

Learning Metrics Task Force

Partner Activities – Update

April 2015-August 2015

This represents a quarterly compendium of activities among partner organisations that help to contribute to the five 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.

Result 1 – Technical: Indicators in each of the areas recommended for global tracking are developed by partners.

Learning for All/Age and Education Matter for Learning

- No Updates

Reading

- **UNICEF** developed a survey of early reading skills that will be included in its Multiple Indicators Cluster Survey (MICS).

Numeracy

- **UNICEF** developed a survey of early mathematics skills that will be included in its Multiple Indicators Cluster Survey (MICS).

Breadth of Learning Opportunities

- **People for Education** plans to propose, after field trials and extensive investigation of effective methods of measurement, several indicators for creativity, citizenship, health, social-emotional learning, and quality learning environments. This will allow **Ontario** (and potentially other provinces) to track students’ opportunities to build skills and competencies in these broad domains. More information can be found at <http://peopleforeducation.ca/measuring-what-matters/> or contact Annie Kidder (annie@peopleforeducation.ca).
- Center for Universal Education will soon begin working on this area with Education International and Seamus Hegarty.
- The **Education Policy and Data Center** at **FHI 360** has updated its National Learning Assessment Mapping Project (NLAMP), which analyzes the landscape of national assessments in order to determine how the seven LMTF domains are reflected in the current priorities of national education systems. The most recent update of the project (NLAMP 2) includes more assessments and refines the mapping methodology, leading to a more comprehensive and representative database, as well as several changes in the findings. The database created for NLAMP 2 includes data on 349 assessments from 105 countries and six regions of the world. The results of NLAMP 2 are reviewed on the **EPDC’s** Data Points blog: <http://www.epdc.org/epdc-data-points/national-learning-assessments-mapping-project-update>. For more information, contact Carina Omoeva (comoeva@fhi360.org).

Global Citizenship

- Following the proposal to include Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) goal in the post-2015 development agenda’s education goals (Target 4.7), **UNESCO** commissioned a study on the measurement of GCED- and ESD-related outcomes in order to develop potential indicators. Based on this study and further consultations with the LMTF, **UNESCO** developed an indicator matrix which includes the following:
 - One global indicator, which could be used for the measurement of target 4.7. The indicator does not claim to be comprehensive in any way but it was selected in terms of global relevance and feasibility of implementation, and taking into consideration the need to limit the number of global indicators per target.
 - A set of seven core thematic indicators (including the global indicator). These indicators focus on both inputs and outcomes and aim to measure multiple aspects of GCED and ESD. The outcome indicators are based on the three

core dimensions of learning (cognitive, socio-emotional, and behavioral) and correspond to the four key learning outcomes of GCED and ESD, as defined by **UNESCO** (please refer to the recent **UNESCO** publication '[Global Citizenship Education: Topics and Learning Objectives.](#)'

- An extended list of indicators with more than 60 indicators, covering inputs, process and learning outcomes, as well as contextual indicators, which could assist countries to measure GCED and ESD in a more comprehensive manner. For more information, contact Soo-Hyang Choi (sh.choi@unesco.org).

Ready to Learn/ECD

- **Measuring Early Learning Quality and Outcomes (MELQO), UNESCO, UNICEF, World Bank, CUE**, technical experts, and representatives from the Tanzanian government and civil society met on from 21-23 July 2015 in Dar Es Salaam to continue technical work two tools on child development and learning outcomes and quality of pre-primary environments. The Tanzanian government will work with a technical firm to pilot these tools in late 2015 and early 2016. For more information, contact Kate Anderson (klanderson@brookings.edu).

Equity

- **UNICEF's** Multiple Indicators Cluster Survey (MICS) of early foundational skills will include out-of-school children and disaggregate information based on gender, location, and socioeconomic characteristics.

Cross-Cutting Indicator Development

- The **Southeast Asian Ministers of Education Organization (SEAMEO), UNICEF EAPRO, and ACER** have been working closely to implement the Southeast Asia Primary Learning Metrics (SEA-PLM) for primary Grade 5 involving the domains of reading, writing, mathematics, and global citizenship. The field trials will initially involve four **SEAMEO** Member Countries: **Brunei Darussalam, Cambodia, Lao PDR, and Myanmar**. The framework and items have been developed and capacity building on field operations planning and data management has been conducted. Further information on SEA-PLM can be access at www.seameo.org. For more information, contact Asmah Ahmad (asmah@seameo.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 **City of Buenos Aires** hosted a meeting from 24-26 August 2015 that focused on the implementation of the LMTF seven learning domains at the classroom level. Learning Champion representatives from **Ontario, Zambia, Kenya, Ethiopia, and Colombia** joined in on the discussions around teaching, learning, and assessing the seven domains in the classroom. For more information, contact Preethi Nampoothiri (pnampoothiri@brookings.edu).
- The first regional meeting for the **LMTF Sub-Saharan Africa Learning Champions** was held from the 2nd to the 5th of June in Naivasha, Kenya. Participants included Learning Champion representatives from **Kenya, Ethiopia, Zambia, Senegal, and Rwanda (virtual participation)**, as well as various stakeholders from the region working on assessments. The meeting was hosted by the **Kenyan Learning Champion team (Ministry of Education, Science and Technology, Kenya Primary School Headteachers' Association, and Women Education Researchers of Kenya)** and was an opportunity for participants to gain an understanding of **Kenya's** assessment system, both the government-led efforts in pre-primary, primary, and secondary assessment and non-government assessments through expert presentations, school visits, and dialogue with teachers and students. In addition, participants reviewed and modified a draft typology for a learning assessment system framework that could be used by African countries to benchmark their progress in becoming champions in this area. For more information, contact Preethi Nampoothiri (pnampoothiri@brookings.edu).
- **Rwanda** is preparing to host the Teaching and Learning Inter-Country Quality Node (ICQN) starting in September though partnership with **ADEA**. This ICQN would a hub for all aspects of related to teaching and learning, providing practitioners, policy makers, and other stakeholders capacity support through trainings, meetings, and research material. For more information, contact Emmanuel Bamusananire (bamusananire@yahoo.com).
- **Rwanda** is preparing to measure the demonstration of skills, values, and attitudes necessary for success, which have been integrated in the new competency-based curriculum. The curriculum will be rolled out starting in January 2016.

For more information, contact Emmanuel Bamusananire (bamusananire@yahoo.com).

- At the LMTF Learning Champions Forum in Kigali, **Zambia** committed to mainstreaming Classroom Assessment (CA) as a strategy for improving the quality of learning and teaching. CA has now been included in the work plan of the **Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE)**. For more information, contact Angel Kaliminwa (kaliminwaa@yahoo.com).
- With funding from **Dubai Cares**, **Camfed** is working with **Zambian MESVTEE** to provide technical assistance for the development of assessment materials, including assessment tools and the training of **MESVTEE** personnel. The training will cascade to the classroom level and involve building the capacity of teachers in the practice and administration of CA. The capacity building will be linked to lessons learned in the 2010 CA pilot conducted by **MESVTEE**, as well as the Early Grade Reading Assessment and Early Grade Mathematics Assessment projects that are currently going on in the country. **Zambia** will share outcomes and processes of the CA program with other Learning Champions. For more information, contact Lucy Lake (llake@camfed.org).
- During August and September 2015, **Camfed** is conducting a major learning assessment at the secondary level in **Tanzania** and **Zimbabwe**, involving 38,000 young people. The project is using national assessment tools developed by the **Zimbabwe Schools Examinations Council** and National Examinations Council of Tanzania as part of the Girls' Education Challenge funded by **DFID**. Data will be disaggregated by gender, location, and level of marginality. The analyses will be completed and made publicly available in early 2016. For more information, contact Lucy Lake (llake@camfed.org).
- Members from the **Center for Universal Education** and **Learning Champion** representatives from **Nepal** attended the South Asian Regional Assessment Feasibility Study Launch, held in New Delhi from June 25th to 26th. The feasibility study assesses the existing capacity and readiness for a regional learning assessment in South Asia. For more information, contact Preethi Nampoothiri (pnampoothiri@brookings.edu).
- Data processing for the National Assessment of Student Achievement (NASA) 2015 in **Nepal** is currently underway. NASA examines the achievement of students in grades 3 and 5 in language and mathematics. NASA 2013 can be accessed [here](#) and the consolidated results of NASA 2011-2013 can be accessed [here](#). This year, **Nepal** will disseminate the results of its National Assessment of Student Achievement to all of its schools, each of which is then expected to prepare an action plan to improve learning outcomes. For more information, contact Sushil Khanal (sushilkhanal@gmail.com).
- **UNICEF** met with **Nepal** to provide support for its education system with a special emphasis on **Nepal's** upcoming School Sector Development Plan.
- From March through August 2015, the **University of Management and Technology, Educational Testing Service (UMT-ETS)** in **Pakistan** partnered with the Punjab Education Foundation to assess the quality of 400,000 students (grades 2-10) in the Punjab province. **UMT-ETS** evaluated the test items, which focused on science, mathematics, and language, and helped to analyze the data and report the students' levels of academic achievement. For more information, contact Usman Ali (usman.a@umt.edu.pk).
- The Ministry of Education and Science and the National Testing Center in the **Kyrgyz Republic** plan to meet over the next several months to discuss the LMTF assessment instruments and Learning Champion initiative. They will deliberate over how best to introduce and integrate LMTF recommendations with current school practices. For more information, contact Bermet Mukanova (bermet.mukanova@mail.ru).
- **The Kyrgyz Republic** carried out several reading assessments in 2015: NSBA, through the Ministry of Education and Science; EGRA, with **USAID** support; and CAPSA (Central Asia Program of School Assessment) with **GIZ** support. Data is available for the CAPSA. Results from the NSBA and EGRA assessments are still pending. For more information, contact Bermet Mukanova (bermet.mukanova@mail.ru).
- This year, the **Kyrgyz Republic** is launching two preparatory programs for pre-school education: the Early Development Instrument Project and the CLASS Project. The latter assesses students' school readiness. For more information, contact Bermet Mukanova (bermet.mukanova@mail.ru).
- **Palestine** is in discussion with the **World Bank** and **Norad** to initiate a new intervention that will analyze the West Bank

EGRA data sets and utilize the new results in curriculum and pedagogy reforms. **Palestine** has also received a request from World Vision to implement EGRA in schools already undergoing World Vision interventions. For more information, contact Mohamad Matar (mathforlife.ps@gmail.com).

- Discussions are underway with the new Minister of Education and Higher Education about participating in the TIMSS and TIMSS Numeracy in **Palestine**. For more information, contact Mohamad Matar (mathforlife.ps@gmail.com).
- In **Palestine**, the initial results of a pilot study covering six kindergartens has been released. The assessment framework was verified, and a proposal to scale up the study is under discussion with World Vision. **Save the Children** is also in the process of implementing the International Development and Early Learning Assessment (IDELA) tool in kindergartens. IDELA will provide indicators about student's readiness for school. For more information, contact Mohamad Matar (mathforlife.ps@gmail.com).
- **UNRWA** has set in place three Strategic Units (Assessment Unit, Professional Development and Curriculum Unit, and School Quality Assurance Unit) as part of the new structure for the Field Education Departments under **UNRWA's** Education Reform Strategy and Teacher Policy. The three units will take the lead roles in terms of strategic and policy issues related to the implementation of assessment activities, curriculum enrichment and cross cutting curricula issues, and the development of procedures and processes for school quality assurance. The units will support improvement in the quality of education by ensuring structures, processes, and professional support are in place to support education staff in all five fields. To date, initial training for the new Strategic Units has taken place in all five fields and follow-up training will continue into the coming 2015-2016 school year. For more information, contact Caroline Pontefract (c.pontefract@unrwa.org).
- **UNRWA** is now finalizing a research triangulation report, which presents a triangulated analysis of recent **UNRWA** research and reports, specifically the Classroom Observation Study, the Monitoring Learning Achievement (MLA) Study, and the Dropout Study. The aim of the triangulation is to look at the interrelationship between the findings of the different studies and their implications. For more information, contact Caroline Pontefract (c.pontefract@unrwa.org).
- **UNRWA** continues to prepare for the 2016 Monitoring of Learning Achievement (MLA) and the pilot has been completed. For more information, contact Caroline Pontefract (c.pontefract@unrwa.org).
- **People for Education** has defined [a draft set of competencies](#) and school conditions that encompass a core set of civic knowledge, skills, values and capacities that will allow students to play an active role in civic affairs. After testing the competencies, **People for Education** will develop two methods of evaluation, one local and one central. Areas to be evaluated will include students' knowledge of historical and political concepts and processes, their understanding of social issues, and their capacity to engage with the formal political system and civil society organizations. For more information, contact Annie Kidder (annie@peopleforeducation.ca).
- **People for Education** is tracking equity by examining relationships between socio-economic status or geographical location and access to programs and resources in schools. It publishes its findings in an [annual report](#) on the state of **Ontario's** schools. The Education Quality and Accountability Office and **Ontario's** provincial government also examine the relationship between scores in literacy and numeracy and students' socio-economic status, Aboriginal identity, recent immigration, and special education needs. For more information, contact Annie Kidder (annie@peopleforeducation.ca).

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

- No Updates

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.

- The Board of Directors of the **Global Partnership for Education** is meeting in mid-October, and we are hopeful they will discuss the Assessment for Learning (A4L) [concept](#) as a way to prepare for the sunset of the LMTE. For more

information, contact Jean-Marc Bernard (jbernard@globalpartnership.org).

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

- From 3-4 June 2015, **UNWRA** and **UNESCO** facilitated a panel discussion at the European Development Days in Brussels. The theme of the panel was “Understanding and Implementing Global Citizenship Education.” Participants included the chief of **UNESCO**’s Health and Global Citizenship Education Section, a reader in Education in Global Citizenship from the University College London, and an associate professor at the American University of Beirut. Panelists emphasized the importance of Global Citizenship Education and the need to empower learners to engage and take on active roles in understanding global challenges in order to contribute to a more peaceful, tolerant, inclusive, and secure world. For more information, contact Caroline Pontefract (c.pontefract@unrwa.org).
- **UNRWA** shared its Education in Emergencies Project findings in a seminar regarding Education in Emergencies at the **European Parliament** in Brussels in May 2015. For more information, contact Caroline Pontefract (c.pontefract@unrwa.org).
- The overall strategic objective for education in **UNRWA**’s 2016-2021 Medium Term Strategy (MTS) reflects the key aspects of quality, inclusivity, and equity as embedded in the post-2015 Sustainable Development Goal for Education. **UNRWA** will target three key outputs: quality learning in conducive learning environment for all students, inclusive access, and equitable education. For more information, contact Caroline Pontefract (c.pontefract@unrwa.org).
- In August, the **Lab for Evaluation, Analysis, and Research in Learning (LEARN)** held a seminar in Santo André (São Paulo, Brazil) to present the results of socio-emotional and cognitive skills tests administered last year to the third grade students of ten Santo André schools. The schools’ principals and pedagogical coordinators attended the seminar along with Santo André’s municipal board of education staff. For more information, contact Vladimir Ponczek (vladimir.ponczek@fgv.br).
- In July 2015, the **Lab for Evaluation, Analysis, and Research in Learning (LEARN)** participated in a seminar in Manaus (Amazonas, Brazil) held by **Fundação Itaú Social**. The main objective of this seminar was to discuss tutoring programs for teachers and the possibility of conducting an impact evaluation on the tutoring program in Manaus’s municipal schools. For more information, contact Vladimir Ponczek (vladimir.ponczek@fgv.br).
- Information on LMTF was included in the presentations of SEA-PLM at various **SEAMEO** meetings including the **SEAMEO** Centre Directors Meeting, the **SEAMEO** High Officials Meeting, and the **SEAMEO** Council Conference. For more information, contact Asmah Ahmad (asmah@seameo.org).
- The **Kyrgyz Republic** has conducted seven meetings with education policy stakeholders, five meetings with school principals, and five meetings with teachers and teacher unions to discuss the LMTF seven learning domains. For more information, contact Bermet Mukanova (bermet.mukanova@mail.ru).
- The **University of Management and Technology, Educational Testing Service (UMT-ETS)** organized a day of training for high-level officials from different private and public organizations actively involved in assessment and evaluation. For more information, contact Usman Ali (usman.a@umt.edu.pk).
- **Palestine**’s national meeting to address the national educational evaluation strategy will be held in late September 2015. The **Arab Knowledge Report Committee** convened in **Tunisia** on the 7th of September to discuss the Arab Knowledge Index. For more information, contact Mohamad Matar (mathforlife.ps@gmail.com).
- In May 2015, the first **Learning Metrics Task Force 2.0 Newsletter** was released. The [newsletter](#) included information and updates on the five key result areas under LMTF 2.0 for the first quarter of 2015. For more information, contact Preethi Nampoothiri (pnampoothiri@brookings.edu).
- In April 2015, the LMTF [virtual brief](#) was held, which covered updates on progress for the first quarter of 2015. Task

Force members presented information on the five key results. For more information, contact Preethi Nampoothiri (pnampoothiri@brookings.edu).