



# Learning Metrics Task Force

Virtual Briefing  
September 2015

# LMTF 2.0 – Five Key Results

1. **Technical:** Seven indicators for global tracking developed, with cross-cutting focus on equity
2. **Institutional:** Support at least 10 countries in adapting LMTF recommendations to improve assessment systems and use of assessment data to improve learning
3. **Political:** Recommendations inform the post-2015 education and development agendas
4. **Assessment as a Public Good:** Develop a strategy for advancing an agenda in which learning data is supported as a global public good
5. **Knowledge Sharing:** Actors and experts in learning assessment share knowledge and coordinate efforts virtually and in person

# Technical Update

<b>Ready to Learn</b>	<ul style="list-style-type: none"><li>• UNESCO, UNICEF, World Bank, CUE, technical experts, and representatives from the Tanzanian government and civil society met on from 21-23 July in Dar Es Salaam to finalize two tools on child development and learning outcomes and quality of pre-primary environments.</li></ul>
<b>Citizen of the World</b>	<ul style="list-style-type: none"><li>• UNESCO developed an indicator matrix for measure Target 4.7 in the post development agenda which measures GCED and ESD. The matrix includes a set of seven core thematic indicators that focus on inputs and outcomes. The outcomes indicator are based on the three core dimensions of learning (cognitive, socio-emotional, and behavioral) and correspond to the four key learning outcomes of GCED and ESD, as defined by UNESCO.</li><li>• It also includes an extended list of indicators with more than 60 indicators, covering inputs, process and learning outcomes, as well as contextual indicators, which could assist countries to measure GCED and ESD in a more comprehensive manner.</li></ul>
<b>Breadth of Learning Opportunities</b>	<ul style="list-style-type: none"><li>• Center for Universal Education will soon begin working on this area with Education International and Seamus Hegarty.</li><li>• The Education Policy and Data Center at FHI 360 has updated its National Learning Assessment Mapping Project (NLAMP), which analyzes the landscape of national assessments in order to determine how the seven LMTF domains are reflected in the current priorities of national education systems.</li></ul>

# Institutional: Learning Champions

- Technical assistance missions to Zambia, Botswana & Kenya
- Meeting of African partners in Naivasha, Kenya – Zambia, Ethiopia, Senegal, & Kenya
- Launch of the Basecamp communications platform
- Meeting in Buenos Aires, with Latin American countries – Ethiopia, Kenya, Zambia, Colombia, Ontario, & Buenos Aires

# Institutional: Learning Champions

- Middle East / North Africa efforts to collaborate around Readiness for School, ICT & Life Skills (K-12)
- Ethiopia's development of a Continuous Assessment Training Toolkit, supported by UNICEF (AIR)
- Kenya's development of a "Meriting Tool" to guide schools to look holistically across learning domains
- Pakistan's development & piloting of assessment of literacy, numeracy & cognition at grades 2, 5 & 8
- Senegal's development of tools for continuous assessment in primary
- Zambia's developing guidelines & training strategies to promote wide use of continuous assessment

# Institutional: Learning Champions

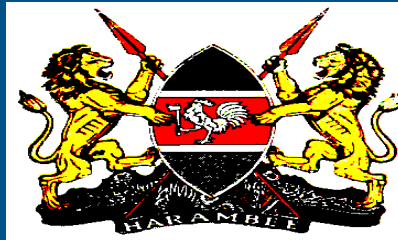
- Argentina's comprehensive education reform "for the future," both 1o & 2o, with adapted assessment
- Colombia's combining assessment of "Saber," with application, & of "Ser:" Arts, Citizenship & Physical Education
- Ontario's moving to the piloting of its "measuring what matters" initiative in 12 schools
- Rwanda's agreement to pilot global MySchool

# Institutional: Learning Champions

- Possible trips to create case studies: Palestine, Senegal, Ethiopia, Colombia, Pakistan
- Surveys of LCs to gather information for the Final Report (with case studies) & the LC Toolkit
- Prepare the Final Report & the LC Toolkit
- Conduct a final LC Conference to capture lessons learned & establish mechanisms for sustaining & expanding the network

# Institutional: Kenya

## Ministry of Education Science & Technology



## Kenya Learning Champion



# Institutional: Kenya

## Goals

1.

- National plans developed
- Improve measurement and learning outcomes

2.

- A set of validated, practical tools

3.

- Case studies on national priorities

4.

- Regional networks activated

# Institutional: Kenya

## Outcome

- At the end of the Learning Champions initiative, the goal is to have:
  - ✓ National plans developed and implemented to improve measurement and learning outcomes based on the LMTF recommendations;
  - ✓ A set of validated, practical tools that government and other national stakeholders can use to adapt the LMTF recommendations to their contexts;
  - ✓ Case studies describing how the Learning Champions built consensus on national priorities around learning assessment and outcomes and started elaborating national plans for strengthening learning assessment;
  - ✓ Regional networks activated through which the first cohort of Learning Champions will continue collaborating and mentor new countries.

# Institutional: Kenya

## Learning and Assessment System

- ❖ National, County, Sub-county, School-based
- ❖ Kenya National Examinations Council (KNEC)
  - Focus is on end of Level Examination i.e. KCPE & KCSE
- ❖ Ranking of schools abolished
- ❖ NASMLA
- ❖ SACMEQ
- ❖ Uwezo
- ❖ AKF
- ❖ ESQAC – School Readiness tool (KSRAT)
- ❖ National Assessment Tool
- ❖ Commercial Tests

# Institutional: Kenya

## Education Quality Priorities

Assessment of learning achievements, literacy and numeracy surveys and programmes that enhance the quality of the learning environment



### POLICY FRAMEWORK



Decentralize quality assurance activities to the institutional level



Utilize research as a means of continuous quality improvement

# Institutional: Kenya

## Early Reading & Mathematics Quality Improvement

Early Reading & Mathematics

### **POLICY FRAMEWORK**

Improving Learning outcomes in literacy, numeracy, scientific & communication skills

Objectives of primary education “acquire literacy, numeracy, creativity and communication skills” - curriculum


# Institutional: Kenya

## National Examinations and Assessments

Demand for accountability and evidence of change and growth in the quality of the teaching and learning process



### **POLICY FRAMEWORK**



Standardized assessment of core learning outcomes, transferable skills and subject related knowledge



Progressive assessment framework which identifies the knowledge, skills and competencies that will be assessed for each level of Basic Education

# Institutional: Kenya

## LC Progress to Date

Official Launch of LMTF 2.0

Participation in LMTF activities (Skype, virtual calls, regional meetings)

Sensitization of School Head Teachers during KEPSHA Meeting

Consultative meetings to draw up action plan

Mapping of Main Assessment Tools Used in Kenya

Engagement in round table meetings on learning and assessment

Involvement of key stakeholders

Joint planning on way forward

# Institutional: Kenya

## Priority Areas

- i. Consensus Building
- ii. Awareness creation and sensitization
- iii. Discussion on use of assessment data
- iv. Training interventions for teachers and school managers
- v. Sensitization of policy makers
- vi. Policy interventions
- vii. Buy-in and improved learning landscape in line with LMTF 2.0
- viii. Focus on quality learning outcomes



# Institutional: Kenya

## Action Plan

	ACTIVITY	TIME FRAME
1.	Key Stakeholders meeting to deliberate on decisions of LMTF Forum and EFA Africa Region Meeting on Post 2015 Agenda for education.	February – March 2015
2.	Sharing of tools used for assessment	April – May 2015
3.	Mapping of the assessment environment	June – July 2015
3.	Validation and adoption of tools for piloting	August – November 2015
4.	Dissemination of Results and Lessons Learnt	December 2015
5.	Policy recommendations and proposals.	January – February 2016

# Institutional: Kenya

## Going Forward

1. Mobilization of stakeholder/partner support ( i.e. financial resources, technical expertise, personnel)
2. Sensitization and awareness creation among KEPSHA and KESSHA affiliates
3. Involvement of school community for purpose of ownership
4. Discussion with MOEST for policy interventions
5. Benchmarking with international best practices (e.g., PISA, TIMMS, PALs, Uwezo)
6. Participation in international meetings on LMTF, Post 2015 Agenda, Learning Plus, Sub-Saharan regional meeting etc.
7. Research and development of assessment tools for domains not measured

# Institutional: Kenya

## Policy Opportunities for LMTF

The Learning Champions have the following objectives:

- i. Develop a progressive assessment framework that identifies the knowledge, skills and competences that will be assessed for each level
- ii. Ensure learners acquire competences and skills that will enable them to meet the human resource aspirations
- iii. Expanding Country Capacity for Measuring Learning
- iv. Improve use of assessment reports and data
- v. Rally increased international community and partner support for country-led efforts and priorities

# Institutional: City of Buenos Aires



## How do we rethink education towards worth learning?

Learning Metrics Task Force Virtual Brief

September 2015

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Buenos Aires Ciudad



EN TODO ESTÁS VOS

# Buenos Aires

Buenos Aires has 2890151 inhabitants and a surface of 202 square meters. It is divided in 15 comunas, with 21 school districts at the primary level, and 8 regions at the secondary level.

There are 864000 students enrolled at the City's schools and its education system gathers 55000 teachers.

The Ministry of Education has 2705 schools, of which 43% are public.



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# Paradigm shift in action

## The future of learning

- Entrepreneurship
- Creativity
- Software Development
- Wellbeing
- Global Citizenship
- Digital Education
- 21st Century Skills



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# Buenos Aires as a Learning Champion



Buenos Aires Ciudad



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## New Secondary School

It is conceived as a project of systemic and integral transformation that aims to improve the different components of the institutional and pedagogic organization of schools.

We created the first curriculum design of the City of Buenos Aires, through an open and collaborative process

We trained school teams in leadership skills

Through the Teacher Training Institution we trained all secondary school teachers

We included the seven domains of learning in the Secondary School Curriculum



## Next steps

- School to school implementation.
- Modify the assessment system to evaluate the domains.
- Design a strategic plan to modify primary school curriculum and and train teachers.
- Learn together, at a national and regional level.

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**We believe in the power of  
collaborative learning, and  
continue learning from each one  
of you!**

**Thank you!**

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# Assessment as a Public Good

- The initiative formerly known as IPAL is now Assessment for Learning (A4L): An International Platform to Support Learning Assessment.
- GPE is now **finalizing the A4L concept note**, which we are hoping will be circulated to the LMTF, and then posted on its website, before UNGA.
- Next steps: Our hope is that the publishing of the concept note will help to catalyze the discussions that will then need to happen regarding the institutionalization and realization of A4L.

# Knowledge Sharing

- Newsletter
- Virtual Briefs
- Partner Update
- In-Person Meetings (Kenya, India, & Buenos Aires)
- Online Platform

# Knowledge Sharing

- Final Report
- LC Toolkit & Case Studies
- Teach Pitch:
  - Cloud-based learning platform
  - Can build a dedicated online library of assessment tools that is searchable by the seven LMTF domains, grades or education levels, type of assessment, language, administration time, and other criteria

# THANK YOU!

Visit LMTF on the web:  
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