LMTF 2.0
Brussels Meeting Summary Report
June 23rd – 24th 2014

Contents

Learning Metrics Task Force 2.0

Introduction

With the strategic framework developed and collectively agreed upon in November 2013, LMTF 2.0 was launched to bring Task Force recommendations (**Toward Universal Learning: Recommendations from the Learning Metrics Task Force**) to life, with an emphasis on strengthening learning assessment systems at the country level and the utilization of assessment data to improve learning outcomes.

LMTF 2.0 has set out five results to achieve by the end of 2015:

1. **Technical:** Indicators in each of the areas recommended for global tracking are developed by partners[1].
2. **Institutional:** At least 10 countries use Task Force recommendations to support country-level work on learning assessment and use of assessment data to improve learning.
3. **Political:** The post-2015 global development and education agendas reflect Task Force recommendations.
4. **Assessment as a Public Good:** A strategy is developed for advancing an agenda in which learning data is supported as a global public interest.
5. **Knowledge Sharing:** Actors and experts in learning assessment share knowledge and coordinate efforts.

Over the first six months of 2014, Task Force members set off to focus on their organizational areas of expertise, whether participating in technical indicator working groups, engaging in post 2015 discussions, or conceptualizing new platforms for knowledge sharing (See Annex A for a list of LMTF partner activities in Q1 2014). Capitalizing on the momentum around the Global Partnership for Education (GPE) Replenishment and post-2015 discussions, Task Force members came together in Brussels, Belgium in June 2014 to share information and plan for next steps to ensure that LMTF 2.0 is on the right track to achieve its five results.

The following is a summary of the key information, debates and decisions that resulted from the Task Force meeting hosted by UNESCO on June 23 - 24, 2014 in Brussels, Belgium.

Meeting Overview

The meeting objectives focused on the LMTF 2.0 intended results:

1. Share updates on progress toward developing technical indicators and influencing the post-2015 agenda to determine potential points of collaboration;
2. Understand how to better use assessment data to improve learning processes and outcomes and determine how the latest research can support LMTF-related work;
3. Decide on actions to support countries and map out LMTF work in the identified Learning Champion countries; and
4. Decide on a strategy for "assessment as a public good," an integral LMTF 2.0 strategy for advancing an agenda in which student learning data is supported as a global public interest.

Key Discussions

The Brussels meeting was designed to serve as a space for LMTF members to reflect, share and provide guidance on the framework established for LMTF 2.0. As a result, members had the opportunity to further define the actions intended under the next phase and determined key points for follow-up.

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[1] To different degrees of readiness for implementation

- **Create an overall plan and theory of change that will clarify, communicate, and package the process and goal of LMTF 2.0 over the next 18 months.**

  While the five results of LMTF 2.0 have been defined, a theory of change should clearly articulate how strengthening learning assessments and the use of their data will ultimately lead to improved learning. In addition, Task Force members felt that a clear plan outlining the purposed structure, and implementation strategy of LMTF 2.0, should be produced as soon as possible. This document would demonstrate how LMTF 2.0 contributes to improving learning assessment systems and learning outcomes in the overall theory of change which inevitably involves parallel activities.

- **Define the scope of LMTF 2.0**

  Task Force members deliberated whether to focus solely on assessments at the system-level or also at the classroom/local level. There was interest from participants in both areas of focus, and potentially inviting new partners with ongoing country work and expertise in classroom/local assessments to lead this work stream. However, Task Force members also acknowledged that Learning Champions will define their own country level priorities which in turn need to be matched to the financial, technical and political resources available.

- **Develop an International Platform to help build national capacity to develop and use learning assessment systems**

  The International Platform for Assessing Learning (IPAL) was proposed to help facilitate, coordinate and provide access to technical and financial resources for developing and improving different aspects of learning assessment systems. It was suggested that IPAL would put a particular emphasis on supporting low income countries. Task force members agreed that there is interest doing further to clarify the Platform's operations and modalities of functioning.

- **Launch Learning Champions**

  The Task Force provided input into the protocols, process, and framework for the Learning Champions and the Country Support Working Group which will be used to launch the Learning Champion process early July 2014. Learning Champion countries will be expected to hold national stakeholder consultations to develop preliminary plans in August – October 2014 and send a 3-person delegation (government, civil society, and teachers) to a December 2014 in-person meeting to present their plan and connect with technical and financial resources to implement their plans.

Technical Indicators Update

LMTF members agreed that regular updates were necessary for keeping track of the most recent developments and ensuring coordination around work streams. The first quarterly partners bulletin (circulated May 2014) was well appreciated as it provided a comprehensive overview of the progress made thus far in the five key results LMTF 2.0 has set out to achieve by the end of 2015. Task Force members agreed that such a document is a useful tool for knowledge sharing (see Annex A).

During the meeting, representatives from each of the areas where technical indicators are being developed provided a brief synopsis of the work to date and allowed for questions and clarifications from the Task Force members. The following provides an update on the developments of the technical indicators and highlights the points of the discussion among the Task Force members.

- **TAG2015**
  The Technical Advisory Group (TAG) on post-2015 indicators comprised of UNESCO, UIS, UNICEF, World Bank, OECD and GMR and was created to support the EFA Steering Committee in articulating education goal and targets for post-2015 discussion by offering analyses of the measurability of proposed targets. The TAG2015 documents are intended to provide feedback to several high-level processes, such as the Open Working Group and the Sustainable Development Solutions Network.

  The TAG2015 is mandated to prepare technical guidance notes and three longer papers addressing measurement issues by reviewing the existing indicators and setting out an agenda for further developing measurement in the area of education quality (access), learning outcomes, and educational opportunities (inequalities). The TAG will continue its work through next year.

- **Reading**
  A meeting was convened by the World Bank and the UIS from March 31st to April 2nd of reading and assessment experts including representatives from ACER, GPE, DfiD, IEA, LLECE, UNICEF, PASEC, SACMEQ, Boston College (TIMSS & PIRLS Study), University of Texas at Austin, GMR, CUE, Save the Children, KICE, RTI, USAID, ASER India and Uwezo. The conveners identified possible indicators for monitoring reading in early grades and at the end of primary education and discussed a strategy for establishing global baselines for reading.

  While meeting participants noted a wide range of desirable characteristics for indicators, there was general agreement that the highest-priority criteria is to ensure that global reading indicators are technically strong, easily communicable, and contextually relevant and flexible. The meeting recommendations for goals, targets and indicators for reading in the early grades included a broad goal of all children reading by the end of grade 2. At the end of primary, children must be able to read independently. In the short-term, countries report on these indicators based on their own curricular standard and use own measurement tools to set specific cut-points.

  Longer-term efforts would be required to develop a common global metric and align with international and regional assessment initiatives. The Australian Council for Educational Research (ACER) and the UIS are taking the lead on establishing common learning metrics – one for reading and one for mathematics, through a similar process.

  The reading meeting and WGNI (see Numeracy for details) supported taking forward a valuation of the feasibility to create a baseline for learning outcomes for 2015, by looking across different regional and national initiatives, as reflected by a proposal prepared by ACER.

  The proposal outlines a three-phase project to establish common learning metrics which can be summarized as: (1) evaluating existing materials/documentation and draft the metrics, (2) validating the metrics by gathering data in countries and using sets of representative items from the assessment programs involved in phase I, and (3) implementing the metrics – working with countries through an in-depth localized system of strengthening and helping develop sustainable high-quality assessment systems that inform policy, while at the same time helping countries establishing links to the metrics that are built into their system.

  In the Brussels meeting, discussions highlighted the risk and unintended consequences such an effort can bring along. Simple messaging can highlight that (1) this is not a new assessment or a new international test, (2) the established scale does not consist of the global standard which

will lead to the marginalization of certain assessments; and (3) its primary intent is not to produce league tables.

- **Numeracy**
Building upon the work from the reading group, GIZ/BMZ and KICE organized a virtual working group on numeracy indicators (WGNI) which convened in April and May 2014. The WGNI included technical experts from ACER, African Population and Health Research Center, Center for Evaluation and Monitoring Durham University, Education Development Associates, GPE, IEA, KICE, Palestinian Commission for Mathematics, Pratham, RTI, Save the Children , UIS, UNICEF, and Uwezo ,. The WGNI worked on proposing goals and targets, as well as identifying and documenting potential indicators related to numeracy in early grades and at the end of primary education.

  The WGNI supports the recommendations from the reading meeting on the key criteria for indicators needed to measure learning outcomes in mathematics at the primary level (see Reading above), with the addition of the criteria of coverage - or the extent to which the school-age population (in or out of school) is included. For the early grades and the end of primary, the group agreed that children must be proficient in their knowledge and ability to apply the concepts within the three subdomains: Number Sense and Operations, Geometry & Spatial Sense, and Measurement and Data.

  The working group's recommendations for goals, targets and indicators in the early grades and at the end of primary included a broad goal at the primary level of all children proficient in basic mathematics by the time of end of primary age2. The WGNI recommends establishing four levels for benchmarks. Such benchmarks would denote specified levels of achievement on a common metric and, for example, could be labelled as follows: foundational, intermediate, competent, and advanced, with specific definitions that describe these labels. These levels of achievement would imply certain levels of proficiency in basic mathematics that can be projected onto the common metric.

  The full recommendations report of the WGNI is available from the LMTF secretariat or from GIZ (lena.maechel@giz.de).

- **Readiness for School (previously called "Ready to Learn")**
UNESCO, UNICEF, CUE and World Bank are initiating a project to pursue better data on children's competencies upon primary school entry including measurements on child development and quality of young children's learning environments. UNESCO and UNICEF are leading the technical development work, while the CUE and the World Bank will play key roles at the country level by convening national stakeholders and ensuring that the tools reflect country priorities and are integrated into the overall national assessment systems.
The goals of the school readiness project are to: (1) learn from existing measures by identifying opportunities to link items from various assessments; (2) help build approaches for countries that are in need of assessments and don't want to start from scratch; and (3) promote use by figuring out how to build measures into country-level systems for on-going tracking and use. The end goal however is to ensure some degree of comparable data, while striking a balance between nationally-relevant and global indicators.

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[2] Proficiency is defined as the knowledge and application of skills and concepts, basic mathematics refers to skills and concepts demonstrated across the three core domains, and skills and concepts across these core domains vary according to the grade or age level of the students

The following outlines the process and timeline of the project: (1) mapping of regional and global measures in Fall 2014; (2) identifying the most promising items and system-level approaches to assessments by asking for participation and information from representatives from regional/NGO assessments in Fall 2014; and (3) building the project into national systems by convening country-level stakeholders to inform assessment design and content; (4) field-testing and validating the items from Jan – June 2015.

Some of the anticipated issues include: the trade-off between creating a common core of items, while adjusting to local context; validating adequately – knowing that predictive validity, which is hardest to obtain, will take the longest; drawing on tremendous expertise already developed; existing measures have not had the opportunity to be fully validated; and results need to be usable by decision makers in country around early childhood settings - translating into action at country level.

- **Global Citizenship Education**
  UNESCO, YAG and CUE kicked off a working group in May 2014 to build consensus around the key competencies of Global Citizenship Education and how they can be measured. The Working Group will make recommendations on the competencies and options for measuring them, both now and in the future. The working group is comprised of a diverse group of experts, including academics, governments, teachers, and youth. The working group will be divided into three subgroups: subject matter and pedagogy; measurement monitoring and evaluation; and policy, advocacy and communications. CUE and YAG are conducting a mapping of existing approaches to teaching and measuring GCE. The working group's first in person meeting is July 15th -16th in Bogota, Colombia to discuss the consultation documents which will be circulated for comments and feedback between July and December 2014.

- **Learning for All**
  UIS has convened a project team with the University of Sussex to develop a family of robust population-based measures of skills distribution among school-age children at the national level. The project team will explore methodologies used in international assessments, review data availability in student participation, progression and completion, and pilot methodologies in different country settings. Additionally, data on learning achievement from nationally representative low or high stakes assessment – preferably by subject matter or construct is required. This information is being collected through UIS's Observatory of Learning Outcomes (OLO). OLO's Catalogue of Learning Assessments will include an online catalogue which will provide detail on assessment features (by country and assessment) and country profiles which will provide an overall picture of the assessment system in the country and highlight its main features.

  The anticipated outputs for the Learning for All indicators include: (1) A paper that outlines the methodology or methodologies for producing Learning for All indicators, including an overview of the data requirements, the assumptions and limitations to the different approaches, and a literature review of the methodologies for synthesizing information from various assessments; and (2) a series of country summaries that link participation with performance by describing learning levels in the country relative to school status, and, when available, consider learning levels of children who are out of school.

- **Breadth of Learning**
  The Breadth of Learning Indicator was briefly discussed during the meeting. A proposal has been put forward with some initial thinking around two key work streams that will examine (i) school,

teacher and classroom dimensions (planned, implemented and experienced curriculum) and (ii) national or state/provincial dimensions (intended and effective curriculum). The internalized curriculum, measured by student learning outcomes, will be the focus of other LMTF projects addressing global indicators (as it pertains to national, regional and international assessments) and country support for measuring learning (as it pertains to national exams and classroom assessment). CUE, UIS, and other LMTF partners will facilitate a process to develop two tools related to Breadth of Learning:

- A **self-assessment toolkit** for teachers, schools, NGOs working in schools, and education ministries and other national education actors
- A **measure of national policies** related to Breadth of Learning.

The Task Force is trying to identify partners who are willing and able to take the Breadth of Learning work forward.

International Platform for Assessing Learning

At the November 2013 meeting, Task Force members agreed that one of the main results they would want to achieve within two years would be the development of a strategy in which learning data are supported as a global public good. This means developing a strategy to ensure that even the poorest countries are able to access the technical and financial capability to develop, reinforce, maintain and use assessment systems to improve learning. The LMTF approach includes:

- Mapping the main issues and stakeholders in an initial framing paper.
- Convening a working group of experts.
- Developing the strategy for student learning data to be supported as a global public good.

The LMTF group present at the Brussels meeting resumed conversations around these issues, structured around a working paper developed by the GPE Secretariat in consultation with a number of other Task Force members. The paper focused on a proposal for the creation, in response to LMTF recommendations, of an international platform for learning assessment with a mission to help build national capacity to develop, implement, analyze and use learning assessments toward the improvement of the quality of learning for all children. [3] To ensure that even the poorest countries have access to technical and financial support to develop learning assessment systems, this platform would put a particular emphasis – particularly with regard to financial support - on supporting low income countries.

The proposed International Platform for Assessing Learning (IPAL) would help facilitate, coordinate and provide access to technical and financial resources for developing and improving different aspects of learning assessment systems. Its objectives would be to ensure that:
- Rigorous national learning assessment systems are accessible to all countries, especially the least developed and most fragile.
- There is increased national capacity to use learning assessment systems for the improvement of the quality of education.
- There is increased national access to regionally and internationally comparable measures and relevant regional and international tools, research and partners. [4]

IPAL's proposed activities at country level include the following:

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[3] Bernard, Jean Marc and Bonnet, Gabrielle (2014) International Platform for Assessing Learning Concept Paper
[4] Ibid

- Build or reinforce countries' capacity to develop and analyze national assessments of education quality in order to ensure high quality monitoring of learning – this would be based on a diagnosis of existing systems and needs.
- Support countries in the use and dissemination of results toward the improvement of the quality and equity of learning.
- Help countries map national results to international metrics financially and with regard to finding expertise and building partnerships to implement the mapping
- Facilitate national authorities', civil society's and researchers' access to existing resources (research, tools and partners) that can help them move from assessing learning to improving learning.

In addition, IPAL would also support regional/international-level capacity building, knowledge sharing and communication.

Annex B contains the full draft proposal for the platform. Based on the International Platform for Assessing Learning working paper, three questions were posed to the meeting participants:

Would an initiative such as IPAL provide an effective mechanism to increase support to learning assessment particularly in poor countries? Should IPAL play a role between local, national and international initiatives? Should the platform's financial support be allocated only to low-income countries?

The Task Force deliberated around the organizational structure and inputs needed to go into a platform on learning assessments. Members suggested that the platform should be hosted by an organization, such as GPE, and not sit as an independent entity. Some Task Force members cautioned against an open source approach to the sharing of tools and test items without some protocols that could ensure the technical validity of the resources but were supportive of the idea of countries being able to access for free or very low cost assessment tools they need, particularly in relation to the indicators being developed (see Technical Indicator Update above).

Members also cautioned against putting an exclusive or primary focus on international comparability but rather hoped to see this as an opportunity for ideas to be exchanged, gaps identified and country-based solutions created – a proposal in line with IPAL's concept paper, where international comparability would be supported upon national request, as a complement to country-focused efforts toward the development of nationally-relevant assessment systems.

Some participants also wanted more information on how the LMTF indicators and seven domains would factor into the work of the platform. Suggestions included, for example, having the resources/technical assistance organized around the seven LMTF learning domains and areas of measurement for global tracking were suggested. However, members felt there needed, above all, to be further thought about the modalities of support, partners and target audience of the platform. Task Force members also felt it important to discuss how the IPAL would link with Country Education Sector Strategy Plans in terms of identifying the necessary financial/technical support and the need for such plans to specifically devote space for learning assessments.

While Task Force members believed that the focus for capacity building should be at the national learning systems level, members wondered about other facets of an effective measurement system. Members discussed whether strengthening a national system included strengthening classroom level assessments and underscored how critical the analysis of classroom level data is in providing quality education at all levels. This discussion echoed those of the November 2013 Task Force meeting where the scope of the LMTF 2.0 mandate was discussed. The LMTF had concluded in favor of a narrower, but

more realistic focus for the Task Force, acknowledging that the LMTF did not have the competencies or mandate to cover a broad array of relevant but very different issues. IPAL was developed on this basis focusing on system level assessments.

One of the key questions posed by the Task Force was how to financially support the platform itself as well as the countries using the platform. The IPAL proposal paper suggested that the platform would provide financial support to low-income countries. One additional option suggested during the meeting included using the platform as a way of helping countries to locally access financial support, through connecting them with donors and other aid institutions, such as the private sector. The Task Force also deliberated how the platform could help countries to use data in ensuring specific allocations around assessments within sector budgets and requests for financial support.

The Task Force's discussion over an IPAL led to broader questions around how LMTF 2.0 will evolve after 2015. Members felt that designing a clear plan and theory of change for the second phase would help set a path that ensures outputs such as IPAL that align with other activities of LMTF 2.0, including Learning Champion Countries and technical indicator development.

In the end, it was determined that there is ample interest in creating the IPAL and further work was recommended to clarify the content, operation and overall mission behind the platform. Next steps include further developing the concept paper, engaging in conversations with GPE and other relevant LMTF partners and forming a small committee to support the successful creation of the International Platform for Assessing Learning.

Learning Champions

The LMTF invited Learning Champion (LC) partners to submit a letter of interest to join LMTF 2.0 in March 2014 to work together in order to advance the goal of more effective assessment systems that help improve learning outcomes.

The LMTF Secretariat briefed the Task Force members on the Learning Champion application and evaluation process (See Annex C for a memo describing this process). Evaluators used a predetermined set of criteria to inform their decisions including:

- Understands responsibilities and obligations of LCs.
- Clear strategy to work with a wide range of partners at both the national and local level.
- Devotes human/financial resources.
- National/local priorities highly aligned to LMTF.
- Willingness to participate in LCs meeting.
- Active involvement/deep understanding of LMTF 1.0.
- Strategy to engage with government (for non-governmental agencies).

The evaluation included a preliminary review of the application and an internal consultation which led to the final decision. The 15 Learning Champions selected all mentioned the need to improve systems at the national level and coordinate better around learning assessments. Nearly all of the applicants who were accepted had some experience with LMTF 1.0 and had specific priorities that aligned with the recommendations set forth by the Task Force. A few countries submitted multiple applications, to which the Secretariat sought additional information on how the different stakeholders would work together before finalizing their acceptance.

Of the applications not accepted, some failed to provide clear understanding of the LMTF framework and recommendations. While many presented a comprehensive analysis of the challenges faced within their education systems, they were unable to articulate a desire to collaborate in a multi-stakeholder

process that would involve government and other actors. However, the Task Force felt that with further information and engagement with LMTF, these countries could possibly be invited to join a future cohort.

Accept as Learning Champions	
Bogotá, Colombia	Pakistan
Botswana	Palestine
Buenos Aires, Argentina	Rwanda
Ethiopia	Senegal
Kenya	Sudan
Kyrgyz Republic	Tunisia
Nepal	Zambia
Ontario, Canada	

All of the accepted applications designate government agencies as the lead Learning Champion agencies except for Ontario, Canada which is led by an NGO with strong relationships with the provincial government. In Pakistan and Kenya, civil society organizations partnered with government agencies to submit joint proposals. The Task Force agreed that it would be important to emphasize a collaborative and participatory process across the different types of organizations interested in being involved. Some members felt that the call for applications hinted at a community of practice and wanted to better understand how that would be operationalized and who would be providing support to the Learning Champions. The Task Force discussed how the process would provide a space for countries that already have good practices to share their experiences and for LMTF to facilitate utilization of these practices with different countries and practitioners around the globe. Hopefully, it would evolve into a platform for exchange that would allow for countries with a weaker system to engage with such Champions. Members proposed that the Task Force should provide some structure to help Learning Champions navigate the globally tracked indicators proposed by the LMTF, but that the process should be a demand-driven approach.

Task force members outlined a few priorities for the task force before being able to successfully support Learning Champions:

- Understand the country-levels views, wishes and available resources.
- Develop clear objectives for improving country assessments to enhance learning and distinguish between improving assessments within a country versus the drive for international clarity.
- Rectify the challenge of matching the country vision to what the LMTF movement can offer. Need to be careful that even though we have a national focus, individual countries may not be on board with what we are developing.

LMTF members were asked to feed into the framework for Learning Champions, including outlining the Learning Champion process, defining Country Support Working Group membership and outlining the terms of reference for the Learning Champions.

Learning Metrics Task Force 2.0

A. <u>Learning Champion Process</u>

Stage 1: Work with Learning Champions and country level partners on the ground to engage in a dialogue with partners about the LMTF package and further define with partners where they want to go.

Stage 2: Design and articulate a LMTF 2.0 plan and theory of change.

Stage 3: Work towards convening a meeting with LCs (regional/international) to:

a. Discuss a series of inputs (e.g. menu of ongoing LMTF partner activities they can engage in such as technical work on ECD indicators or Global Citizenship). This provides an opportunity to have exposure to different ideas even if it's not in countries' specific plans.
b. Share and refine individual plans. Provides access to the dialogue happening at global levels that could be used to support their pathways.

Stage 4: Support the development of a platform to share, interact and support countries. There are a few ways of structuring the platform:

a. Using the GPE process as an inspiration, develop a platform where countries present requests and the platform serves as a space for convening technical and financial resources that could be put towards the request. This proposal ties in with the proposal to respond to the need for learning assessment to be a public good through an International Platform for Assessing Learning.
b. Model the platform after INEE, where Learning Champions form a standalone network that is organized into sub working groups, each focusing on different aspects of assessments. Establish an assessments working group under GPE.

B. <u>Task Force/International Community Support to Learning Champions:</u>

Learning Champions should be supported by a broader Country Support Working Group, together with other LMTF partners (e.g. regional bodies, multilateral institutions, civil society organizations). Working group members will regularly share information on their experiences and help develop a set of tools/products (see below) and documented experience (i.e. case studies) that will be made publicly available after the 18-months for others to use.

At the end of the 18-months, the actors participating in the Country Support Working Group will have developed a set of tools and guidance useful in mapping, defining, and developing a plan for improving assessment systems and the use of assessment data to improve learning. The products will ultimately be determined by the working group members but might include a shared package of tools for assessing the strengths and weaknesses of student assessment systems; a guide on assessment options, what they offer and what they cost; and guidance on good practice for using assessment data to improve learning and avoiding negative unintended consequences. These products will be shared widely and made publicly available for others to use at the end of the 18 months.

Some preliminary work must be undertaken to evaluate the partner's available resources for supporting the learning champions – technically and financially. This would be necessary in order to

set some expectations about what can be provided in terms of support. The meeting participants suggest the following strategy:

- Gather information about what the Learning Champions are interested in, and the financial, institutional, and technical assistance they will require.
- Categorize the Learning Champions based on the degree of financial, technical, and institutional support demanded/required.
- Identify the gaps and areas where support demanded is scarce.

Once the Learning Champions are categorized, and needs assessed, the Secretariat will be able to put together a summary in order to better gauge the resources required for support. After defining the resources available, the Task Force should help facilitate matchmaking and country sharing opportunities by:

- Developing an inventory of expertise and resources within each country; Pair countries based on inventory.
- Mapping out action plan that outlines technical/financial/institutional needs which could be shared with donors.

In parallel, there are specific products and resources that the Task Force can work on which will be of help to Learning Champions and other countries interested in strengthening their assessment systems, and the use of data from learning assessments. Some of the products/resources include:

- Providing the institutional support needed to create or strengthen the existing community of practice in Learning Champion countries.
- Building on existing diagnostic tools that Learning Champions are already using such as SABER.
- Developing a paper that provides guidance on how to use data to improve assessment systems and learning outcomes.
- Creating guidance paper on how to document the Learning Champion process.

C. **Learning Champion Terms of Reference**

Learning Champions will join the Task Force as partners and will be asked to engage in the following activities over the two-year period of LMTF 2.0.

- **Mapping.** Map the learning assessment landscape and the ways that assessment data are or are not being used to help improve learning outcomes. This exercise should be undertaken using a multistakeholder approach that engages all relevant actors from the different constituencies within the education system (e.g. assessment, curriculum, teacher training) to the different players working on improving assessment and learning (e.g. teachers' organizations, civil society, donors).
- **Defining.** Define what is needed to improve learning assessments and the use of assessment data to improve student outcomes, including a clear appraisal of various assessment options (e.g. the relative merits and costs of using different assessment schemes). This exercise should leverage existing diagnostic tools (e.g. The World Bank's SABER – Student Assessment, UNESCO's General Education Quality Analysis/Diagnostic Framework (GEQAF), and the UIS's Observatory of Learning Outcomes).
- **Planning.** Develop a plan to address the identified needs, working closely with the wide range of partners on the ground. The plan should clearly articulate the types of support (e.g. technical, financial, and political) needed to succeed.

- **Sharing.** Champions are expected to share their experiences regularly and, when relevant, to provide feedback on the process, including reviewing and providing feedback on initial drafts of indicators being developed for global tracking and possibly piloting instruments.

Specifically the LCs would:

- Identify LMTF indicators most relevant to their context/national priorities and develop tests, refine instruments and strategies for these indicators.
- Implement activities at a scale that is reflective of the country's current capacity and work towards a scale that will permit statistical significance in the future.
- Engage actively with LMTF and other champion countries as a community of practice.
- Demonstrate and pilot strategies/approaches to assessments generated in country.
- Be mindful of the need to eventually influence country level practices around assessments.
- Engage in some level of documentation of the Learning Champion process and the assessment products developed.
- Contribute to a range of approaches/solution to assessing the LMTF domains and share with others.
- Keep up to date with global conversations and resources around assessments and incorporate into country level plan.

Using Assessment to Improve Learning

A presentation by ACER highlighted the different benefits of participation in assessments including the opportunity for countries to evaluate their own capacity in influencing curriculum and content as well as the ability to develop statistical capacity at the country-level. Additionally, results from assessments provided information on trend performances as well as key data for policy-making.

The presentation also noted the lack of documented evidence with assessment data use in countries; Instead there remain: gaps in understanding systematic use of data in policy making or teacher training; minimal analysis and interpretation of data from assessments grounded in full understanding of the context; and, unintended consequences including narrowing the scope of teaching practices to reflect the assessment itself.

The discussions highlighted that the most hindering factors stem from the political implications associated with assessment and the accountability that comes with the results among the stakeholders involved. Additional barriers included lack of expertise and funds for data analysis.

Task force members discussed the ways LMTF could effectively help countries overcome the political and technical barriers, given that there is no one size fits all approach for the generation and use of the data. Some suggestions included synthesizing information through lessons learned around the use of data for targeted policy interventions and improved learning outcomes. A starting point could be creating case studies on the Learning Champions' engagement in LMTF 2.0, coupled with increased efforts to facilitate access to more information on different types of data, while emphasizing the need for data that serves the country level system as well as classroom instruction.

ASER shared a video featuring a model they implemented that used data to improve learning outcomes. The model including using results from a large-scale assessment to design a targeted intervention of

teaching approaches which in turn successfully improved the reading skills of the children who participated.

Next Steps

- The next LMTF meeting will be either in December 2014/January 2015. The exact dates and location will be determined, but Task Force members suggested the meeting be held in one of the Learning Champion countries, ideally in Africa where most of the countries are concentrated.

- The LMTF Secretariat will collect information from LMTF members working in the Learning Champion countries and circulate the TOR for the LCs.

- The Task Force agreed that a clear scope of work was needed for the expansion of LMTF partners. A call for partners would allow current members to reaffirm their commitment and new partners to briefly explain their added value and reason for joining. Next steps include mapping key stakeholders who are missing from the group to design a calculated approach to new partners

- The LMTF Secretariat will develop Communication Materials that clearly articulate the LMTF 2.0 process and work plan.

ANNEX A

Learning Metrics Task Force
Partner Activities – Update
April 2014

This represents a quarterly compendium of activities among partner organisations that help to contribute to the key results identified in November 2013. These activities compiled by the LMTF Secretariat are not "LMTF activities" per se, but rather represent a compilation of activities by LMTF partner organizations that are pertinent to these five results.

Please send details on activities to learningmetrics@brookings.edu.

Result 1 – Technical: Indicators in each of the areas recommended for global tracking are developed by partners.
Reading
• The **World Bank and the UIS** convened a meeting from 31 March 2 April of reading and assessment experts including representatives from **ACER, GPE, DfiD, IEA, LLECE, UNICEF, PASEC, SACMEQ, Boston College (TIMSS & PIRLS Study), University of Texas at Austin, CUE, Save the Children, KICE, RTI, USAID, ASER India and Uwezo**. The conveners identified possible indicators for monitoring reading in early grades and at the end of primary education and reached consensus on a strategy for establishing global baselines for reading. This work will feed into broader efforts to review and propose potential global indicators for monitoring education progress post-2015. A meeting report will be made available publically on the UIS website (www.uis.unesco.org) in April. For further information, contact Albert Motivans (a.motivans@unesco.org) and Marguerite Clark (mclarke2@worldbank.org).
Numeracy
• **KICE, GIZ and the UIS** are coordinating a virtual Working Group on Numeracy Indicators (WGNI) of technical experts from ACER, African Population and Health Research Center, Center for Evaluation and Monitoring Durham University, Education Development Associates, GPE, IEA, KICE, Palestinian Commission for Mathematics, Pratham, RTI, Save the Children , UIS, UNICEF, and Uwezo The WGNI will work on identifying and documenting potential indicators related to numeracy in early grades and at the end of primary education. The WGNI will submit draft recommendations at the beginning of May to feed into global discussions on measurement of

learning outcomes in numeracy. The output of the WGNI will, together with those from the reading group, contribute to a technical paper on monitoring learning outcomes as envisioned for a post 2015 agenda. This paper will most likely be coordinated by UIS to inform high-level meetings on the feasibility and modalities of measuring learning in numeracy and reading. For those interested in further information and updates on this group activity, please contact Lena Maechel (lena.maechel@giz.de), Mikyung Kim (mikyung32@kice.re.kr) or Maya Prince (m.prince@unesco.org).

- **GIZ/BMZ** commissioned a desk study on "Learning Outcomes Assessments and Numeracy with Reference to Early Grade Numeracy in Low Income Countries". This desk study provides a basic overview of questions around assessment of and for learning in early grade numeracy education. The study is publically available and can be retrieved on www.giz.de/numeracy.

Breadth of Learning Opportunities

- **CUE** along with **Seamus Hegarty of Warwick University** propose to develop a toolkit to examine the planned, implemented and experienced curricula at the school and classroom level. This will begin with a mapping of existing classroom and teacher observation measures to the seven domains and subdomains. A technical working group and reference group will be convened in mid-2014 to develop a framework and the toolkit will be piloted in three LMTF Learning Champion countries in early 2015. For more information please contact Seamus Hegarty (seamus.hegarty@talktalk.net).
- **Note: more partners are needed here!**

Global Citizenship

- **UNESCO** held a Global Citizenship Education Forum in Bangkok in December 2013, bringing together youth, academic experts, and policy makers to define priorities for global citizenship education.
- **CUE** is working on a literature review and stakeholder analysis to determine the key contributors to this arena and how they are defining and measuring skills and values related to global citizenship.
- The **GEFI Youth Advisory Group (YAG), CUE and UNESCO** are convening a global citizenship working group. The co-chairs of the working group currently include: Ahmad Alhendawi, **UNSG Envoy on Youth (Jordan),** Kartikeya Sarabhai, **Centre for Environmental Education (India)**, Eom Jeongmin, **Asia and Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU). UNICEF** will contribute resources to this effort, including technical expertise, hosting in-person meetings and consultations, and communications and outreach, especially to youth. A call for applications for working group members was released on March 25. So far, we have received more than 71 applications, including from LMTF member organizations. For more information please contact Kate Anderson Simons (ksimons@brookings.edu).
- The working group will release a prototype framework for global citizenship measurement in mid-2014 and allow at least 4 months for global consultation with an emphasis on reaching youth.
- Results and recommendations will be released in late 2014 and presented to the LMTF members at an in-person meeting.

Ready to Learn

- **UNESCO and UNICEF**, in partnership with the **World Bank** and **CUE**, are beginning work on measuring child development and learning at school entry, and quality of young children's learning environments. UNESCO and UNICEF will lead the technical development work, beginning with reviews of existing measures and discussions on the feasibility and possible

design options for new measures with an expert group, partner organizations, and country stakeholders in 2014. Currently partners include **UNESCO, UNICEF, World Bank, CUE, WHO, GPE**. As the measures are developed and then field-tested in early 2015, the World Bank and CUE will play key roles in convening national and global stakeholders to inform the measures' development and promoting the use of the two new measures at scale. For inquiries on the technical work, contact Abbie Raikes (a.raikes@unesco.org) and for overall project queries, contact Tamar Manuelyan Atinc (tatinc@brookings.edu).

- Because children's learning and development at the start of school is strongly influenced by health, nutrition, and contextual factors, the "readiness to learn" measures will also be informed by on-going technical work on a birth to age 8 measurement framework. Plans are underway for a joint **UNESCO, World Health Organization, and UNICEF** effort to ensure synergies between existing and new indicators of children's development and learning and contextual factors, from infancy through the first years of primary school. For more information, contact Abbie Raikes (a.raikes@unesco.org).

Equity
- **The World Bank, UNICEF, and Camfed** have agreed to work together on this area. Experts on gender, disabilities, and conflict-affected areas have also approached the Secretariat to participate in this working group.
- As part of a Technical Advisory Group on Post-2015 indicators, experts from the **OECD, UIS, UNESCO, UNICEF, and the World Bank** will prepare recommendations on indicators on education inequality. A draft technical note will be presented at the Global Education Meeting in Muscat, Oman from 11-14 May 2014. For further information, contact Albert Motivans (a.motivans@unesco.org)
- In August 2014 **UNICEF and UIS** will produce an OOSCI Operational Manual, a step-by-step guide to conduct studies on out-of-school children data and policy. It features new indicators and tools for analysis of data and barriers to education to identify the root causes of disparities in school participation and sound evidence-based policies to address them. In October, UIS and UNICEF will jointly publish a *Global Report on Out-of-School* children which brings together the latest research on barriers and policy recommendations from OOSCI studies and from commissioned experts on populations disadvantaged in education: children from the poorest households, children with disabilities, children in conflict, girls, linguistic minorities and child labourers. For more information, contact Mark Waltham (mwaltham@unicef.org) or Friedrich Huebler (f.huebler@unesco.org)

Result 2 – Institutional: At least 10 countries use Task Force recommendations to support country-level work on learning assessment and use of assessment data to improve learning.

- The Country Support Working Group will launch in June 2014. The call for Learning Champions was translated into French, Arabic and Spanish and sent to the entire LMTF list serve in early April. The working group will focus especially on the issue of how assessment data is used in policy and practice to improve learning. The deadline for letters of interest is May 15, 2014. Josh Muskin from **Aga Khan Foundation** and Dzingai Mutumbuka of **ADEA** agreed to co-chair this working group. For more information contact Kate Anderson Simons (ksimons@brookings.edu).
- Partners are getting a range of activities in countries and regional organizations underway, including below the list below, if you would like to add your updates to the list, please email: LearningMetrics@brookings.edu.
- **Kenya: Women Education Researchers of Kenya (WERK)**, led by LMTF working group member

Joyce Kinyanjui, is coordinating a Learning Outcomes Network with funding from the Hewlett Foundation to ensure that "learning outcomes are entrenched as a measure for education progress at both policy and practice levels by 2015." The network will work to coordinate actors in learning assessment and outcomes, conduct a mapping of institutional strengths and responsibilities, document effective practice on improving learning outcomes, and develop a communication strategy to disseminate information on learning outcomes to education ministries and others. For more information contact Joyce Kinyanjui (jkinyanjui@werk.co.ke).

- **Southeast Asia:** In 2012, **UNICEF East Asia and Pacific Regional Office (EAPRO)** initiated the South East Asia Primary Learning Metric (SEA-PLM) initiative. The SEA-PLM works closely with the **SEAMEO Secretariat** and has used the 7 LMTF domains to analyze curriculum across countries in the region. The metric targets grade 5 and will be the first of its kind to be based on shared ASEAN values and aims at providing assessment of higher level of complexity and mastery of content in three key domains: Literacy, Numeracy and Global Citizenship. **Thailand, Malaysia, Philippines, Cambodia, Lao PDR and Brunei Darussalam** are the initially proposed countries (other interested countries are also invited) which will work closely with the Technical Institutions to develop the tools and work on the validation process. The SEA-PLM Secretariat is currently in the process of identifying qualified interested Technical Institutions to lead the development of the tools and metrics. For more information please contact Camilla Woeldike (cwoeldike@unicef.org).

- **ADEA** is working to set up two Inter-Country Quality Nodes (ICQNs) in Africa, one on Teaching and one on Learning Assessment. The ICQNs will accumulate information on innovative educational experiences in Africa and work with a group of countries in the region to apply this experience to their national contexts. **Rwanda** and **Uganda** have been identified as potential hosts. For more information contact Dzingai Mutumbuka (dzingaimutumbuka@gmail.com)

- **Senegal: Laboratorie de Recherche sur les Transformations Economiques et Sociales (LARTES),** which leads the JANGANDOO Citizen-led Assessment effort in Senegal, has convened a group of high level experts who undertake research on the quality of learning in Senegal. This community of practice includes academic inspectors, university professors (mathematics, science), researchers (economics, sociology), teachers, heads of department at the Ministry of Education (girls, high school, and elementary schools), international evaluators, heads of research center, CSOs, etc. The objective of the group is: (i) to reach a consensus on improving and measuring the quality of learning in Senegal and within the global education community, (ii) to translate the measurement of quality indicators into concrete recommendations (including informing the Post – 2015 Agenda). In the long term, the group expects to change the paradigms from access to education to access plus learning for all children and youth in Senegal. For more information please contact Lea Salmon-Marchat, Lead Education Specialist and MDG Post-2015 Coordinator within the JANGANDOO Program at LARTES-IFAN-Dakar University (leamsalmon@gmail.com).

- **Zimbabwe and Tanzania: Camfed** is collaborating with examination councils in **Zimbabwe and Tanzania (ZIMSEC, NECTA)** regarding use of learning assessments at the secondary level. They conducted a major learning assessment in Maths and English in February/March 2014 for Form 2s in 122 secondary schools across 9 rural districts. Analysis currently underway with ZIMSEC and NECTA. For more information contact Lucy Lake (llake@camfed.org)

- **ALESCO:** In the context of the Arab Regional Agenda for Improving education Quality (ARAIEQ) and specifically the pillar on "Education Evaluation and Policy Analysis" hosted by UNESCO-Beirut, the WB's SABER/Assessment tools were implemented in **17 Arab countries**, and the partners are in the midst of organizing national workshops to discuss the benchmarking of the national evaluation systems reports (prepared with the support of the world Bank SABER team

in Washington). A policy seminar aiming to present the results of the regional mapping and evidence-based policy guidance to policy will be held in the last quarter of 2014. For more information please visit www.araieq-alecso.org or e-mail contact@araieq-alecso.org.

Result 3 – Political: The post-2015 global development and education agendas are informed by Task Force recommendations.

UNESCO and **UNICEF** leading post-2015 discussion and debates underway with EFA Steering Committee.

LMTF partners continue to conduct post-2015 outreach, including:
- Provide inputs, through UIS and UNESCO, to EFA Steering Committee.
- Providing inputs into the Open Working Group process.
- Providing inputs into the SDSN and UNDG consultation process.

Update on technical review of indicators for post-2015:
- Joint **UIS-GMR-UNICEF** steering committee formed
- Three thematic papers – access, completion and learning contexts; indicators of learning outcomes; indicators of education inequalities to be prepared by end of April
- Broad technical review meeting 28 – 30 April
- Consultations at GEM meeting (11-14 May) and post-2015 ministerial (25 June)

South Korea/KICE: Issues for assessment on student outcomes related to the post-2015 global development and education agenda had been discussed in a collaborative study with other research institutes and the Ministry of Education in 2013.

Result 4 – Assessment as a Public Good: A strategy is developed for advancing an agenda in which learning data is supported as a global public interest.

- Initial discussions underway, among **GPE** secretariat and other partners, about providing technical and financial support to capacity building for countries in need of support, with a focus on the poorest countries and regions.
- Some of the groups working on developing the indicators for global tracking, such as the early childhood group, have already agreed that the tools would be freely available.
- **GIZ/BMZ** commissioned a landscape review of "Assessment Tools for Numeracy Education in Pre-School and Early Grades" to make information on the variety of tools and their characteristics publically available. A data bank will soon be launched to make this information accessible globally.

Result 5 – Knowledge Sharing: Actors and experts in learning assessment share knowledge and coordinate efforts.

LMTF Secretariat is working on helping partners share information with each other, including through the below:
- **Quarterly activity update:** The activities in this document will be updated quarterly and shared with partners. Please send in your updates by **August 1st** to LearningMetrics@brookings.edu for the September update.
- **Online sharing platform:** The Secretariat is developing an online platform where all partners can post information and relevant LMTF related materials. This platform is meant to serve as one tool for sharing information for the duration of LMTF 2.0 and then transition to another institution. The Secretariat is in discussion with other partners, including UNESCO IIEP's Learning Portal, about long-term partnership on the platform.
- **Meetings (virtual and in-person):** There are several specific LMTF meetings coming up, and

some important education meetings where LMTF partners are having relevant discussions:
- o **LMTF Briefing (April 29 conference call) –** update for LMTF partners on how we are moving forward and progress to date.
- o **UNESCO Global Education Meeting in Oman (May 12 – 14) –** issue of improving learning and outcomes measurement will be discussed.
- o **LMTF in-person meeting (June 23 and 24) –** chance for LMTF partners to share in detail what partners are working on, discuss key strategic issues.
- o **GPE Replenishment (June 25 and 26) –** improving learning and assessment's role discussed in panel sessions.

Annex B
International Platform for Assessing Learning
Concept paper

Draft for Discussion at LMTF 2.0 Meeting June 23-24, Brussels
This paper discusses the creation of an **International Platform for Assessing Learning (IPAL)**. The Platform's mission would be to help build national capacity to develop, implement, analyze and use learning assessments toward the improvement of the quality of education for all children.

1. Justification and context

Much progress has been achieved since the Jomtien declaration and the 2000 Dakar World Education Forum. According to the 2013/4 EFA Global Monitoring Report, the number of children out of school has almost been cut in half between 1999 and 2011. However, there were still 57 million out of school children in 2011 and the 2015 goal of Universal Primary Education is likely to be missed, with wide disparities by country, socioeconomic status, and gender. In addition, an even larger 250 million children have not learned basic numeracy and literacy skills, even though half of them have spent at least four years in school. This means that a quarter of all children reaching grade 4 worldwide will not attain a minimum level of learning, a number that rises above 50% in the poorest countries and regions.

In light of these results, there is a shift in emphasis at the global level from access to education to access *plus* learning. This shift has been prominently reflected in the discussions around the post-2015 agenda as well as in other forums and initiatives (e.g. recent changes within the Global Partnership for Education). Since its creation in July 2012, the Learning Metrics Task Force (LMTF) has been a key driver behind this shift. The LMTF has helped define, through a series of broad public consultations that involved, in total, close to 2,000 persons including over 50 Ministers of Education, common areas of learning at different levels of the education system, indicators that would reflect this learning, and possible avenues for implementation. The work of the Learning Metrics Task Force has generated increased international attention on education quality and helped unpack "learning" into different focus areas.

One of the observations resulting from the LMTF consultations is that, in addition to limited comparability of learning results at the international level, there is often a lack of quality data at the system level. A minority of developing countries (approximately 40%) does not have large-scale national assessment systems in place, and a number of those do not participate in regional assessments either. However, even among the majority that use some form of assessment (e.g. national exams, participation in national, regional or international student assessment surveys), the quality and relevance of what is available varies and the use of learning data to inform policy remains limited.

Yet, measuring learning is essential to ensuring education quality at all levels. At the most local level, assessing learning is essential for teachers to adjust and contextualize teaching and for schools to improve school level contexts for better learning. At the national level, it is also crucial for governments to inform policy-making and monitor results, ensuring appropriate resource allocation and equity of learning between regions and population groups. Measuring learning is also important at the regional

and global levels to identify effective policies and practices that can then inform national efforts and help mobilize international funding. In this paper, learning assessment will refer essentially to nation-wide or international student surveys to assess the quality of learning.

In light of the increased global emphasis in post-2015 discussions on the importance of quality learning for developing countries, one of the key recommendations of the LMTF is that having quality learning assessment should be seen as a *public good*, meaning that resources should be available so that even the poorest countries are able to access the technical and financial capability to develop, reinforce, maintain and use assessment data to improve learning. It is generally the lowest income countries that have the least capacity to develop or improve relevant assessment systems, while none of the existing mechanisms can, alone, fill the gap. International assessment initiatives are mostly oriented toward developed nations, and newer efforts aimed at developing countries such as PIRLS Literacy, TIMSS Numeracy, and PISA for Development do not yet have widespread coverage among developing countries. Finally, regional assessment initiatives in developing regions, such as SACMEQ, PASEC, and LLECE, remain limited in their capacity to respond to the needs of all countries that wish to develop or improve relevant assessments and use them to improve the quality of learning. Emerging non-governmental efforts e.g. civil society-led assessments also have limited coverage to date.

There is therefore a need for a mechanism that would help coordinate and support existing efforts and fill in the gap, privileging a pro-poor approach. This mechanism would provide contextualized assistance to the countries that most need it and would also provide assistance to regional assessment systems that contribute to building national capacity in assessment and provide sustainable national and regional information on learning. As situations and needs are very different across countries, this support should be based, as suggested by the *Implementation working group* of the LMTF[5], on a diagnosis of existing systems and needs, and geared toward the development or reinforcement of country-relevant assessment systems. It should also support the use of assessment results to allow countries to develop and monitor national policies that enhance the quality of education. Such a mechanism should ensure a focus on *equity*, within and between countries, as all children, whatever their background or the circumstances in which they live, should have access to quality learning.

2. Vision, mission and objectives

The **International Platform for Assessing Learning** (IPAL) would respond to the global drive towards stronger measurement and improvement of the quality of learning[6] by providing the necessary mechanism to strengthen capacity at country, regional and global levels. IPAL would complement global level work on common areas of education, indicators and metrics, and would support existing regional and country-level work on learning assessments and their use to improve learning. It would focus support on the poorest and most marginalized regions, nations and individuals as this is where external support is crucially needed to move the learning agenda forward.

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[5] The *Implementation working group* presented its recommendations at a meeting in Bellagio, Italy, in July 2013.

[6] This global movement includes the LMTF's call for action in its September 2013 Summary Report "Toward Universal Learning".

Learning Metrics Task Force 2.0

Vision: national education systems that monitor and evaluate learning toward quality education for all children

Mission: coordinate and strengthen action to build national capacity to develop, implement, analyze and use learning assessments toward improved education quality for all children

Objectives:

- Rigorous national learning assessment systems accessible to all countries, including the least developed and most fragile.
- Increased national capacity to use learning assessment systems for the improvement of the quality of education.
- Increased national access to regionally and internationally comparable measures and relevant regional and international tools, research and partners.

3. Activities

IPAL would undertake activities at country, regional and global levels.

More specifically, it would provide technical and financial support to the developing countries that most need it (i.e. those that are both the poorest and lacking rigorous learning assessment systems), promote linkages between regional and international groups and initiatives, identify key individuals or groups that can provide the required technical expertise, and disseminate relevant tools and resources. It would also provide financial support to regional assessment initiatives that contribute to enhancing national information and capacity with regard to learning quality in developing nations. This support would, over time, contribute to build internal capacity hence ultimately reduce reliance on international expertise.

More specifically, at the country level, and upon request by countries, IPAL would:

- Build or reinforce countries' capacity[7] to develop and analyze national assessments of education quality in order to ensure high quality monitoring of learning at the national and sub-national levels. Support would include help in identifying relevant expertise and, for the poorest countries, the provision of technical support and funding to strengthen learning assessment systems. External technical expertise would be focused on sustainably building national capacity, so that after a period of time there are national experts and institutions that have sufficient expertise to develop and run the assessment systems.

- Similarly, support countries in the use and dissemination of results toward the improvement of the quality and equity of learning.

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[7] Including citizen-led assessment.

- Help countries map national results to international metrics[8] financially and with regard to finding expertise and building partnerships to implement the mapping.

- Facilitate national authorities', civil society's and researchers' access to existing resources (research, tools and partners) that can help them move from assessing learning to improving learning.

In addition, at the regional and global levels, IPAL would:

- Provide financial support to regional initiatives such as PASEC, SACMEQ or LLECE in their regional or national capacity building activities as well as with regard to implementing country-level learning assessments.

- Facilitate coordination between regional and international programs (e.g. TIMSS, PIRLS or PISA).

- Disseminate research and develop / gather tools regarding learning assessments and their use for improving learning. All tools and materials will be made available free of charge to countries in a manner that safeguards the validity of the assessments.

- Build an open-source bank of test items to help test development at the system, teacher and school level.

4. **Ways of working, partnerships and governance**

   4.1. **Principles**

In all of its activities, the International Platform for Assessing Learning would follow the following principles:

- Public good: IPAL, in line with the recommendations of the Learning Metrics Task Force, would uphold the principle that learning assessment is a public good. Hence, IPAL would provide financial and technical support to developing countries that would not otherwise have the capacity to develop, design, improve, disseminate and use national learning assessments. In addition, all tools and resources provided or disseminated by IPAL would be made available free of charge.

- National ownership: support to countries would be provided in a contextualized and consultative manner, based on an analysis of what exists and upon request by national governments. It would aim at building countries' capacity to formulate, implement and analyze their national learning assessments.

- Regional cooperation: IPAL would aim at reinforcing regional cooperation regarding learning assessment and learning metrics through support to regional initiatives. This may take the form

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[8] E.g. ongoing work by UIS/ACER.

Learning Metrics Task Force 2.0

of financial support to regional initiatives for them to expand the number of country-level learning assessments that they will undertake, or it may entail specific support to regional capacity building forums organized by these initiatives.

- Partnership: IPAL would not duplicate existing initiatives but rather ensure complementarities and mutual reinforcement with partners such as UIS, the World Bank-SABER and READ, regional assessment initiatives (LLECE, PASEC, SACMEQ, etc.), the IEA, the International Task Force on Teachers for EFA and other initiatives that seek to contribute to measure or improve the quality of learning.

- Equity focus: special attention would be paid to underserved areas and populations such as countries in situations of fragility, the poor, the rural, the indigenous and the female population. Using an equity lens in the analysis of learning assessment results would help inform policy-making and monitor progress in providing all children with quality learning opportunities.

4.2. Main partnerships

In line with the principle of ensuring complementarities and mutual reinforcement with other initiatives, IPAL would work closely with the initiatives below in the following way:

- IPAL would work in close cooperation with UIS. It would use international learning metrics currently under development to support countries that wish to relate national findings to international results.

- Regional assessment initiatives: the work of IPAL would reinforce regionally relevant responses to the learning challenge through support to regional assessment initiatives for the development of additional country-level assessments and national/regional capacity building programs. IPAL would also work with these regional programs to ensure, as per country requests, linkages between national and regional metrics.

- Other initiatives: several initiatives (e.g. the World Bank SABER, the International Task Force on Teachers for EFA and civil society-led assessments such as ASER, Uwezo, Jangandoo and Beekunko and related household surveys – MICS or DHS) seek to enhance existing knowledge regarding quality learning and/or provide support to countries towards the improvement of the quality of education. IPAL would help link national authorities with these initiatives to move from assessing learning to improving learning.

4.3. Governance

It is suggested that IPAL may comprise an Operational Team, Steering Committee and Technical Committee, as follows:

- **The IPAL Operational Team** would be a team of 5-8 staff specialized in the development and analysis of student assessments, the development of learning assessment systems, and project

development and management. The team would develop proposed work plans and would ensure their implementation. It should possess good experience in developing country contexts and should be able to develop and maintain links with IPAL's main expected partners.

- **The IPAL Steering Committee** would represent IPAL's main stakeholders (donors and beneficiaries). It would provide oversight of the orientation of the work of IPAL and its budget, would approve financial support to countries, and would also contribute to advocacy and resource mobilization.

- **The IPAL Scientific Committee** would be constituted of high-level experts in the field of learning assessments and would guarantee the quality of IPAL's technical work and provide advices and recommendations to the Steering Committee.

It is expected, in addition, that the IPAL Secretariat would be based in an existing organization, hence avoiding the burden of creating a new administrative entity.

Annex C
Learning Champions Memo for Discussion at 23-34 June Meeting

The LMTF invited "Learning Champion" partners to join LMTF 2.0 to work together to advance the goal of more effective assessment systems that can help improve learning outcomes. At its meeting in Brussels June 23-24, 2014, the LMTF organizations will discuss the Learning Champion applications in order to:

- Determine Country Support Working Group membership: Initially, the Country Support Working Group was to consist of representatives from the Learning Champion countries plus technical experts and representatives of regional organizations. The LMTF partners will be asked to volunteer and/or suggest working group members.
- Outline the terms of reference for the Learning Champions, based on the identified needs and call for applications (See Annex A).
- Determine products that the working group will produce.
- Develop preliminary benchmarks for success for the Learning Champions work.

<u>**Summary of Decisions on Learning Champion Countries**</u>

Accept as Learning Champions (*pending additional information)	Engage in LMTF to provide further information and possibly invite to a future cohort
1. Bogotá, Colombia	1. DRC
2. Botswana*	2. Haiti
3. Buenos Aires, Argentina*	3. India (Learning Links Foundation)
4. Ethiopia*	4. Jordan (Jordan Education Initiative)
5. Kenya	5. Nigeria
6. Kyrgyz Republic	6. Uganda
7. Nepal*	7. Zanzibar
8. Ontario, Canada	
9. Pakistan*	
10. Palestine	
11. Rwanda	
12. Senegal*	
13. Sudan*	
14. Tunisia	
15. Zambia*	

<u>**Description of applications**</u>

The LMTF Secretariat released a call for applications for Learning Champions on April 1, 2014 (See Annex A). The deadline for applications was May 15, and was extended by up to one week for applicants who requested extra time. The LMTF Secretariat received 32 applications from 22 countries. The table below summarizes the types of applicants.

Type of agency	
Government	21
Individual/ NGO/ International organization	11
Participating countries by region	
Central Asia	1
Sub-Saharan Africa	10
South Asia	3
Latin America & the Caribbean	3
Middle East and North Africa	4
North America	1
Participating countries by level of income	
Low-income	9
Low-middle income	7
Middle-Upper income	5
Upper income	1
Conflicted affected/ Fragile states	8

Evaluation of applications

The LMTF Secretariat, co-chairs of the Country Support Working Group (Dzingai Mutumbuka and Joshua Muskin) and one member of the advisory committee (Seamus Hegarty) reviewed and evaluated all submissions based on pre-determined criteria, including level of commitment and capacity demonstrated in the letter of interest, and the degree of alignment with the LMTF recommendations and principles of engagement. Specifically, each application was assessed on the basis of the following criteria which were described in the call for letters of interest:

- Deep understanding of responsibilities and obligations related to becoming a Learning Champion.
- Commitment to working with a wide range of partners (including government officials, civil society, teachers, parents, students, among others) articulated in a clear strategy.

- Commitment to devoting human and/or financial resources to enable participation as a Learning Champion.
- National or local education priorities highly aligned with LMTF recommendations.
- Willingness /availability to participate in LMTF in-person and virtual meetings.
- Active involvement in LMTF 1.0 or explicit endorsement and understanding of LMTF recommendations.
- Clear strategy to engage government agencies, and support government efforts to take ownership of learning and evaluation (in the case of non-governmental applications)

The evaluators also considered feedback on the applicants from 7 task force Task Force member organizations submitted via a Google form (GIZ, Queen Rania Teachers' Academy, Ciudad de Buenos Aires, DfID, World Bank, Hewlett Foundation, Dubai Cares). Based on the applications, feedback from Task Force members, and consultation with the LMTF Advisory Committee, the working group co-chairs and Secretariat decided on the following:

- **Accept 15 countries as members of the first cohort of Learning Champions** (See list in Table 1). All of these agencies submitted strong applications that meet or mostly meet the criteria described in the Terms of Reference, and are ready to start working on the project with other stakeholders. In some cases, the working group co-chairs are requesting further information as a condition of acceptance. In 7 of these countries we received multiple applications from civil society and/or individuals as well as from government agencies, and we will seek to engage these individuals and/or organizations under the lead of the government agency.

- **Engage the remaining 7 countries in conversations to prepare for a later cohort** (See list in Table 2). These applications did not seem to indicate that the agencies knew enough about the LMTF recommendations or what they were signing up for. In some cases, applications submitted solely by civil society organizations or individuals did not have a clear strategy to engage with the government. However, we propose inviting these countries and organizations to other activities related to LMTF and potentially consider them as Learning Champions in a later cohort. This strategy will provide them with an opportunity to increase their knowledge and understanding of this particular project and of the work LMTF has been doing over the past 2 years.

Table 1 Countries accepted in the first cohort

Country	Agency/ Agencies	Description
Bogotá, Colombia	Secretary of Education	Bogota has initiated several programs to increase the quality of education with a focus on equity. While they have measures in place for citizenship, literacy, numeracy and sciences, they are hoping to expand to other domains such as physical well-being, social and emotional and culture and the arts. In addition, Bogota is currently working with civil society groups and youth. In particular, it has worked with civil society groups to convene the Alliance for Quality and Equitable Education and a group of youth organized as "Todos por la Educación/All for Education" that work at the local and national levels.
Botswana	Botswana	The key learning and assessment challenges faced by Botswana according to this

	Exams Council	application are: a) Inexistent courses on classroom assessment in teacher training programs, b) Low performance of students based on the low grades obtained by higher proportions of the students at the end of the cycles. Botswana is planning to develop a national assessment for primary and would like guidance, so this could be a good opportunity to ensure the assessment includes a broad range of competencies. Existing education policy decisions involve a multi-stakeholder approach, and the application states that they are committed to engaging a wide range of actors. **Considerations:** As newcomers to LMTF, need to confirm that they have reviewed and are in support of the LMTF recommendations and have a clear understanding of the LC process.
Buenos Aires, Argentina	City of Buenos Aires City of Buenos Aires and the Bapro Group of the Province of Buenos Aires UNICEF Argentina	The City of Buenos Aires application identifies the following key challenges to building a robust system of evaluation at the national level: a) Lack of political commitment to assess learning and publicize results, b) Limited use of data to guide policymaking and monitor the progress of learning outcomes, c) Resistance to evaluation, especially coming from teacher unions. The City of Buenos Aires' priorities are very much aligned to LMTF, including learning across the seven domains, equity, and assessment as a public good. Two other applications were submitted by a proposed partnership of City of Buenos Aires and the Bapro Group of the Province of Buenos Aires and UNICEF Argentina. **Considerations:** Determine whether these three groups are willing to work together and whether the scope of the Learning Champion work is at the municipal, provincial or national level.
Ethiopia	Ministry of Education	The vision of the Ministry of Education is "Building an education and training system which assures quality and equity education by the year 2020 that aims at producing competent citizens." They have a strategy document for the Education and Training Policy, which includes assessment of learning since it is one of the key factors in quality of education. The major barriers in implementing national, end of cycle and continuous assessments are related to technical and human capacity problems. The Ministry is currently working with regional education bureaus, civil society, teachers (teachers' association), parents, students and various donor organizations. **Considerations:** Need to better understand how the federal ministry will support regional (sub-national) efforts and confirm that they are willing to support the LMTF recommendations.
Kenya	Ministry of Education, Women Educational Researchers of Kenya (WERK), and Kenya Primary School Headteachers' Association	This application proposes a partnership between the education ministry, a teachers' organization, and a civil society organization. Currently, there are multiple organizations conducting experiments to improve learning outcomes in Kenya. Yet, there exists no link among these initiatives, and their joint potential to influence thinking at local, national and global levels remains unexploited. According to this application, the National Assessment Centre established by Ministry of Education (MOE) to coordinate learning assessments has been ineffective in serving this purpose due to lack of funding and technical expertise. Through the Learning Outcomes Network (LON), WERK is providing leadership by coordinating organizations involved in assessment and learning outcomes. The agency is very aligned to LMTF recommendations in the areas of early grade reading/numeracy, end of primary reading/numeracy, and global citizenship. The

		applicants plan to create a partnership with the MOEST to connect government and non-governmental efforts on learning and assessment.
Kyrgyz Republic	Ministry of Education	Informed by the lessons from PISA, the government set in motion a process of reforms aimed at improving learning. While the national assessment system in Kyrgyz Republic is emerging, there are significant barriers to make the system more effective in measuring learning outcomes at the system, school and classroom levels. To support the government priority of improved learning outcome as specified in the National Education Development Strategy for 2020, MOES is in the process of developing a new vision and strategy for strengthening the national assessment system. Top priorities include early childhood development, literacy, numeracy, and social emotional domains.
Nepal	Education Review Office Samunnat	The major barriers for measuring learning in the context of Nepal are political will, lack of reliable information, skill to use data, ownership, technical capacity and resources. Moreover, students have problems of unfamiliar work requests, and peaking of workloads. For teachers, problems arise in schools with low staff/student ratios because continuous assessment is more time-consuming. Examiners have problems in interpreting marks, and the role of the external examiner needs to be reconsidered. The ERO indicates that there are a broad range of domains important for learning in Nepal beyond literacy and numeracy, such as social/emotional, learning approaches, and elements of Breadth of Learning. The application proposes to go through a national priority-setting exercise to determine domains to emphasize with multiple stakeholders. Existing group of stakeholders includes government and donors but no other key stakeholders. However, they are willing to include teacher organizations, parents, and curriculum development agencies, among others. **Considerations:** The Secretariat received a strong application from an NGO called Samunnat which appears to have the capability to provide technical assistance to the government. Need to determine whether these agencies are willing to work together.
Ontario, Canada	People for Education	The NGO People for Education describes current goals for education in Canada as narrowly focused on achievement (usually in only two or three subjects) and graduation rates, and disconnected from child and youth development goals in other sectors. While literacy and numeracy are important, and relatively easy to measure, they are not an adequate measure of the success of a school system. In this regard, they are interested in global citizenship and quality/breadth of learning. The organization has a large and diverse Advisory Committee of government and non-government institutions as well as representatives from civil society.
Pakistan	Idara-e-Taleem-o-Aagahi, Aga Khan University-Institute for Educational Development, Dubai Cares,	The main challenges in Pakistan in regards to assessment are a fragmented assessment system that is not aligned to curriculum. There is a lack of political will to assess learning across all seven LMTF domains. Literacy and Communication and Numeracy and Mathematics are the only two domains assessed regularly. Additionally, there is a lack of resources and technical skills and the absence of coordination between organizations conducting assessments. Finally, there are cultural and social constraints in measuring some of these dimensions, particularly "culture and the arts". Idara-e-Taleem-o-Aagahi proposes to lead a multi-stakeholder effort including Aga Khan University-

	provincial governments: Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan Aga Khan University – Examinations Board Province of Khyber Paktunkhwa	Institute for Educational Development, Dubai Cares, and four provincial governments—Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan. The coalition plans to engage in three activities: 1) identify good practices within the country and facilitate shared learning; 2) advocate for better measurement of learning and create regional communities of practice to share technical and financial resources; 3) research robust education systems that use data to improve learning outcomes. ITA has secured financial resources from Dubai Cares and letters of support from all four provinces to carry out the work, and was highly involved in LMTF 1.0. Two other applications were submitted from AKU-Examinations Board and the Province of Khyber Pakhtunkhwa. **Considerations:** What resources will the provincial governments devote and can the three applicants work together?
Palestine	Palestinian Commission for Mathematics	This application identifies the following key learning challenges in Palestine: a) Improving quality of education, b) Mastering native tongue, math and science, c) Very little return on investment in education (underqualified teachers), d) Absence of strategic vision for education, e) Absence of investment data in guiding policy decisions, f) Inadequate funding. In addition, the agency identifies literacy and numeracy, science and technology, learning approaches and cognition as priorities. The application states the submission has the support from the prime minister, national universities, research centers and independent education experts.
Rwanda	Ministry of Education	This application identifies the following key learning and assessment challenges in Rwanda: a) Gap in systematizing the use of evaluation results to inform policy and practice, b) Limited human capacity at the country level to develop continuous assessment tools, c) Insufficient capacity of in-country technicians to gather evidence on the state of learning outcomes and then effectively communicate these findings to decision makers, d) Need to strengthen school leadership to support work around continuous assessments. The Government of Rwanda since 2000 has adopted the Sector Working Group (SWG) approach which includes all actors in education locally and internationally and this is a successful mechanism to manage all educational actors in terms of capacity and skills coordination. The Ministry is in process of establishing a national community of practice on learning assessment.
Senegal	Ministry of Education - INEADE	This application identifies the following key learning and assessment challenges in Senegal: a) Insufficient resources allocated to the strategic area of measurement and assessment of quality of learning; b) Lack of an evaluation culture at the local and central level; c) Lack of diversity of the human resources; d) Lack of logistical capacity. **Considerations:** The application did not specifically align to the LMTF recommendations, but several LMTF members provided evidence that Senegal could be a strong champion in Francophone Africa. Plus, there are civil society groups at work there (e.g. LARTES) and we need to determine the ministry's willingness to work together with them.
Sudan	Ministry of	Sudan's national education strategy is renewed every 5 years based on

	Education: Evaluation Department Ministry of Education: Director General of Technical Education	consultation with national and international education experts, development partners—e.g. World Bank, UNICEF and UNESCO. The 2012-2016 Plan includes learning as a key priority in the national strategy. In particular, the application focuses on learning priorities in Science and technology, 21st century skills, global citizenship, literacy and numeracy, learning approaches and cognition, culture and the arts. The agencies commit to working with teachers. **Considerations:** Two agencies in the federal ministry submitted applications and we will ask them whether they are willing to work together.
Tunisia	Ministry of Education	National Center for Pedagogical Research and Learning (CNIPRE) submitted a strong application aligned to the LMTF recommendations. This application identifies the following key learning and assessment challenges in Tunisia: a) Scarce use of results of national and international assessments for policymaking; b) Lack of ongoing monitoring and effective communication; c) Scarce data analysis and limited consideration of data for decision-making; d) Focus on the means and not on results; e) Lack of planning. In addition, the CNIPRE shows interest in all seven domains.
Zambia	Ministry of Education USAID Read-to-Succeed Project	The ministry application identifies technical and institutional barriers to developing a robust system of measuring learning outcomes. Politically, there is a willingness and urgency to improve the quality of learning in Zambia from the senior management of the Ministry. There is not an inclusive data collection system that maintains all assessment data. The three systems in place are not currently compatible and therefore it is difficult to share data across departments and different parts of the education system. In addition, the Education Management Information System does not have sufficient financial and human resources to effectively deliver its mandate. Currently, national education planning is government driven but there is broad consultation taking place. **Considerations:** The USAID-funded Read-to-Succeed project also submitted a strong application, and we know from past LMTF consultations that these two groups typically work together so we need to confirm that they could work together.

Table 2 Applicants to engage and potentially invite to future Learning Champions cohort

Country	Agencies	Description
DRC	Ministry of Education	The key learning challenges identified in this application are: a) Underqualified teachers, b) Outdated teaching methods, c) Overcrowding of classrooms since implementation of free primary education law in 2010, and d) Lack of pedagogical framework. A strategy for improving education was adopted by government in 2010 focused on a commitment to improving learning. The application highlights the Ministry's interest in working with international experts but does not specify national partners. The application does not mention the LMTF recommendations and there has been no past involvement with LMTF by the applicant.
Haiti	Ministry of Education	The key barriers to learning and assessment in Haiti identified by this application are: a) Almost inexistent information systems, b) Lack of

		strong political leadership to unite the efforts to improve the education system of the public and private sectors, c) Teachers do not master the curriculum and thus the curriculum is not applied, d) Lack of human and financial capacity. The Ministry is committed to partnering with all actors—national CSOs, international organizations (USAID, World Bank, Save the children etc.), national and local organizations. The applicant attended a regional consultation in LMTF 1.0 but does not refer directly to the LMTF recommendations.
India	Learning Links Foundation	According to the application, barriers to learning and assessment in India are: a) Lack of national standards against which learning can be measured, b) Lack of teacher competence and preparedness, c) High cost of standardized assessments, d) Systemic disconnect, e) Low focus on measuring learning, and f) Social barriers. The application shows a deep understanding of LMTF recommendations and prioritized India's needs as: Access + completion, breadth of learning, reading, and global citizenship. Learning Links Foundation has extensive experience and a rich expertise of working on assessment reform strategies with Government bodies, private and public schools and colleges, teachers, principals and students but the application does not mention a strategy to engage them as learning champions.
Jordan	Jordan Education Initiative	The country faces clear challenges in the learning of basic skills in literacy and math as revealed from national and international students' assessments (TIMSS, PISA). Gender gap is also an issue as well for the favor of females. Jordan has achieved good steps in utilizing the data and assessments in designing programs and making decisions, nevertheless, there are good rooms for improvement and for becoming a more evidence based policy making system. Regarding LMTF recommendations, JEI prioritizes literacy, numeracy, technology skills and citizenship from early age stages. There is no clear plan to engage with high-level champions or government or other partners.
Nigeria	Federal Project Support Unit of Federal Ministry of Education	The major barriers to developing a robust system of measuring learning include inadequate funding, lack of transparency and accountability, and low human capacity, inadequate planning and weak implementation. The learning priorities identified by the Ministry based on Bloom's taxonomy are: Cognitive mental skills (knowledge); Affective growth in feelings or emotional areas (attitude or self); Psychomotor manual or physical skills (skill). Application says there is a broad range of stakeholders that set priorities for measuring learning but does not provide detail. It also states the interest from state education offices in Anambra, Bauchi, and Ekiti States. Most of the existing bodies/agencies mentioned as important to this process are federal governmental agencies and there is no explicit strategy to

		engage with states.
Uganda	National Assessment of Progress in Education (NAPE), UNEB Global Compact Network	According to the application submitted by NAPE, the most important barriers to developing a robust system include: a) Lack of desire by school authorities to share data with outsiders; b) Little incentive for Education officials to perform close supervision tasks, c) Little social accountability of Government on dwindling Education budget, d) Inability to attract and retain top human capital. In addition, key priorities outlined in the application are STEM, security in schools, higher education, and digital learning. The Global Compact Network is willing to work with government but there is no explicit strategy to get government buy-in. Mostly other NGOs are listed in the application, and are working to get more non-governmental stakeholders involved in decision making.
Zanzibar	Ministry of Education and Vocational Training	The Zanzibar Education Policy (2006) stresses that "monitoring and evaluation shall be inbuilt at all levels of education so as to measure the performance of the system"; and "indicators for monitoring education programmes and learning achievement shall be developed". The major barriers to developing a robust system of learning and assessment include: a) manpower capacity and financial resources at all levels; b) large class size; c) shortened learning time due to presence of double shift; and d) low competency of some teachers. The letter of interest discusses regional assessments and the need to improve classroom assessments, mostly on math and reading. It does not explicitly address the LMTF recommendations. In addition, it does not include an explicit strategy to engage with stakeholders beyond the government.

Learning Metrics Task Force 2.0

Annex Learning Champions Call for Letters of Interest

Learning Champions

Call for Letters of Interest

Deadline for Submissions: 15 May 2014

Contents:

See pages 5 – 6 for detailed instructions on submitting a letter of interest to become an LMTF Learning Champion. **Please email your letter of interest using the subject line "Learning Champion Submission" to learningmetrics@brookings.edu by no later than 15 May 2014.** Letters of interest will be evaluated by the LMTF Advisory Committee and accepted on a rolling basis.

I. Background

With the release of recommendations in September 2013, the Learning Metrics Task Force has laid out an ambitious agenda for global measurement of learning. For the first phase of work (referred to as LMTF 1.0 from here on), the objectives were to catalyze a shift in the global education conversation from access to access *plus* learning, and to build consensus on global learning indicators and actions to improve the measurement of learning in all countries. With a common commitment to a highly consultative process, the initiative was structured around three guiding questions:

1. What learning is important globally?

2. How should it be measured?

3. How can measurement of learning improve education quality?

To answer these questions, the Task Force of 30 member organizations collected input from 3 technical working groups of 186 experts, consultations engaging more than 1,700 individuals in 118 countries, and a Secretariat composed of staff from the UNESCO Institute for Statistics (UIS) and the Center for Universal Education at Brookings (CUE).

Learning Metrics Task Force 2.0

As the LMTF prepares to take on a new phase of work (referred to as LMTF 2.0 from here on), the Task Force has decided to refocus its efforts with a new goal of supporting development of more robust systems for assessing learning outcomes (global, national, local) and better use of assessment data to help improve learning outcomes across the [seven domains of learning](#) identified in LMTF 1.0.

During LMTF 1.0, participants identified many challenges to achieving appropriate levels of learning in their countries, including: insufficient political will to assess learning regularly and make the results publicly available; lack of information about how to use data to guide actions that improve learning; lack of national ownership of the assessment system; lack of national institutions with sufficient technical capacity to assess learning; and scarcity of neutral sources of information on the advantages and disadvantages of the various assessment tools available.

To address these challenges, the LMTF is asking "Learning Champion" partners to join LMTF 2.0 to work together to advance the goal of more effective assessment systems that can help improve learning outcomes. The LMTF envisions most Learning Champions will be national ministries of education, but we also encourage states, provinces, districts, and cities to join. In special cases, non-governmental education programs serving marginalized children in fragile or conflict-affected states may also adapt the

> **NOTE:** The Learning Metrics Task Force is **not** a grant-making body, and acceptance as a Learning Champion does not guarantee financial assistance of any kind. Modest funds may be available at the discretion of LMTF partner organizations to support national activities to convene a steering committee or community of practice. The LMTF Secretariat will actively support these efforts and help connect countries with funding opportunities.

LMTF recommendations to their work and sign on as a Learning Champion, provided they have an explicit strategy to engage with and support government efforts to take ownership of learning and assessment.

II. Terms of Reference

What Are Learning Champions Asked to Do?

Learning Champions will join the Task Force as partners and will be asked to engage in the following activities over the two-year period of LMTF 2.0.

- **Mapping.** Map the learning assessment landscape and the ways that assessment data are or are not being used to help improve learning outcomes. This exercise should be undertaken (if it has not already been done) using a multistakeholder approach that engages all relevant actors from the different constituencies within the education system (e.g. assessment, curriculum, teacher training) to the different players working on improving assessment and learning (e.g. teachers organizations, civil society, donors).
- **Defining.** Define what is needed to improve learning assessments and the use of assessment data to improve student outcomes, including a clear appraisal of various assessment options (e.g. the relative merits and costs of using different assessment schemes). This exercise

should leverage existing diagnostic tools (e.g. The World Bank's SABER – Student Assessment, UNESCO's General Education Quality Analysis/Diagnostic Framework (GEQAF), and the UIS's Observatory of Learning Outcomes).

- **Planning.** Develop a plan to address the identified needs, working closely with the wide range of partners on the ground. The plan should clearly articulate the types of support (e.g. technical, financial, political) needed to succeed.
- **Sharing.** Champions are expected to share their experiences regularly and, when relevant, to provide feedback on the process, including reviewing and providing feedback on initial drafts of indicators being developed for global tracking and possibly piloting instruments.

What Are the Benefits of Participating as a Learning Champion?

In joining the Task Force, Learning Champions will receive:

- **Matchmaking support.** Task Force partners and the Secretariat will actively help connect Learning Champions with other actors who can help them meet the needs defined through multistakeholder engagement.
- **Cross-country sharing.** Learning Champions will join a global network and will have opportunities to exchange (e.g. virtually and in person) information and experiences with other Learning Champions as well as Task Force partner organizations.
- **Global influence and visibility.** Learning Champions will play a leading role in developing global good practice on assessment and learning, including helping to shape indicators for global tracking and country-level tools and guidance.

Who Is Eligible to Become a Learning Champion?

Government agencies are encouraged to join the Task Force as Learning Champions. The LMTF envisions most Learning Champions will be national ministries of education, but we also encourage states, provinces, districts, and cities to join. In some special cases, non-governmental education programs serving marginalized children in fragile or conflict-affected states may also adapt the LMTF recommendations to their work and sign on as a Learning Champion, provided there is an explicit strategy to engage with and support the government efforts to take ownership of learning and assessment. Agencies and organizations will be asked to identify a primary point of contact for communicating with the Secretariat and Task Force partners.

How Will Learning Champions Work Together?

Learning Champions will form the core membership of the Country Support Working Group, together with other LMTF partners (e.g. regional bodies, multilateral institutions, civil society organizations). Working group members will regularly share information on their experiences and help develop a set of tools/products (see below) and documented experience (i.e. case studies) that will be made publicly

available after the two years for others to use. In doing this work, Learning Champions agree to the following **principles of engagement**, which apply to all LMTF partners:

- **Collaboration**: Work will proceed through inclusive dialogue and open and equitable multi-stakeholder partnerships.
- **Transparency**: All stakeholders agree to be transparent about their work and its impact, including regularly sharing information on the work they are doing to help achieve Task Force results.
- **Communication**: Partners will regularly share information about progress on Task Force activities, effective practices and lessons learned across the LMTF network.
- **Representation**: Partners will represent the Task Force within their spheres of influence, including actively advocating for an increased focus on access *plus* learning in the post-2015 development and education agendas.
- **Ownership**: To the extent possible, partners will seek to embed LMTF-related efforts into their existing work, responsibilities and programs.
- **Soliciting Feedback**: Partners in the working groups agree to solicit feedback from the broader Task Force membership, particularly in the design phase of their collaborative work.

What Tools Will the Country Support Working Group Produce?

At the end of the two years, the actors participating in the Country Support Working Group will have developed a set of tools and guidance useful in mapping, defining, and developing a plan for improving assessment systems and the use of assessment data to improve learning. The products will ultimately be determined by the working group members but might include a shared package of tools for assessing the strengths and weaknesses of student assessment systems; a guide on assessment options, what they offer and what they cost; and guidance on good practice for using assessment data to improve learning and avoiding negative unintended consequences. These products will be shared widely and made publicly available for others to use at the end of the two years.

III. Letters of Interest

Please submit a letter of interest (no more than 5,000 words) providing the following information and citing specific examples when possible. Submissions will be evaluated based on the level of commitment and capacity demonstrated in the letter of interest and the degree of alignment with LMTF recommendations and principles of engagement. In selecting Learning Champions, the LMTF Advisory Committee will also endeavor to achieve diversity with respect to geography and context.

1. Name of agency or organization and lead contact.
2. What are the key learning challenges in your country, state, province, city, etc.?
   a. In particular, what is the role of data and assessment in the education system? Please describe the role of:
      i. Classroom-based/continuous assessment

ii. National assessments
iii. End-of-cycle examinations
b. What are the major barriers to developing a robust system of measuring learning? (e.g., political, technical, institutional, cultural, financial and human capacity, etc.)
3. Does your country have a national vision, plan or strategy document for education?
a. Does the document include assessment of learning outcomes?
b. Who developed this plan? Who else was consulted?
c. How often is the plan reviewed or updated?
4. Have you or your organization participated in LMTF 1.0 and/or read any of the reports?
a. Based on the recommendations of the Learning Metrics Task Force, in particular the seven domains of learning and indicators for global tracking, please describe what you view to be the key priorities for your country.
5. Are there high-level champions and competent leaders committed to improving learning, both in the government and non-governmental sectors?
a. Please list key leaders committed to this process (heads of state, education ministers, permanent secretaries, assessment and examinations directors, heads of teachers' organizations, influential non-governmental actors).
6. Is there an existing national body focused on improving learning?
a. Does this group's mandate include assessment of learning?
b. Who is part of this body?
c. Is this group working with a broad range of education stakeholders, including government officials, civil society, teachers, parents, students, academia, private sector/employers, and donors to set priorities for measuring learning? If not, are members of the group willing to include other stakeholder groups in the future?
d. Please list key organizations and stakeholder groups interested in participating in a national steering committee or community of practice and contact information for each.
7. Is your agency willing to devote additional resources to this effort? Please describe the potential resources your agency and other partner agencies will offer, including but not limited to: financial resources, staff time and expertise, meeting space, travel costs for staff, etc.
8. Will your agency/organization commit to sharing the results of its dialogue and implemented assessments, and regularly share information with other cities, states, provinces and countries implementing LMTF recommendations?
9. Is your agency/organization willing to participate in an annual in-person symposium of LMTF partners (including other Learning Champions) and virtual meetings over the two years?

> **Please email the letter of interest using the subject line "Learning Champion Submission" to learningmetrics@brookings.edu by no later than 15 May 2014.** Letters of interest will be reviewed by the LMTF Advisory Committee and accepted on a rolling basis.

Learning Metrics Task Force 2.0

Learning Metrics Task Force
Brussels Meeting Agenda

Date: 23-24 June 2014
Location: *UNESCO Liaison Office in Brussels*| UN House, 14 rue Montoyer – 5th floor, 1000 Brussels, Belgium

Meeting Objectives:
1. Share updates on their progress toward developing technical indicators and influencing the post-2015 agenda to determine potential points of collaboration;
2. Understand on how to better use assessment data to improve learning processes and outcomes and determine how the latest research can support LMTF-related work;
3. Decide on actions to support countries and map out LMTF partner work in the identified Learning Champion countries; and
4. Decide on a strategy for "assessment as a public good," an integral LMTF 2.0 strategy for advancing an agenda in which student learning data is supported as a global public interest.

Agenda:

Meeting Day 1 – June 23	
12:00 – 12:30	*Lunch and introductions* *Welcome by UNESCO*
12:30 – 13:00	Progress to date and meeting objectives Update on knowledge sharing platform
13:00 – 15:00	Presentation and discussion of progress toward developing technical indicators
15:00 – 15:30	*Coffee/tea break*
15:30 – 16:30	Presentation of core principles for "assessment as a public good"
16:30 – 17:30	Breakout discussions on assessment as a public good; recap in plenary
17:30 – 18:00	Wrap-up of Day 1/ Preview Learning Champions
18:00	*Dinner (TBD)*
Meeting Day 2 – June 24	
8:00 – 9:00	*Breakfast*
9:00 – 9:10	Recap and Day's Objectives
9:10 –10:10	Presentation on Learning Champion countries: Selected countries, proposed strategies to support and benchmarks for success
10:10–11:10	Breakout sessions to map out LMTF partner activities and identify actions to support Learning Champion countries
11:10 – 11:30	Coffee/tea break

11:30 – 12:30	Plenary discussion and decisions on next steps for actions to support countries and benchmarks for success
12:30 – 13:15	*Lunch*
13:15 – 14:50	Presentation and Discussion: Using assessment data to improve learning and discussion on how to inform LMTF-related work
14:50 – 15:20	*Coffee/tea break*
15:20 – 16:05	Update on Post-2015
16:05 – 17:00	Any other Business Next Steps and Conclusion

Brussels Meeting Attendees

Date: 23-24 June 2014
Location: *UNESCO Liaison Office in Brussels*| UN House, 14 rue Montoyer – 5th floor, 1000 Brussels, Belgium

Organization	Representative(s)
ActionAid International; GPE Board Representative for Northern Civil Society	David Archer, Head of Programme Development, International Team
Aga Khan Foundation	Josh Muskin, Senior Program Officer
Association for the Development of Education in Africa (ADEA); Working Group on Implementation Chair	Dzingai Mutumbuka, Chair
Agence Française de Développement (AFD)	Valérie Tehio, Project Manager, Education
ACER Centre for Global Education Monitoring (ACER/GEM).	Raymond Adams, Special Advisor, ACER; Professor, University of Melbourne Jeaniene Spink, Principal Research Fellow, International Development
Campaign for Female Education (Camfed) International	Lucy Lake, Chief Executive Officer
Center for Universal Education (CUE) at the Brookings Institution	Rebecca Winthrop, Senior Fellow and Director Kate Anderson Simons, Policy Analyst and LMTF Technical Lead Preethi Nampoothiri, Project Manager Khaled Fayyad, Project Coordinator
Dubai Cares/United Arab Emirates	Ana Nieto, Senior Technical Manager
Education International	TBC
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	Lena Maechel, Junior Advisor for Education, Sector Program Numeracy Dorothea Coppard, Project Leader Sector Project Numeracy
Global Partnership for Education	Jean-Marc Bernard, Senior Education Specialist
Government of India, Ministry of Human Resource Development	Maninder Kaur-Dwivedi, Director
International Education Funders Group (IEFG)	Pat Scheid, Program Officer, Hewlett Foundation

USAID	Patrick Collins, Team Leader, Basic Education, E3/ED Office of Education Natasha de Marcken, Director, Office of Education
UK Department for International Development (DFID)	Ed Barnett, Education Adviser
UNESCO	Maki Hayashikawa, Chief, Section for Basic Education, Division for Basic Learning and Skills Development Abbie Raikes, Programme Specialist, Section for Basic Education
UNESCO Institute for Statistics (UIS)	Albert Motivans, Head of Education Indicators and Data Analysis Section Maya Prince, Assistant Programme Specialist