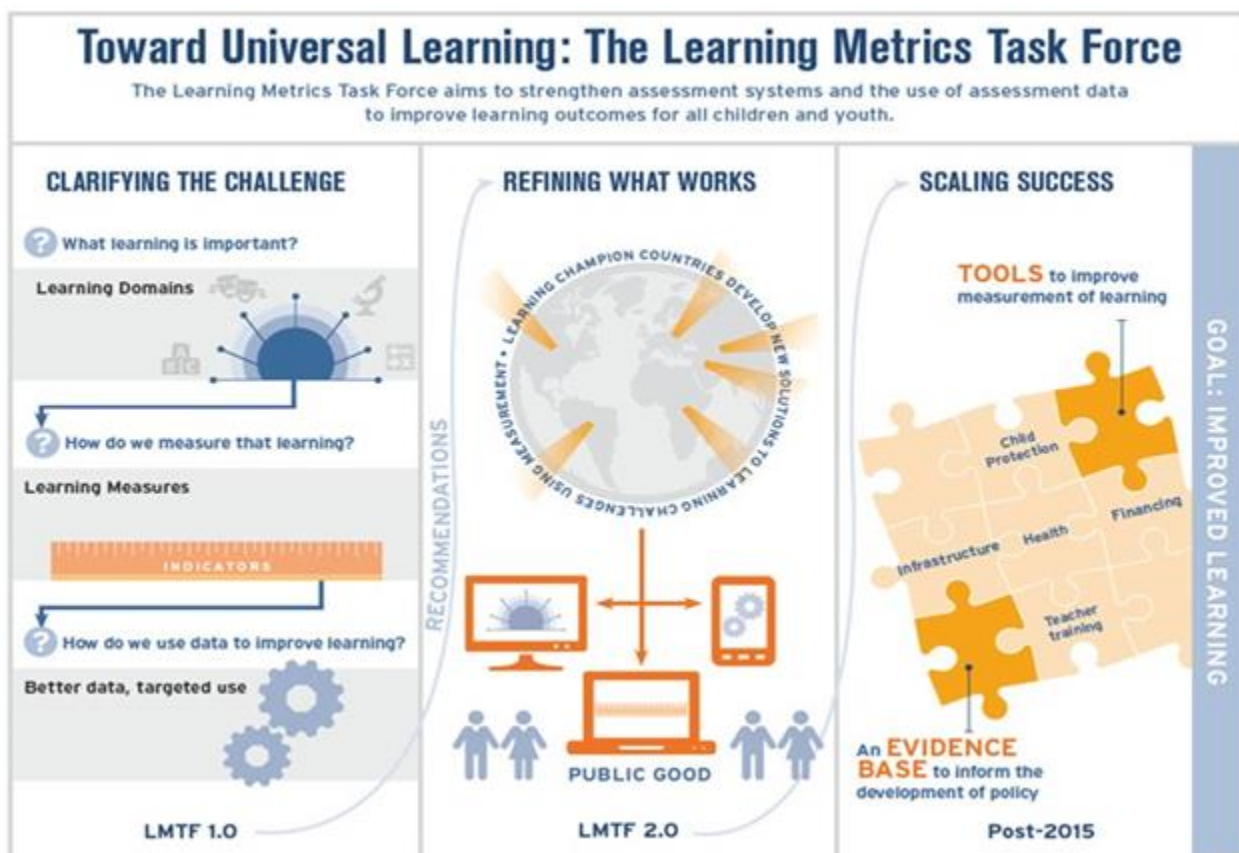
In relation to knowledge sharing, the LMTF Secretariat held annual forums in Kigali and Livingstone; provided quarterly partner updates and newsletters; developed the Basecamp online platform for Learning Champions; held multiple regional forums and meetings; and sustained email communications. LMTF partners also made significant contributions. For instance, UNICEF and ADEA hosted a sub-Saharan Africa regional meeting in Naivasha, the city of Buenos Aires hosted a Latin America meeting focusing on

the theme of Learning Across the Domains, Brookings India hosted a South Asia regional meeting, and the Arab League’s Educational, Cultural, and Scientific Organization (ALECSO) will host a regional learning Champions meeting in April 2016. The final knowledge sharing outputs from the LMTF itself will include the LMTF 2.0 final report, Learning Champions case studies, and the aforementioned toolkit and video.

Ms. Anderson also noted that the focus following this forum will be on scaling success by disseminating new knowledge and findings in innovative ways that are needed to accomplish the ambitious global agenda.

Figure 1 shows the goals of LMTF 1.0, 2.0, and post-LMTF.

Figure 1. Goals of LMTF



Reflections on Learning Champions Experiences

Since the end of the First Learning Champions Forum in February 2015, the Learning Champions have been very active. Some of their activities from the past year include:

- Taking stock of their current learning assessment situation, mapping out the various assessment actors and efforts in the country, reflecting on what is working well and what is not, and mapping current assessment initiatives to LMTF’s seven learning domains and seven measurement areas

- Convening key stakeholders involved in education and assessment to introduce the LMTF initiative and to agree on roles for those institutions that wish to participate
- Diagnosing the quality of the existing assessment systems along with how well the results are used
- Assessing the necessary technical and financial resources required to improve learning measurement and outcomes.
- Developing new tools and instruments for assessing breadth of skills across a broad range of ages and piloting those tools in many contexts, with many Champions focusing especially on continuous assessment.
- Sharing tools, knowledge, and advice amongst each other and other countries who were not Learning Champions
- Scaling up assessment systems to the population level

Representatives from 12 Learning Champions presented lessons from their collective experiences, sharing stories that focused on the complicated and often messy *process* of reform (i.e. the ‘how’ rather than the ‘what’). Learning Champions were asked to reflect on strategies that were used to build consensus among multiple stakeholders, struggles they faced in bringing different partners to the table, as well as how the process influenced their ultimate vision for their country. Divided into groups composed of three Learning Champions each, the panels focused on aspects of assessment most relevant to the chosen focus of each Learning Champion: 1) improving outcomes through continuous assessment; 2) including early childhood education in national assessment frameworks; 3) bolstering national assessment systems; and 4) integrating the LMTF Seven Domains into curriculum and assessment. The following is a summary of the discussions and major takeaways.

Panel: Improving Outcomes through Continuous Assessment – Updates from Ethiopia, Senegal, and Zambia

Learning Champion	Progress/Details
Ethiopia: <i>Ejeta Negeri Amumma, English Language Expert</i>	Ethiopia's primary goal as a Learning Champion has been to develop continuous assessment manuals in: English & Mother Tongue Languages; Mathematics; Environmental Sciences; and Art Education & Physical Education. These assessments are meant to be spontaneous and a natural part of the teaching and learning process. To date, they have drafted manuals for English, Mathematics, and Environmental Science, each developed with technical assistance from the UNICEF Ethiopia country office. The manuals aim to improve practice at the classroom level, which will be enabled by a plan to cascade teacher trainings to reach “cluster centers.” The team recognized a number of a positive outcomes resulting from the LMTF

	<p>process, including:</p> <ul style="list-style-type: none"> • Continuous assessment being given due attention in the education system, shown in Education Development Sector Program V • The increased opportunity for the implementation of continuous assessments at a large scale • Funding from the UNICEF country office for development of manuals • Technical assistance (from the American Institutes for Research, UNICEF, and others) for undertaking similar future activities <p>However, the team also cited two challenges: A lack of sustainable funding and scheduling delays in the finalization of manuals.</p>
<p>Senegal: <i>Mame Ibra Bâ,</i> <i>INEADE</i> <i>Director</i></p>	<p>Senegal’s Learning Champions shared progress on a recently initiated research program that focuses on gaining a deeper understanding of whether:</p> <ul style="list-style-type: none"> • Sharing results between teachers and pupils can contribute to improved learning outcomes and quality of learning • Using relevant continuous assessment tools that track the trajectories of learners can increase performance • Training teachers on continuous assessment can improve evaluation practices • Mobilizing communities to monitor student trajectories and doing remediation can improve learning outcomes and performance <p>The group’s research, conducted in three districts covering 500 pupils, revealed that: teachers do not have adequate tools to assist pupils or track individual students, self-assessment techniques are rarely used, teachers speak more than they listen or assess, and there is low participation of communities and civil society in the monitoring of student performance.</p> <p>However, the research program succeeded in pushing teachers to improve, resulting in improvement in capacities to use corrective feedback, providing more tools to monitor progress and make necessary remediation, and spurring increased participation of communities and civil society in monitoring.</p> <p>Building on this research, the team’s next steps will be to develop a sensitization program through the media and public debates.</p>
<p>Zambia: <i>Angel Mutale</i> <i>Kaliminwa,</i> <i>Principal</i> <i>Examinations</i></p>	<p>Zambia is currently undertaking an outcomes-based comprehensive curriculum review, which includes a policy strategy for “Competence Assessments” at grade 1 and 4 levels. To date, the country has conducted two successful assessments in literacy and numeracy for Grade 1, with the first for Grade 4 set to take place in 2017.</p> <p>The objective of these Competence Assessments is to determine the learner’s</p>

<i>Specialist</i>	<p>achievement of key competencies to identify areas of need early enough to inform efficient and effective policies and interventions.</p> <p>The team highlighted that these assessments must be combined with an intensification of remedial work and mechanisms to provide feedback to teachers, as classroom teachers are in the best position to develop evaluation strategies that align with the curriculum and address the individual learning needs of students.</p>
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Panel: Including Early Childhood Education in National Assessment Frameworks – Updates from Kenya, the Kyrgyz Republic, and Palestine

Learning Champion	Progress/Details
<p>Kenya: <i>Fidelis Nakhulo, Senior Deputy Director of Quality Assurance</i></p>	<p>The Kenya Learning Champions team, which features collaboration between the Ministry of Education, Science, and Technology (MOEST), Women Educational Researchers of Kenya (WERK), and Kenya Primary Schools Head Teachers Association (KEPSHA), has sought to design a comprehensive tool for institutional self-assessment that would remove the multitude of small tools being used by different players and harmonize uncoordinated assessments. The assessment tool looks at four main variables: input, process, context, and outcome.</p> <p>Piloting of the tool is currently ongoing in 500 primary schools, to be completed by March 2016 and adopted in schools as a self-assessment tool in May. However, activities were delayed by the slow process of securing funding as well as time constraints caused by competing duties of program officers.</p> <p>The key outcomes of the process to date are:</p> <ul style="list-style-type: none"> • Part of the tool has been uploaded to a platform for online question and answer sessions for determining the child friendliness of schools • Tusome (early grade reading;) program has been nationally implemented in primary schools • Tuhesabu (early grade math) program is being piloted in 4,000 schools • Primary Education Development (PRIEDE) project is being piloted in primary schools • All tests or other assessments for entry into primary one have been removed • Bio-data of children is being collected, including information on children’s well-being <p>In addition, the Kenya School Readiness Assessment Tool (KSRAT) was launched in December, 2015. This tool tests 10 areas of competencies: language; creative arts;</p>

	<p>mathematics; scientific thinking; social-emotional and general knowledge; life skills; physical competencies; music and movement; spirituality and morality; and approaches to learning.</p>
<p>Kyrgyz Republic: <i>Zharkyn Ryskulova, READ Coordinator</i></p>	<p>As a Learning Champion, the Kyrgyz Republic has united country efforts within the domains of numeracy and math, literacy and communication, and social and emotional competencies toward the goals of:</p> <ul style="list-style-type: none"> • Improving learning and teaching by developing new subject standards and curricula • Understanding how to strengthen the national assessment system including classroom assessment, school leaving exams, system monitoring, and student learning outcomes • Participating in global efforts for supporting learning by measuring process and outcomes <p>A baseline test for literacy conducted on grade 4 students in 2014 revealed that the vast majority of students cannot understand what they read, echoing similar results in tests for numeracy and math.</p> <p>In response, the team partnered with the Offord Centre for Child Studies in Canada to design a tool to measure school readiness. This tool measures 5 and 6 year olds in the domains of: physical development and wellbeing; social competencies; emotional maturity; language and cognitive development; communicative skills; and general knowledge. Results will be presented in March 2016.</p> <p>The Kyrgyz Republic recognized a number of enabling conditions for implementation, including donor and political will, but also highlighted lack of capacity in government staff as a key challenge.</p> <p>The next step for the project is to institutionalize the assessment system, which means:</p> <ul style="list-style-type: none"> • Continuing to introduce formative classroom assessments • Improving summative assessment (after grades 4,9,11 and school leaving exams in particular) • Regularly conducting national assessments • Participating in international studies: Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), and Trends in International Mathematics and Science Study (TIMMS).
<p>Palestine: <i>Mohamad</i></p>	<p>The Palestine Learning Champions team’s main goal has been to reform educational evaluation and learning assessment systems and strategies at the Ministry of</p>

<p><i>Matar, Director for Planning and Development</i></p>	<p>Education and Higher Education, district, and school levels. Importantly, this is not encompassed by a single tactic, but with a “teaching and learning approach” adopted through three major platforms: networks, think tanks, and assessment tools.</p> <p>The group shared key successes to date, including:</p> <ul style="list-style-type: none"> • The inclusion of nongovernmental organizations (NGOs) with educational missions and researchers into efforts • The inclusion of learning assessment as a priority in the new 2014-2019 strategic plan • The creation of a national committee to ‘reform the classroom based on assessment’ • A new training to further analyze Early Grade Reading Assessment (EGRA) and national assessments with assistance from the World Bank • Findings from National Achievement Test (NAT) 2014, and external assessments from the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), being posted to schools and districts • The publishing of an annual monitoring and evaluation report with findings on 21st century skills • A call for an expert-meeting to develop the information and communications technology (ICT) literacy assessment • National meetings to elaborate on assessment in early childhood development (ECD) • Participation in the Arab Knowledge Summit, with the presentation of a concept paper on “Educational Indicators for Post-2015” • The use of EGRA and NAT tools in evaluating the impact of educational interventions • The formulation of national committees to develop NAT 2016 tools • The use of ‘rapid assessment’ tools for the national curriculum • The piloting of Save the Children’s International Development and Early Learning Assessment (IDELA) and the Scholastic Testing Service’s School Readiness Test (SRT) tools in some kindergartens in Palestine <p>These successes came despite a lack of political commitment due to an unstable political situation and changes at high levels within the education ministry, resistance to change from teachers and teacher groups, and contradictory findings from national studies that led to inaction on negative results.</p> <p>In coming months, the team plans to re-administer the Systems Approach for Better Education Results (SABER) tools, develop a national strategy for educational evaluation, pilot a new style of the Tawjihi system (general secondary exam in Jordan and Palestine), and pilot the ‘digitalization’ approach.</p>
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	<p>The group requested technical support for designing new measurement tools (for domains that are not addressed nationally), and in conducting policy-oriented research. They also requested financial support in allocating budgets and conducting fundraising campaigns to advance learning assessment activities, and political support in arranging advocacy campaigns to introduce assessment issues and their role in education reform.</p>
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Panel: Bolstering National Assessment Systems – Updates from Sudan, Tunisia, and Pakistan

Learning Champion	Progress/Details
<p>Sudan: <i>Awadia EIngomi,</i> <i>General Director of Technical and Vocational Education</i></p>	<p>In the beginning of its work as a Learning Champion, Sudan aimed to tackle all seven LMTF domains to advance educational evaluations and learning assessments. To this end, meetings were held with each authority with the intention of establishing a common working plan and allocating roles. However, this broad ambition has been quelled by political, geographic, technical, and environmental challenges. For instance, school calendars differ from one part of the country to another, and nomadic schools may move from one assessment area to another.</p> <p>Sudan shared successes to date, which include:</p> <ul style="list-style-type: none"> • The formulation of a steering committee to provide direction for National Learning Assessments • A determination on measurement fields and aspects of prime importance (literacy and communication; numeracy and mathematics; and science and technology) • National EGRA and Early Grade Mathematics Assessment (EGMA) having conducted a national stratified random sample • A discussion of a draft report with officials and stakeholders • The development and piloting in two schools of national tools for ICT assessment <p>The team proposed a regional workshop, in coordination with Palestine and Tunisia, on the domains of ICT, Readiness to Learn, and Life Skills.</p>
<p>Tunisia: <i>Chedia Belaid Mhirsj,</i> <i>Inspector General of</i></p>	<p>As a Learning Champion, Tunisia has chosen to focus on the use of data assessments on early childhood and early primary competencies: readiness to learn; ability to read; and ability to use numbers. This is due to significant issues in the country related to the beginning of education, such as:</p> <ul style="list-style-type: none"> • Low results in reading and numeracy, especially in the first levels, according to

<p><i>Education</i></p>	<p>international assessments</p> <ul style="list-style-type: none"> • Too many kinds of pre-primary schools, with no assurance on equity or quality <p>The country has encountered a number of challenges in achieving these goals, the most significant being the political and social revolution. Additional challenges include frequent changing of ministers, a lack of commitment from stakeholders, and difficulties associated with an overly centralized system.</p> <p>Tunisia highlighted the importance of linking with civil society and raising awareness as key triggers to making change. As such, they aim to disseminate assessment results to NGOs, the media, and universities to: highlight the relevance of data based decisions; share evidence about bottlenecks in the education system; and share a new approach to education that aligns with the post-2015 agenda.</p> <p>With this tactic, there has been better dissemination of data analysis in society and in universities and an increase in awareness for improving assessment tools and their use at the classroom level.</p>
<p>Pakistan: <i>Syed Kamal Ud Din Shah, NEAS Director & Saba Saeed, Research Associate</i></p>	<p>Pakistan’s work as a Learning Champion has taken a shared-ownership approach, in which the group convened five national stakeholders meetings, built a consortium of 13 assessment experts (within both the public and private sector); and included nine member organizations.</p> <p>At the system level, this approach has resulted in the creation of a public and private assessment network – a multi-stakeholder platform supporting national learning assessment systems – as well as a report on the various assessment actors and efforts in country.</p> <p>At the school-level, the group has also:</p> <ul style="list-style-type: none"> • Developed ways of testing children on domains and questions that are both cognitive and non-cognitive and that are applicable to similar population groups in emerging economies • Measured learning at the classroom level across three domains: English language; numeracy; and cognition/critical thinking • Developed plans for building teachers’ capacities to complement and support existing efforts at the system level <p>Moving forward, the group proposed the launch of a “National Forum for Learning Assessment” in Pakistan which will be an institutional platform that will convene twice a year to review assessment practices, undertake rigorous research on the use of assessment data, and recommend improvements.</p>

Panel: Integrating the Seven Domains into Curriculum and Assessment – Updates from Argentina, Nepal, and Ontario

Learning Champion	Progress/Details
<p>Buenos Aires, Argentina: <i>Ines Cruzalegui, Chief of Staff to the Secretary of Innovation and Quality in Education</i></p>	<p>The Buenos Aires team shared key accomplishments in: 1) curriculum – what skills define learning; 2) teaching – providing tools to teachers, ensuring delivery of curriculum in classrooms, enhancing teaching practices; and 3) monitoring progress – using data to inform decisions and improve practice at the Ministerial level as well as in the school and classroom.</p> <p>At the curriculum level, progress was made toward defining measurable learning objectives and enhancing secondary school curriculum based on eight domains (communication; critical thinking; initiative and creativity; information analysis and comprehension; conflict resolution and problem solving; social interaction and collaborative work; responsible citizens; appreciation of arts; self-care and autonomous learning). The group highlighted the importance of process in achieving these goals, such as carrying out information sessions, workshops, trainings, school visits, online presentations, and engaging teachers unions, students, principals, families, and ministers.</p> <p>At the teacher level, the team introduced new courses on entrepreneurship, environmental education, and ICT, as well as courses to support instruction of new secondary curriculum. They also introduced a teaching framework, developed through a participatory process, with five domains (professional development; planning; interacting with the school community; evaluation; and teaching).</p> <p>In relation to assessments and feedback, the Buenos Aires Learning Champion group:</p> <ul style="list-style-type: none"> • Created a new assessment unit with the political motivation to signal the importance of having assessment on the agenda, with a greater emphasis on diagnosis and improvement • Piloted new items that look at how students are reasoning using open ended questions • Piloted a teacher evaluation using peer observations and a portfolio about classroom activities and methods, with the aim of providing actionable recommendations where teachers can understand weaknesses <p>Buenos Aires highlighted the following challenges in promoting reforms:</p> <ul style="list-style-type: none"> • Politically, there is strong resistance to assessment • Technically, there a lack of specialists in key areas such as assessments and

	<p>21st century skills</p> <ul style="list-style-type: none"> • Institutionally, there is a level of path dependency that is difficult to counteract <p>To mitigate these challenges, the team recommended a comprehensive and inclusive approach that emphasizes incremental innovations and consensus-building.</p>
<p>Nepal: <i>Gopal Prasad Bhattarai, ERO Under Secretary</i></p>	<p>The primary focus of the Nepal Learning Champion team was to:</p> <ul style="list-style-type: none"> • Prepare a consolidated report in Nepali and English on global learning domains • Disseminate and share the global learning domains to the Ministry of Education, Curriculum Development Centre (CDC), and National Center for Educational Development (NCED) personnel, school and university teachers, and development partners • Review school level curricula to assess whether it is aligned with global learning domains • Define subject specific learning standards against the learning domains • Review the assessment framework for student learning <p>To achieve these goals, the group held a series of consultation meetings with concerned stakeholders on global learning domains, formed a working group to analyze curricula, held workshops to define learning standards, and formed a technical group comprised of representatives from UNICEF, Education Review Office (ERO), CDC, NCED, and Samunnat Nepal to oversee the overall process.</p> <p>A key achievement to date is the initiative to develop a Learning Improvement Plan using findings from the National Assessment of Student Learning.</p> <p>The main constraints the group faced during the process include issues around:</p> <ul style="list-style-type: none"> • Identifying learning domains that are relevant to specific local contexts and building consensus among stakeholders • Designing appropriate assessment frameworks and tools to effectively measure student learning • Finding writing experts • Building psychometric backstopping in item writing, results analysis, and test design
<p>Ontario: <i>Annie Kidder, Executive Director</i></p>	<p>The Ontario Learning Champion group discussed the need to think first about what kind of world we want to live in, and then to decide the role of schooling. As such, the team recognized that emotional learning should not only be used to boost scores, and priorities need to be focused on providing needed skills for the next generation of</p>

<p>& David Cameron, Research Director</p>	<p>citizens. Globally, there is a need for:</p> <ul style="list-style-type: none"> • New generations with the skills to innovate, adapt, imagine and continue to learn • New thinking about how to address growing gaps between rich and poor, and between indigenous and non-indigenous • Young people with the capacity and desire to be civically engaged • A population that is healthier, both physically and mentally • A society committed to sustainable development <p>The team has begun work on the “Measuring What Matters” initiative, with the aim to create a set of measures for K to 12 education that is understandable, useful, reflects broad skills and attributes, and focuses on competencies for happy, healthy, economically secure, and civically engaged lives.</p> <p>In an effort to implement an assessment reform that is pedagogically productive, supports experimentation and risk, and recognizes public education’s mission in building critical capacities, Measure What Matters will:</p> <ul style="list-style-type: none"> • Use a common lexicon • Use diverse forms of measurement based on purpose • Include both formative and summative classroom and school-based assessments • Include system measures disconnected from school/classroom measures • Use jurisdictional sampling to evaluate system success • Include assessment of learning conditions and opportunities <p>To date, the team has conducted field trials on definitions and is in the process of developing a common lexicon, making sure to work with people outside of education to ensure that goals are integrated with other sectors.</p> <p>Next steps include field trials in a set of schools on strategies, instruments, and models, consultations to draft a measurement framework, and collaboration with universities to bring specific challenges to a variety of scholars and graduate seminars.</p>
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Wrap-Up and Overview

Session moderators Joshua Muskin, Nonresident Senior Fellow at the Center for Universal Education, Daniel Baheta, Chief of Education at UNICEF Kenya, Seamus Hegarty, Honorary Professor at the University of Warwick and Former Chair of International Association for the Evaluation of Educational Achievement (IEA), and Jordan Naidoo, Director of the Division for Education 2030 Support and Coordination at UNESCO, each delivered a wrap-up of each session of the presentations, highlighting the following common themes:

1. The need for a wide range of feedback that includes the use of both continuous assessments and standardized assessment. While continuous assessments are much more adept at measuring and informing practice at the classroom level, this need not be to the exclusion of standardized assessments that may work more effectively to inform policies and priorities.
2. The need to explore how information can be *used* and fed back through all apparatuses of the system, e.g.: planning, budget, curriculum, teacher training.
3. A concern for the capacity to synchronize a national strategy on assessment for learning that includes the needs of governments, teachers, policymakers, donors, and other stakeholders. Collaboration and inclusion are necessary, including engagement and sensitization in public-sphere, but slow-moving.
4. That capacity must be encouraged and enabled at many levels: to *generate, administer, analyze, disseminate* and *use* data up and down the entire education structure.
5. The need for understanding how we capitalize on the richness of individual country experiences to enrich each country's and region's individual priorities and approaches.

Day 2: February 4, 2016

Site Visits

The second day of the forum commenced with site visits, facilitated by the Zambian Ministry of General Education, to various schools, each showcasing skits, discussions, and tours that highlighted the following themes: HIV/AIDS awareness and prevention; student councils; arts and culture education; and literacy/numeracy assessment. We've included some images from one of the site visits below.



Secondary students perform a skit they use to educate their community on HIV/AIDS.

A young boy stops for a moment in the shade of a school building to escape the summer heat.



Signs around the Mulwani School remind students of their lessons on HIV/AIDS.



Several young students take a break from their class work to greet the LMTF visitors.

Following site visits, regional groups presented activities related to the LMTF Learning Champions work, with the aim of coordinating regional networks to sustain the Learning Champions work. Ramya Vivekanandan from UNESCO Bangkok and Asmah Ahmad from the SEAMEO commenced the afternoon presentations with a discussion of regional approaches to learning research and assessment in East Asia and Pacific. Following that panel, representatives from ADEA, UNICEF, Zambia, and Kenya shared thoughts on sustaining the momentum of the Learning Champions in Africa.

Panel: A Regional Approach to Learning Research and Assessment: Examples from East Asia/Pacific

Presentation: NEQMAP

Ramya Vivekanandan of UNESCO Bangkok shared the history of the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP). Ms. Vivekanandan emphasized that NEQMAP was not set up as a common regional metric since the region is too large and diverse, both linguistically and economically, and because many countries were already participating in international assessments and had their own national assessments, so there was no need to add another layer. Instead, NEQMAP is conceived as a membership network, currently composed of 35 member institutions from 21 countries, with the aim of enhancing the use of assessments with a focus on research, knowledge sharing, and capacity development. Ms. Vivekanandan asserted that impact and use of assessments are the missing link in many current activities – you can assess and measure, but if you don't take the results to impact policy and practice, the failure to effectively utilize assessments represents a lost opportunity.

In NEQMAP's research and analytical work, the group is conducting a mapping study of transversal skills, exploring whether existing policies or curricula reference transversal competencies. With respect to knowledge sharing, NEQMAP hosted an annual meeting and is creating a knowledge portal that acts as a clearinghouse on assessment literature. In terms of capacity building, the group conducted a series of regional workshops that targeted officials working on assessment, GPE partners and member institutions. This work is complemented by the LEAP (Local Effort And Preservation) Programme, which

is premised on the idea that countries have adequate assessment and contextual data, but results are not being utilized. As such, LEAP builds capacity for data analysis and evidence-based policymaking with workshops, country studies, and a regional synthesis report that is currently being drafted.

Ms. Vivekanandan shared a series of key lessons taken from the group's experiences:

- Building a regional network takes time and patience
- A dedicated secretariat or anchoring organization is crucial
- Strong institutional architecture (e.g. Terms of Reference, Steering Group, membership criteria/procedure) can be an advantage
- Mobilizing north-south as well as south-south cooperation helps to ensure sustainability
- Working with and through regional organizations has tremendous advantages, such as being able to harness networks to reach out to individual countries
- The assessment landscape involves many different types of stakeholders (e.g. Ministries, NGOs, academic institutions) and there is value in engaging all of them
- There are many competing approaches and tools, particularly around capacity development. Rather than choosing, a more general approach that focuses on strengthening national systems may be more valuable

Presentation: SEA-PLM

Asmah Ahmad of the Southeast Asian Ministers of Education Organization (SEAMEO) shared details on a new regional assessment – Southeast Asia Primary Learning Metrics (SEA-PLM) – which aims to provide a culturally appropriate regional metric to contribute toward improving and redefining learning outcomes across the region. More specifically, the project intends to enhance the capacity to generate, analyze, and use assessment data at regional, national, and subnational levels, and enhance integration in the Southeast Asia region in terms of approaches to assessment, with an initial focus on Primary Grade 5 in the domains of literacy, numeracy, and global citizenship.

Ms. Ahmad also shared unique features of the project, including being: 1) the only assessment at regional scale designed to measure progress in relation to the values and curricula of the Southeast Asian region, 2) the first assessment of its kind to assess writing across different languages, and 3) the only assessment in the region to assess foundation of global citizenship and Southeast Asian values.

SEA-PLM intends to have conducted field trials and surveys in at least six SEAMEO Member Countries during the 2016-2017 period, with a regional metric for all SEAMEO Member Countries set by 2020. In the roll-out, SEA-PLM will take care to ensure political commitment at all levels, link to broader capacity building measures in assessments, time surveys in relation to other government commitments, and ensure analysis supports development and improvement of standards for all children.

Ms. Ahmad also shared what she views as key conditions for success:

- Strong political leadership
- Strong political commitment
- A comprehensive communication strategy
- Capacity building

- Accommodation to government priorities and planning cycles
- A clear and coherent coordination mechanism
- High quality and predictable technical leadership to ensure harmony with international standards
- A commitment to the utilization of data
- Adequate and predictable funding

Panel: Sustaining the Learning Champion momentum in Africa: Proposal for a regional network

Presentation: ADEA

Oley Dibba-Wadda shared ADEA’s willingness to facilitate the work of the Learning Champions moving forward. Ms. Dibba-Wadda identified that the first phase would be to determine the technical details of the transition process, followed by the organization of a workshop with all stakeholders to define roles, clarify terms of reference, and design an action plan.

Ms. Dibba-Wadda requested technical support from CUE during the transitional stage, working with a focal person within ADEA, to facilitate a sub-regional approach that takes into account the diversity of the African content. She welcomed Zambia’s enthusiasm for their role in leading this work, and discussed the possibility of Senegal and Tunisia co-leading for work in Francophone and Arabophone countries. Ms. Dibba-Wadda suggested that the launch of the Inter-Country Quality Node on Teaching and Learning (ICQN-TL), hosted by Rwanda, would provide a timely opportunity for a regional meeting. She commented that it is important that the work is not isolated, but integrated into existing structures and projects.

ADEA’s value will be in providing support at the higher political level and in being able to utilize ADEA’s networks for visibility and dissemination of Learning Champions work. The group also has the ability to showcase work to a wider audience beyond the African continent, as well as with external actors with an interest in African education.

Presentation: UNICEF ESARO

Shiraz Chakera shared UNICEF’s history as an active and key player in the LMTF process and now in helping the Learning Champions secure their work. UNICEF has supported networking meetings in Naivasha and Livingstone, supported knowledge exchange between countries, and now supports the continued work of the Learning Champions. Going forward, Mr. Chakera shared his support of ADEA’s suggestions for a regional association, and highlighted the need for cooperation between ADEA, UNESCO, governments, civil society, and other global and regional actors.

Mr. Chakera also shared four reflections on the future of assessment systems:

1. It remains unclear where emphasis should be placed between system monitoring and feedback loops. There is need for both continued support for assessments as well as associated roles for building capacity to assess and use data.
2. There is need to integrate capacity building into the process from the beginning. For example, Zimbabwe’s Early Learning Assessments provided information to development partners, but the

Zimbabwe School and Examinations Council did not have the needed growth in capacity for its own use of the data.

3. Sustainability demands motivation from teachers to be better at teaching and for students to want to learn. Assessments need to be understood as motivating tools, not simply monitoring tools.
4. Improving quality needs to be an equity agenda as rural 'new entrants' continue to struggle while students in urban environments continue to do well.

Presentation: Zambian Ministry of General Education

Cecilia Sakala, Director of Curriculum and Standards, shared Zambia's intention to provide leadership for a sub-regional group of African Learning Champions. Ms. Sakala recognized that the gains that have been made need to be continued to promote sharing and learning and using lessons to inform practice.

Ms. Sakala asserted that Zambia is able to take on the challenge of leadership as the country has put in place technical assistance, has expertise in institutions, and is committed to continuous improvement. Moving forward, she shared the same vision as ADEA in emphasizing the need for a transition plan and a system of mentorship for recruited members.

Presentation: WERK Opportunity Schools

Within her role as a representative from civil society, Joyce Kinyanjui, Program Manager at WERK Opportunity Schools, shared her desire to play a role in the future of the Learning Champions. Ms. Kinyanjui highlighted that WERK works with government, but still has the ability to speak up and provide an external perspective. Ms. Kinyanjui shared the story of applying on behalf of the government to become a Learning Champion as well as her role in organizing an LMTF meeting in Kenya that engaged non-state actors.

Ms. Kinyanjui also highlighted the following successes gained through partnering with the government, including:

- Uwezo - a five year initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years old in Kenya, Tanzania and Uganda
- Carrying out research on value-based education, which the government has taken up
- Being able to align programs with civil society globally

Working Groups: Regional Approaches to Research and Assessment

Concluding the second day of the forum, participants divided into regional groups – MENA, Africa, Latin America and North America, and South Asia and the Asia/Pacific – to discuss plans and processes for continuing the work of the Learning Champions at a regional scale. They presented on the group discussions at the beginning of Day 3.

Day 3: February 5, 2016

The third day of the forum commenced with participants sharing details of discussions from the previous afternoon related to continuing the Learning Champion work within regional associations. The following is an overview of decisions made by each regional group.

Panel: Decisions from Regional Working Group Breakout Session

Presentation: Africa Regional Group

Following discussions from the day prior, the Africa regional group determined that ADEA will take over the Secretariat role of the new regional association – the Network for African Learning Assessment (NALA) – including coordination at the global, regional and sub-regional levels. Zambia will coordinate the Anglophone Learning Champions, Senegal the Francophone and Lusophone Learning Champions, and Tunisia the Maghreb region, all in collaboration with the ICQN-TL.

The group discussed that the ADEA Executive Secretary will immediately communicate with the 54 African Ministers of Education about the decision regarding ADEA's role and that the Executive Secretary will use every opportunity, including Ministerial meetings and the 2017 ADEA Triennale in Morocco, to raise awareness about the work of the African Learning Champions. NALA will be aligned with the global 2030 SDGs, through Africa's Agenda 2063 and the Continental Education Strategy for Africa 2016-2025.

The group also proposed that handover mechanisms between ADEA and Brookings CUE will be put in place as soon as possible, including ADEA's need for technical and financial support for an interim period. To maintain momentum, ADEA will launch a workshop on the development of NALA's strategy, action plan, and terms of reference in Dakar, Senegal in mid-2016.

Presentation: MENA Regional Group

As a first step, the MENA regional grouping proposed the organization of a meeting in Tunisia in March 2016 to decide on mechanisms for how to operationalize the "what next" proposals and to come up with detailed plans at the regional and national levels on how to implement them.

The group decided on an inclusive theme where all groups – policymakers from the Learning Champion countries, technical representatives from the region, researchers, regional and international donors, and representatives from other Learning Champions – will be included in discussions. Topics to be discussed include: 1) priorities in each country, with the aim of agreeing on two common priorities within the LMTF framework, 2) how to develop a 'model' and institutionalize the LMTF approaches to be integrated into educational plans, 3) appropriate activities at the regional and national level to develop future plans, and 4) how to maximize the benefit from LMTF achievements, best practices, and regional and international experience.

Beyond the regional meeting, three areas of assessment were proposed for further capacity building:

- Readiness to learn assessment, tackling the ECD sector
- ICT literacy assessment, tackling issues related to ICT use and skills at the central, school, and family levels
- Life skills / lifelong learning skills / 21st century skills assessment

Presentation: Latin America and North America

The Latin America and North American regional groups opted to combine efforts for an inclusive platform of participation, which will also involve other countries not currently associated with LMTF but who are interested in including the domains in both assessment and teaching and curricula.

Instead of showcasing success stories, this network will work on exploring main challenges faced when leading reform, such as sticking points in the planning and implementation processes. The group discussed a “lesson study framework” where countries write a case study report as they reach a point of challenge and share it with the network for feedback.

Presentation: South Asia and Asia/Pacific

The Learning Champions from South and Central Asia and LMTF partners from the Asia/Pacific gathered together to discuss integrating activities between the two regions. They would focus on the pre-primary and primary level as a way of working on a common foundation. Each country would assess children on social skills, values and attitudes, physical well-being, and other skills as prescribed by the national curriculums of each country. The regional level would then enhance capacity building for pre-primary and primary level practitioners, leading to favorable cognitive and social outcomes for children.

The South Asian Learning Champions would connect with regional programs in the Asia/Pacific, such as NEQMAP and SEA-PLM, for knowledge sharing and convening platforms. The regions could together reach out to donors and international partners to support in-country activities. Sustainability of the initiative would be ensured through research institutions and support from education ministries.

Panel: Towards Education 2030 and the SDGs – Benchmarking Learning Globally

As the meeting shifted from a focus on regional efforts to global efforts, Rebecca Winthrop introduced the remaining questions for the forum: Where do the global initiatives fit with the Learning Champions? What is their role, and how are they going to work with countries and regions moving forward? How can regional actors share across each other, and how can countries that aren't a part of this overall movement integrate into it? The presentations from the rest of the day focused on providing answers to these questions.

Presentation: UNESCO

Jordan Naidoo shared recent global milestones, including the 2030 Agenda for Sustainable Development, Adoption of the Education 2030 Framework for Action, and a draft report on indicators by the Inter-agency and Expert Group on the Sustainable Development Goal Indicators. Addressing confusion surrounding the various milestones, Mr. Naidoo emphasized that the Framework for Action is not a separate agenda than SDG 4, but simply a framework of guidance for implementing and supporting SDG 4.

To date, UNESCO has held regional consultation meetings in West and Central Africa, Asia-Pacific, and Arab States. The consultation meetings were held to discuss national priorities, provide updates on the

status of global and thematic indicators and data needs, identify capacity development needs, and agree on appropriate regional mechanisms and processes. All regions have developed a time-bound roadmap of action with specific activities reflecting regional context. Following up on this work, UNESCO will undertake consultations within MOEs, other Sectoral Ministries, and at the provincial and community/school levels to set up their participation in SDG structures. In addition, UNESCO will establish or strengthen national coordination mechanisms for SDG 4, strengthen country-led education sector working groups with development partners, isolate an Education 2030/SDG 4 focal point to be located in the Ministry or Department of Education, and build a strategy of integrating Education 2030 priorities in existing or new Education Sector Plans.

Regionally, UNESCO also has plans to enhance regional and sub-regional coordination mechanisms, prepare advocacy and communication materials that provide key messages on SDG 4 in consultations, establish Education 2030 Regional Technical Support Groups, and develop regional initiatives to promote innovation and excellence in education.

Dr. Naidoo explained that the targets of Education 2030 are specific and measurable, applicable to all countries, and are expected to be translated by governments into national targets based on their education priorities, national development strategies and plans, the ways their education systems are organized, their institutional capacity, and availability of resources.

Proposed levels of monitoring are as follows:

- National: Indicators that link to national plans, recognize context, and address inclusion and broader learning goals
- Regional: Indicators to monitor frameworks validated by regional groups (e.g. AU Education decades, EU2020)
- Thematic: Broader set of 43 indicators that cover the range of sectoral priorities
- Global: Small set of 10-15 globally comparable indicators that are mandatory for all countries

A set of global indicators will be adopted by the Economic and Social Council (ECOSOC) in July, and by the UN General Assembly in September. Thematic indicators will be endorsed by the Education 2030 Steering Committee in May.

Moving forward, Dr. Naidoo emphasized a number of new issues that will need to be addressed, summarized by the following questions:

- Who is responsible for monitoring specific targets? Or disaggregated data?
- Which data sources need to be especially targeted? Who manages these data sources?
- What are the standards for comparable indicators in areas which rely on indicators from household surveys or learning assessments?
- What baselines can be established at this stage?
- Are there comparable indicators for learning outcomes?

Dr. Naidoo also highlighted the complexity of advancing the education monitoring agenda. The SDG 4 efforts should be built upon the principal of national ownership, but countries must also agree on a common language and understanding of the concepts. The measurement frameworks must be reach by

consensus, and sustainable data collection needs to be built into planning. Recognizing that there are technical capacity needs all around the world as crucial as well. Ultimately, given the many complications involved in Education 2030 and SDG 4, partnerships between national, regional, and global levels will be essential.

Presentation: UIS

Dr. Silvia Montoya emphasized that UIS will remain the official source of cross-nationally comparable data on education and will continue to produce international monitoring indicators based on annual education surveys and other data sources. In addition to collecting data, UIS will work with partners to develop new indicators, statistical approaches, and monitoring tools to better assess progress across targets related to UNESCO’s mandate, working in coordination with the Education 2030 Steering Committee.

Dr. Montoya clarified that part of the job is already done, including decisions on global targets, thematic indicators, and regional frameworks. However, she highlighted difficulty in building comparative data across different countries. For instance, there is no consensus on what ages fall under ‘basic’ education, or how to reconcile varying sources of financing, such as from Ministries of Education and regional governments. Dr. Montoya outlined the stepping stones to securing a global reporting scale, which involves: 1) setting the ultimate goals, 2) defining outputs and deliverables, and 3) operating within the guiding principles of leveraging existing resources and harmonizing under common contexts, processes, and outputs.

Dr. Montoya also announced that UIS will be launching a Learning Assessment Capacity Index (LACI), which maps countries in terms of the possibility for assessment. LACI will provide a summary of how countries are measuring learning outcomes based on responses to five questions.

Panel: Existing and upcoming technical initiatives

There are many global initiatives that have sprung up in the past few years to help countries build technical capacity to reform their education systems in ways that truly improve the quality of learning. LMTF members and partners presented on several different global initiatives: Breadth of Learning, MELQO, GAL, A4L, and the IIEP Learning Portal. These initiatives will contribute to the continued efforts of Learning Champions, and the presentations are summarized below.

Initiatives	Details
Breadth of Learning: <i>Seamus Hegarty, Independent Consultant</i>	Dr. Seamus Hegarty shared details of the Breadth of Learning project, which recognizes the need to develop a way of measuring how national curricula and children’s learning experiences match up against the seven domains. Further clarifying the nuances of learning, Dr. Hegarty described the meaning behind each step of learning conceived in the tool, its level of measurement, and how it is measured.

	<ul style="list-style-type: none"> • <i>Intended</i> learning is characterized in the national curriculum and is measured at the country level through national curriculum documents • <i>Effective</i> learning refers to learning covered in exams, which is measured at the country level with assessment guidelines and test papers • <i>Planned</i> learning refers to a school’s vision for learning and its assessment practices, which is measured at the school level through school syllabi, assessment arrangements, and academic organizations • <i>Implemented</i> learning refers to how teachers teach, homework and group work. This is measured at the school and classroom levels through school surveys and inspections, lesson plans, and lesson observations • <i>Experienced</i> learning refers to a student’s opportunity to learn, which is measured at the classroom and individual student levels through student surveys and observations of school practice • <i>Internalized</i> learning refers to what students have actually learned, which is measured at the individual student level through analysis of student work, assessment data, attitude scales, behavioral indicators, and workplace readiness <p>Dr. Hegarty provided an overview of the first phase of the “Breadth of Learning” endeavor, which is to develop a questionnaire that assesses how the seven domains are being realized in national curricula. The questionnaire will ascertain whether the country has curriculum guidelines for each of the seven domains, whether they are prescriptive or advisory, whether they are part of the core curriculum, the date they were published, their coverage, the amount of classroom time devoted to them, and an evaluation of their implementation.</p>
<p>Measuring Early Learning and Quality Outcomes (MELQO) <i>Kate Anderson, Project Director and Associate Fellow</i> & <i>Anna Smeby, Education Specialist</i></p>	<p>Kate Anderson shared the background of the Measuring Early Learning Quality and Outcomes initiative (MELQO), co-led convened by UNICEF, World Bank, Brookings CUE, and UNESCO. Initially developed from LMTF recommendations and other global efforts, MELQO’s original goals were to agree upon a set of items to measure child development and learning and quality that are conceptually linked, open source, and can be used across countries.</p> <p>Ms. Anderson shared key accomplishments to date, which include the drafting of two sets of tools to measure 1) children’s development and learning (CDL) at the point of entry into primary school, and 2) the quality of formal early learning environments, each containing multiple components including direct assessments and surveys. Field-testing of the CDL measure took place in Sudan, Lao PDR, Kenya, Mongolia, Bangladesh, Madagascar, and Tanzania, and the quality tools were field-tested in Mainland Tanzania, Zanzibar, Kenya, Uganda, and Colombia. A common set of seven constructs has been developed for quality, but the items vary widely by</p>

country based on the existing conditions in the countries. In addition, in the global sphere, it was agreed that MELQO was well-positioned to inform monitoring of SDG 4.2.

In regards to next steps, the tools will continue to be further refined and revised, and full-scale piloting will take place in Tanzania and Nicaragua. In addition, an end of Phase 1 report will be published that includes: an overview of measures used to inform MELQO's preliminary tools; guidance for countries on measuring Target 4.2; and a summary of progress made to date on common constructs and tools and results from pilot testing.

Anna Smeby of UNICEF then presented on MELQO in Tanzania to give a sense of context for the tools and demonstrate where interest in MELQO comes from. Tanzania's is starting to focus more on quality and learning, but MELQO is very much part of the initial shift to that focus.

Large-scale assessment has occurred in Tanzania – they have participated in EGRA/EGMA and developed many of their own large assessments – and the data from the results are being used to build political momentum and design and secure investment in national programs. However, there is not yet a mechanism or system to provide feedback to district-, school-, or classroom-level processes. There is now emerging interest in building learning assessment and monitoring systems down to the school level to provide that feedback. There is also minimal data on pre-primary quality, and no data on pre-primary outcomes.

To provide further context, Ms. Smeby highlighted the new education policy launched in 2015, which includes one year pre-primary as part of compulsory basic education. There is no pre-primary sector plan yet in place, but the pre-primary curriculum was revised in 2015 and there is a short term pre-primary plan of action for 2015-2016 that includes data collection on pre-primary quality and learning.

Ms. Smeby also noted the situation for pre-primary education in Zanzibar is similar, though not the same. Zanzibar has its own Ministry of Education and cultural and institutional traditions around early childhood.

Tanzania has been engaged in MELQO since a launch in 2015. Last year the country underwent a stakeholder consultation, an adaptation workshop, field-testing and a pilot, and a psychometric analysis to prepare for MELQO. The formal launch in Zanzibar will occur in 2016, and several of these activities will be taken up there as well. At the end of 2016, there will be a national study between Tanzania and Zanzibar, and in 2017, there will be a national consultation on assessment. All of these actions are contributing to and drawing from the ongoing global-level work on MELQO.

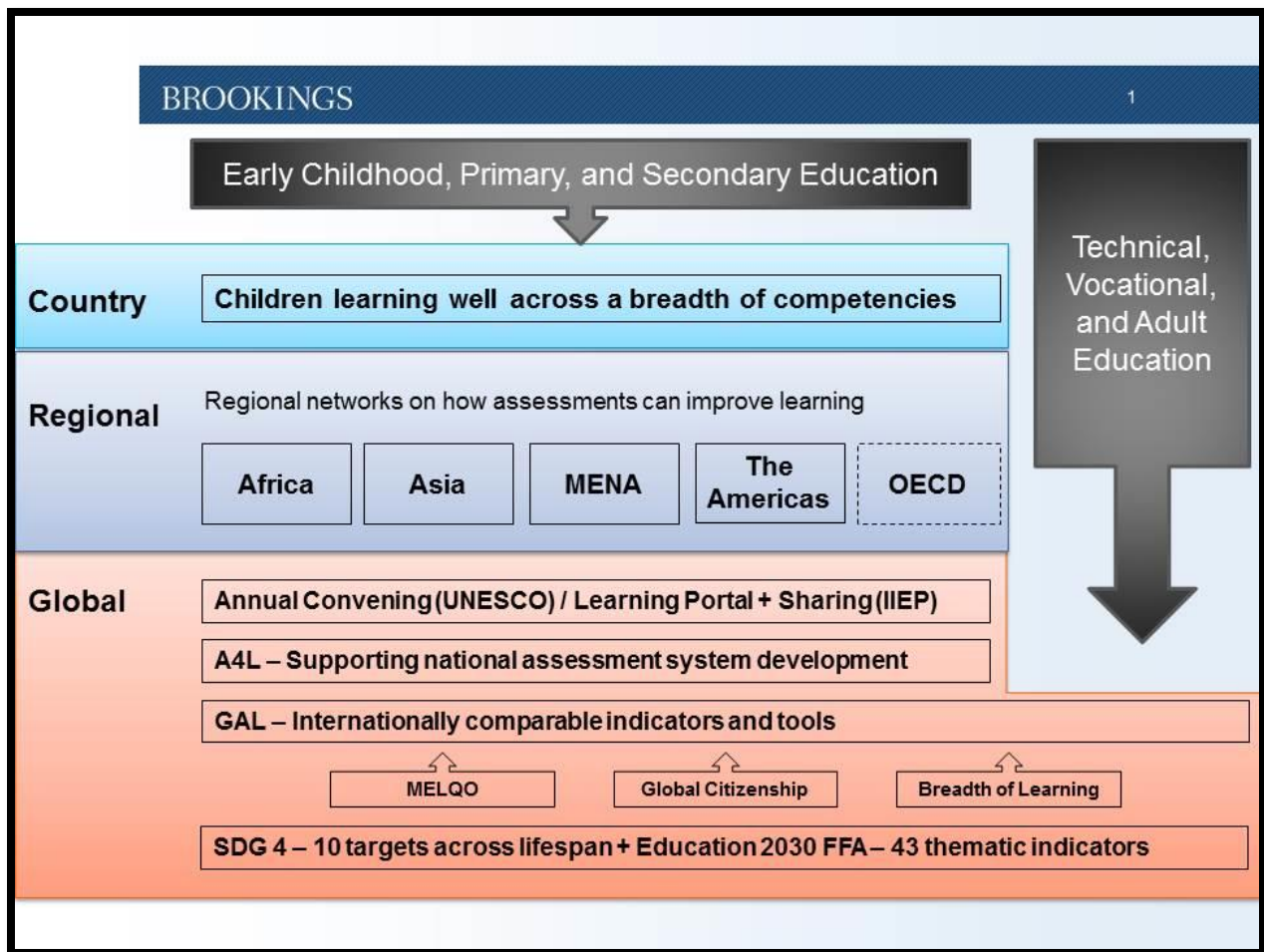
	<p>The domains of MELQO are:</p> <table border="1" data-bbox="418 275 1409 600"> <thead> <tr> <th data-bbox="418 275 914 344">Child Development & Learning</th> <th data-bbox="914 275 1409 344">Quality</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 344 914 491"> Executive function Social-emotional development Early mathematics skills Early literacy skills </td> <td data-bbox="914 344 1409 600"> Environment and physical setting Family and community engagement Personnel Interactions Inclusiveness Program structure and curriculum Health, safety and hygiene </td> </tr> </tbody> </table> <p>Ms. Smeby also shared a number of challenges encountered during MELQO's continued development:</p> <ul data-bbox="467 793 1414 1066" style="list-style-type: none"> • The tool development process has been a long and winding road • The initial conceptualization of the work may have been overly ambitious in its scope • Full funding was indicated, but not sufficient for field tests and piloting, as well as a nationally representative study • Past assessment processes have not contributed sufficiently to building national capacity 	Child Development & Learning	Quality	Executive function Social-emotional development Early mathematics skills Early literacy skills	Environment and physical setting Family and community engagement Personnel Interactions Inclusiveness Program structure and curriculum Health, safety and hygiene
Child Development & Learning	Quality				
Executive function Social-emotional development Early mathematics skills Early literacy skills	Environment and physical setting Family and community engagement Personnel Interactions Inclusiveness Program structure and curriculum Health, safety and hygiene				
<p>Global Alliance for Learning (GAL): <i>Silvia Montoya, Director</i></p>	<p>Dr. Silvia Montoya provided an overview of the Global Alliance for Learning (GAL), which aims to ensure the generation of good quality data that is openly available and used to track progress toward SDG 4 and formulate policies to improve lifelong learning opportunities for all.</p> <p>The key functions of GAL are:</p> <ul data-bbox="467 1367 1430 1808" style="list-style-type: none"> • To act as a platform for supporting the development of common measurement frameworks, tools, methodologies, and metrics for monitoring and achieving SDG 4 • Coordinating a global communication campaign through consultations, the creative presentation of information, and sharing of good practices in the context of measurement and monitoring • Supporting capacity development for countries by establishing and maintaining a network of partners, consultants, and specialists • Providing necessary political support to build on existing initiatives that are making headway toward global monitoring, such as MELQO and the Asia Pacific Multilingual Education Working Group <p>Next steps for the initiative include mobilizing stakeholders to endorse the best</p>				

	<p>approach for linking assessments with international monitoring efforts, developing a framework of collaboration, securing a memorandum of understanding with partners, forming regional alliances and partnerships, and mobilizing regional resources for implementation at country level. On the technical side, GAL will also commission literature reviews and research on the design of assessments, develop a methodology for linking assessments, establish a working research network to evaluate and test the methodology, mobilize field data collection, develop guidelines for field data collection for global implementation, and develop guidelines for a database and tools for data analysis.</p>
<p>Assessment for Learning (A4L): <i>Jean-Marc Bernard, Deputy Chief Technical Officer</i></p>	<p>Dr. Jean-Marc Bernard provided an overview of the Assessment for Learning (A4L) initiative, which envisions that national education systems regularly assess learning and use the results to ensure relevant and effective learning outcomes for all children and youth. Complementing this vision, the initiative’s mission is to strengthen and coordinate actions to develop national learning assessment systems that contribute to ensuring inclusive and equitable quality education.</p> <p>The focus for A4L is at the country level, with support from global and regional levels. At the country level, priorities are for capacity building in diagnostic and planning processes, and for facilitating access to international metrics. At the global and regional levels, A4L plays a role in convening key actors, supporting regional assessment programs, and supporting the development of metrics and tools. The initiative also promotes global data and knowledge-sharing by encouraging transparency, facilitating access to assessment tools, supporting research on learning, and supporting south-south cooperation.</p> <p>Currently, a concept note is available on the Brookings website in English and in Spanish, and in French. Dr. Bernard also shared that the GPE Secretariat has been asked to prepare options on potential GPE hosting arrangements for A4L at the June GPE Board Meeting.</p>
<p>IIEP Learning Portal: <i>Alexandra Waldhorn, Assistant Communications Officer</i></p>	<p>Alexandra Waldhorn provided details of a recent initiative by UNESCO, the IIEP Learning Portal, which offers up-to-date, relevant information on learning issues from primary through secondary education. This platform responds to a growing number of governments requesting how to incorporate improved learning in the planning cycle, and reflects a global shift to ensuring learning for all.</p> <p>With the platform, planners, practitioners, funders, and civil society actors are better able to understand learning issues to improve policy and practice. With regards to knowledge sharing, users can access:</p> <ul style="list-style-type: none"> • More than 1,000 resources in a searchable database including research

	<p>reports on efforts to improve learning, sample policies, and current debates</p> <ul style="list-style-type: none">• Brief summaries of the research on 25 ways to improve learning• An overview of each step involved in creating a plan for learning improvement• Tools and approaches to monitor learning and put the data to use• A weekly blog and a daily selection of news articles on learning from around the world• E-forum discussions• A glossary of key terms <p>In the monitoring learning section, you can also find:</p> <ul style="list-style-type: none">• Articles and links to information on quality learning indicators• Articles on learning assessments for diverse contexts and purposes• An interactive map showing different regional and international assessments each country participates in• Information on other monitoring tools (such as school report cards, including learning relevant indicators in Education Management Information System (EMIS), school mapping)• An overview on how to develop a monitoring framework and how to make use of data in policy and planning <p>Ms. Waldhorn emphasized that the work of the Learning Champions can be featured in the repository, with the ability to link to original websites or webpages.</p>
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Closing Session

During the last session, Rebecca Winthrop of CUE ended both the third day and the forum with a summary of the ideas at country, regional, and global levels. She developed the following slide to demonstrate how the three levels could synthesize their efforts to carry on the work of the LMTF and achieve SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”



Annex A: Final LMTF Meeting and Second Learning Champions Forum Meeting Agenda and Participant List

Date: 3-5 February 2016

Location: Protea Hotel, Livingstone, Zambia

Meeting Objectives:

1. At the national level, showcase the works of the Learning Champions and reflect on and analyze the experiences of this initiative.
2. At a regional level, update attendees on activities and progress of regional networks and create action plans for regional networks to sustain the Learning Champions work.
3. At the global level, update attendees on global learning initiatives and the education 2030 agenda, discuss thematic indicators and their applicability within countries, and identify ways in which participants can connect to the global efforts.

Agenda:

Meeting Day 1 – Wednesday, February 3 9:00 – 18:15 Meeting Room: Tonga 2		
9:00 – 10:15	Opening Ceremony	Zambian Ministry of General Education
10:15 – 10:30	<i>Coffee break</i>	
10:30 – 11:00	Overview of Key Accomplishments of LMTF	Chair: Dzingai Mutumbuka Presenter: Kate Anderson
11:00– 12:00	Learning Champions Panel 1: Improving outcomes through continuous assessment	Chair: Josh Muskin Learning Champions: Senegal, Ethiopia, Zambia
12:00 – 14:00	<i>Lunch</i>	
14:00 – 15:00	Learning Champions Panel 2 : Including early childhood education in national assessment frameworks	Chair: Daniel Baheta Learning Champions: Kenya, Kyrgyz Republic, Palestine
15:00 – 16:00	Learning Champions Panel 3 : Bolstering national assessment systems	Chair: Seamus Hegarty Learning Champions: Sudan, Pakistan, Tunisia
16:00 – 16:15	<i>Coffee break</i>	
16:15 – 17:15	Learning Champions Panel 4: Integrating the Seven Domains into Curriculum and Assessment	Chair: Jordan Naidoo Learning Champions: Ontario, Buenos Aires, Nepal
17:15 – 17:30	Wrap up and Preview of Following Day	Josh Muskin
17:30 – 18:00	<i>Coffee break and LC Poster Discussions</i>	

Meeting Day 2 – Thursday, February 4 8:00 – 18:00 Site visits and Tonga 2 meeting room in the afternoon		
8:00 – 13:00	Site visits	
13:00 – 14:00	<i>Lunch and debriefing site visits</i>	
14:00 – 14:45	Panel 1: A regional approach to learning research and assessment: Examples from East Asia/Pacific	Chair: Esther Care Presenters: Ramya Vivekanandan, Asmah Ahmad
14:45 – 15:30	Panel 2: Sustaining the Learning Champion momentum in Africa: Proposal for a regional network	Chair: Dzingai Mutumbuka Presenters: Oley Dibba-Wadda, Shiraz Chakera, Cecilia Sakala, Joyce Kinyanjui
15:30 – 15:45	<i>Coffee break</i>	
15:45 – 17:45	Working Groups: Regional approaches to research and assessment	Regional group facilitators
17:45 – 18:00	Wrap up and Preview of Following Day	Rebecca Winthrop
Meeting Day 3 – Friday, February 5 9: 00 - 15:00 Meeting Rooms: Tonga 1 & 2		
9:00 – 9:05	Recap and Day's Objectives	
9:05 - 10:00	Presentations for Regional Working Groups	Regional group facilitators
9:10:00 - 11:30	Panel: Towards Education 2030 and the SDGs – benchmarking learning globally	Presenters: Silvia Montoya and Jordan Naidoo
11:30 – 11:45	<i>Coffee break</i>	
11:45 – 13:00	Existing and upcoming technical initiatives for supporting learning assessment and use of data: Breadth of Learning, MELQO, GAL, Assessment for Learning (A4L), IIEP Learning Portal	Chair: Rebecca Winthrop Presenters: Seamus Hegarty, Kate Anderson, Anna Smeby, Jean-Marc Bernard, Silvia Montoya, and Alexandra Waldhorn
13:00 – 14:15	<i>Networking Lunch</i>	
14:15 - 15:00	Conclusions and formal meeting ending	LMTF Secretariat and Zambian MOE
15:00	Trip to Victoria Falls	
20:00	Group dinner at the Protea Hotel	

Final LMTF Meeting/Second Learning Champions Forum Attendees

3 – 5 February 2016

Livingstone, Zambia

Learning Champions

City/Country	Organization	Representative(s)
Argentina	Ministry of Education	Ines Cruzalegui, Chief of Staff to the Secretary of Innovation and Quality in Education
Ethiopia	Ministry of Education, Curriculum Development and Implementation	Ejeta Negeri Amumma, English Language Expert Guracha Tilahun Beyene, Mother Tongue Senior Expert
	National Education Assessment and Examinations Agency	Assefa Teferi Ayle, Mathematics Curriculum Expert
Kenya	Ministry of Education, Science and Technology	Fidelis Nakhulo, Senior Deputy Director of Quality Assurance Darius Ogutu, Director of Policy, Partnerships, and East African Affairs
	Kenya National Examinations Council	Jeanne Kiviu, Head of Languages
	Kenya Primary School Head Teachers Association/Teachers Service Commission	Charles Kado, Head Teacher
	WERK Opportunity Schools	Joyce Kinyanjui, Program Manager
Kyrgyz Republic	Ministry of Education and Science	Bermet Mukanova, High Degree Methodologist, National Testing Center Zharkyn Ryskulova, Coordinator, Russia Education Aid for Development (READ) Program
Nepal	Ministry of Education	Gopal Prasad Bhattarai, Under Secretary, Education Review Office
	Sammunat Nepal	Yogesh Kumar Shrestha, Executive Director
Ontario, Canada	People for Education	Annie Kidder, Executive Director David Cameron, Research Director
Pakistan	Ministry of Education	Syed Kamal Ud Din Shah, Director, National Education Assessment System (NEAS), Ministry of Federal Education and Professional Training
	Idara-e-Taleem-O-Aagahi (ITA)	Saba Saeed, Research Associate
Palestine	Commission for Mathematics (RAFAH) Assessment and Evaluation Center	Mohamad Matar, Director for Planning and Development

Senegal	Institut National et d'Action pour le Développement de l'Education (INEADE)	Mame Ibra Bâ, Director Guene Faye, Division of Studies and Programs
Sudan	Ministry of Education	Awadia EIngomi, General Director of Technical and Vocational Education Fayza Eisaid Khalafalla Mohamed, Directorate of Examinations
Tunisia	Independent Consultant in Education	Chedia Belaid Mhirs
Zambia	Ministry of General Education	Cecilia Sakala, Director of Curriculum and Standards Esvah Chizambe, Chief Education Officer – Teacher Education Mahuba Hazemba, Principal Education Standards Officer – Primary Education Thomas Ndonyo, Principal Education Standards Officer – Special Education Kenneth Likando, Senior Education Officer - Preservice Mary Chanda Nyirenda, Principal Curriculum Specialist – Research and Evaluation
	Examinations Council of Zambia	Angel Mutale Kaliminwa, Principal Examinations Specialist, Research and Test Development Department

LMTF Members and Partners

Organization	Representative(s)
Association for the Development of Education in Africa (ADEA)	Dzingai Mutumbuka, Chair; Learning Champion Working Group Chair Oley Dibba-Wadda, Executive Secretary Shem Bodo, Senior Programs Officer
American Institutes for Research (AIR)	Elizabeth Spier, Principal Researcher Arianna Zanolini, Zambia Office Country Director
Campaign for Female Education (Camfed) International	Lucy Lake, Chief Executive Officer Dorothy Kasanda, Director of Partnerships – Camfed Zambia
COSYDEP	Abasse Athie, National Executive Coordination
Creative Associates International	William Kapambwe, Performance Monitoring Advisor – USAID/Zambia Read to Succeed Project
Dubai Cares/United Arab Emirates	Saeed Al Ismaily, Senior Country Program Officer Mada AlSuwaidi, Senior Country Program Officer
Education Development Center (EDC)	Stefan McLetchie, Deputy Chief of Party
Forum for African Women Educationalists of Zambia (FAWEZA)	Costern Kanchele, Finance and Administration Manager
Global Partnership for Education	Jean-Marc Bernard, Deputy Chief Technical Officer
GIZ	Lena Maechel, Education Advisor
International Institute for Education Planning (IIEP)	Alexandra Waldhorn, Assistant Communication Officer
Jordan Education Initiative	Sheren Hamed, Head of Monitoring & Evaluation Department, Senior Specialist

Southeast Asian Ministers of Education Organization Secretariat (SEAMEO)	Asmah Ahmad, Programme Officer II - Evaluation
Tshwane University of Technology	Anil Kanjee, Research Professor – Department of Educational Studies
UNICEF Botswana	Scott Whoolery, Deputy Representative
UNICEF Eastern and Southern African Regional Office	Shiraz Chakera, Education Specialist - Quality Pablo Stansbery, Early Childhood Development Regional Advisor Vyjayanthi Sankar, Consultant
UNICEF Ethiopia	Dorothy Aanyu Angura, Education Specialist
UNICEF Kenya	Daniel Baheta, Chief of Education
UNICEF Rwanda	Frederik Leenknecht, Pre-Primary Education Officer
UNICEF Tanzania	Anna Smeby, Education Specialist - Pre-Primary and Quality Education
UNICEF Zambia	Tara O’Connell, Chief of Education Linda Jonsson, Education Officer
University of Management and Technology	Abdul Hameed, Dean of the School of Social Sciences and Humanities
USAID	Beatrice Mweene, Education Specialist – USAID Mission Zambia
UK Department for International Development (DFID)	Chris Berry, Education Head of Profession Tanya Zebroff, Education Advisor - Zambia
UNESCO	Jordan Naidoo, Director – Division for Education 2030 Support and Coordination
UNESCO Bangkok	Ramya Vivekanandan, Programme Specialist
University of Warwick	Seamus Hegarty, Honorary Professor, Former Chair, International Association for the Evaluation of Educational Achievement (IEA)
Flemish Association for Development Cooperation and Technical Assistance (VVOB)	Anna Murru, Program Manager

LMTF Secretariat:

Organization	Representative(s)
UNESCO Institute for Statistics (UIS)	Silvia Montoya, Director
Center for Universal Education (CUE) at the Brookings Institution	Rebecca Winthrop, Senior Fellow and Director Esther Care, Senior Fellow Joshua Muskin, Nonresident Senior Fellow Kate Anderson, Project Director and Associate Fellow Tyler Ditmore, LMTF Project Assistant Melen Hagos, Senior Center Coordinator Lindsay Read, Research Assistant