

Proceedings from the Learning Metrics Task Force Forum

Kigali, Rwanda

February 4-6, 2015

LMTF 2.0
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Executive Summary

Introduction

The Learning Metrics Task Force (LMTF) is a group of more than 45 organizations around the world working to define and build global consensus around mechanisms that measure successful learning in a holistic way. Led by the Brookings Institution's Center for Universal Education (CUE) and the UNESCO Institute for Statistics (UIS), the LMTF's first phase was launched in July 2012 and featured a broad global research and consultation process that resulted in consensus on a global framework of learning domains—seven of them, including literacy and numeracy but going beyond those to capture equally critical but other often ignored elements of learning. Within these domains, the LMTF identified measurement areas that could be tracked globally to gauge progress toward the Sustainable Development Goals (SDGs). The LMTF released [a set of recommendations for](#) using existing assessments of learning as well as developing innovative, new measures to improve learning opportunities and outcomes for all children and youth. Now it is in its second phase, LMTF 2.0 is focused on further developing learning indicators and providing support to countries in improving their assessment systems and adapting recommendations to the national context.

Beginning in January 2014, the Task Force convened LMTF 2.0 to convert these domains and areas of measurement into practical strategies and instruments that education systems (from the ministry to the classroom) and their national and international partners can use to reinforce the attainment and monitoring of learning outcomes. This network of partners is working in their individual expertise areas to achieve five key results by the end of 2015:

1. **Technical:** Partners will develop measurable indicators in each of the areas recommended for global tracking.
2. **Institutional:** Governments and other national stakeholders will implement LMTF recommendations in country-specific ways to support learning assessment and the national use of assessment data to improve learning.
3. **Political:** LMTF recommendations will inform the post-2015 global development and education agendas.
4. **Assessment as a Public Good:** Assessment tools, technical expertise, and data are more accessible to low- and middle-income countries.
5. **Knowledge Sharing:** Actors and experts in learning assessment will share knowledge and coordinate efforts.

The inclusion of LMTF recommendations by a variety of agencies at the country level is an important step toward building a sustainable network of actors and a blueprint for taking LMTF recommendations forward after the Task Force itself has ended. To set this process in motion, in July 2014 the LMTF Secretariat and its members selected fifteen countries as Learning Champions. These countries will serve as a pilot cohort using LMTF metrics, tools, and recommendations to develop solutions to their unique educational challenges. This diverse group includes: Argentina (Buenos Aires), Botswana, Canada (Ontario), Colombia (Bogotá), Ethiopia, Kenya, Kyrgyz Republic, Nepal, Pakistan, Palestine, Rwanda, Senegal, Sudan, Tunisia, and Zambia.

Learning Champions are seeking to share knowledge globally in order to develop new solutions to measuring and improving learning. A diverse group of national stakeholders will be working over 18 months (July 2014 – December 2015) to adapt LMTF recommendations to their national contexts and priorities. A key component of the Learning Champions initiative is broad inclusion in guiding policy decisions, including but not limited to teachers, students, government officials, civil society, and development agencies. Countries will share what they are learning with the Task Force and other Learning Champions, in addition to other countries in their regions and the global education community.

As a means of building momentum around the Learning Champions initiative, as well as advancing progress around the five work streams under LMTF 2.0, the 15 Learning Champion countries came together with the LMTF Partner Organizations from February 4th through 6th, 2015 in Kigali, Rwanda for the sixth LMTF meeting and the first meeting of the Learning Champions. The main aim of the Kigali Forum was to set the stage for the Learning Champions to complete their plans to validate a new or refreshed set of learning assessment tools and strategies across a range of domains and areas drawn from the LMTF documents. To achieve this aim, the forum aspired to the following objectives:

1. Share the results of each Learning Champion's national mapping and planning exercises to receive feedback and to finalize for moving to implementation.
2. Exchange conceptual and practical guidance on key aspects of the strategic dimensions of LMTF with which the Learning Champions are experimenting.
3. Clarify the roles and relationships of the LMTF Secretariat and Task Force members (globally and at the country level) and specify strategies and actions to undertake after the forum to provide appropriate support to Learning Champions.
4. Identify available tools, technical assistance, and potential funding sources to support implementation of the Learning Champion plans.
5. Cultivate a sense of common mission and collaboration among the Learning Champions and identify concrete strategies and mechanisms for supporting consultation and cooperation after the forum within (and across) regions.

Over the three days, more than 70 participants from governments, civil society, teachers' organizations, international agencies, donors, and academia engaged in conversations around the state of learning and ways to ensure quality and learning are at the forefront of the post-2015 agenda, both at the global level and through policy and implementation within countries.

The Honorable Minister Professor Silas Lwakabamba of Rwanda and the Honorable Julia Gillard, Brookings Distinguished Fellow and Chair of the Global Partnership for Education set the stage for the three-day forum, highlighting the achievements in access to education over the last decade and emphasizing the need to continue the momentum to ensure all children and youth are receiving a quality education.

In order to frame the discussions, an overview of LMTF was presented that covered the progress from the first phase of the Task Force to present day and reviewed the main objectives of LMTF 2.0. Participants were also provided an overview of the Learning Champion process and the responsibilities of both Learning Champions and LMTF members. As each Learning Champions will develop a plan and implement specific actions over the course of the year under the auspices of LMTF 2.0, representatives presented on the distinctive features of their work while anticipating next steps post-Kigali and identifying support they expect to be useful in fulfilling their plans. Specifically, they gave an overview of the following: national context as it relates to assessments; motivation for being involved with LMTF; steps taken to date; main findings of the mapping exercise; key challenges; and key questions for the broader group.

Representatives presented lessons from their collective experiences in order to identify common challenges, common decisions, and any specific questions they wanted to explore more deeply throughout the rest of the forum. Common themes that came from the presentations included lack of technical capacity for assessment in their countries, financial challenges to implementing measurement, and questions on how to prioritize the seven learning domains. Learning Champions also expressed a need for the following from the global education community: to advocate for greater transparency around dissemination and use of data; to identify ways to involve different stakeholders in discussing education and assessments; and to examine and better understand the types of assessments being used in their countries and around the globe.

Over the three days, experts in the field of assessments and learning presented on various topics, allowing participants to explore in-depth the key technical elements associated with assessing learning across the seven learning domains and seven measurement areas identified by LMTF 1.0. Two keynote speeches discussed the importance of investing in education and how specifically investing in assessments of learning should not be seen as an “extra” but rather as an integrated component of a functioning system. In order for education to receive the necessary investment, the education community needs to get better at collecting evidence and communicating results.

Through a series of panels, Task Force members and Learning Champions shared concrete experiences that further investigated key technical areas and helped Learning Champions reflect upon their own plans. Panel topics included:

1. Beyond Literacy and Numeracy – Research, tools, and networks have been created to support literacy and numeracy as vital aspects of learning. However, there still exist gaps in understanding and developing domains and indicators for the soft or non-cognitive skills. This panel was designed to help Learning Champions select appropriate domains to assess learning that are linked to the vision of their ministry and society in general and that go beyond the traditional domains of literacy and numeracy. The variety of experience on the panel provided a map of experiences and models in the Learning Champion countries and beyond that could be useful for planning and experimenting on how to design and implement measures.
2. Assessments Across the Universe – This panel was designed to help Learning Champions identify what assessments and tools exist at the global, regional, national, and sub-national levels, understand how different types of assessments can serve various purposes, and to identify partners with experience and expertise.
3. Using assessment data – This panel was organized to help Learning Champions explore and identify various ways to use data within their own context, including how to collect data, analyze, and disseminate the information collected.

Members of the Task Force also presented on how to make assessment tools, expertise, and data more publically available to low- and middle-income countries. The Learning Metrics Task Force has recently given rise to the concept of an international platform for assessing learning. The main purpose of the Assessment for Learning (A4L) platform would be to help countries to improve learning through the implementation and analysis of learning assessments and the use of their results to inform policy. Learning Champion countries and partner organizations reflected on the concept, acknowledging that developing countries stand to benefit from the platform, as it is an opportunity to network, possibly a place where different countries can showcase their tools and get feedback on them, and a way to support countries in the analysis, use, and communication of learning data.

Through panels, small group discussions, and interactive dialogues, Task Force members and Learning Champion representatives worked together, to identify resources that might be most useful in supporting the process of improving measurement of learning, with the ultimate goal of improving learning outcomes. Learning Champions expressed the need for a space to continue to share lessons learned and best practices, to connect with others already administering strong national assessments, and to receive technical support on methodologies. Task Force members offered support including: technical support to countries in interested in formative assessments and teacher training programs, strategies, and policies; knowledge sharing through a catalogue of learning assessments, which collects and centralizes information on learning assessments characteristics and design; and technical assistance for improving systems for monitoring learning outcomes. Participants also divided into regional groups to discuss common priorities and plans for collaboration. The regional groups included the Americas, Sub Saharan Africa, Middle East and North Africa, and Asia.

Key Forum Outcomes

- The Learning Champions have developed ambitious plans to implement recommendations related to the LMTF seven domains and measurement areas in their countries. The plans are based on a landscape analysis and mapping exercise of the current assessment system and input from key stakeholders in their respective countries. The plans include strategies for incorporating the seven learning domains across the curriculum, developing tools to measure social and emotional well-being, incorporating physical health and culture into assessments and teaching, rolling out tools for continuous assessment in the classroom, and collaborating with countries in the region.
- The Learning Champions received concrete, useful feedback to share with their Learning Champion colleagues upon returning home and help in revising (as appropriate) and finalizing their respective plans to move to the implementation of the recommendations as related to the LMTF seven learning domains and measurement areas in their respective countries.
- The Learning Champions identified many common themes on which they are interested to consult and in some cases, collaborate for exploration and implementation in their own countries. These themes include the effective use of assessment data, continuous assessment and teacher training, assessment across a broad spectrum of domains beyond literacy and numeracy, and technical issues related to assessment development, administration, and analysis.
- Task Force member organizations and others presented resources to support the Learning Champions, and are willing to connect individually with Learning Champions to offer tools and resources.
- The Learning Champions identified challenges including financing learning assessments. Although the Learning Champion initiative is not intended to be a platform for funding, many of the Learning Champions will need additional resources to implement their plans.
- Learning Champions and Task Force members requested assistance from the LMTF Secretariat in remaining connected, including an online collaboration space, frequent teleconferences, smaller thematic and regional forums, and an annual forum of the Learning Champions and Task Force members.
- The group acknowledged that Learning Champions were at very different stages in the implementation of the LMTF recommendations, ranging from still mainly reflecting on the idea and pondering what they can do to being well advanced in the experimentation and validation of models and engaged already in related advocacy.
- The Task Force and Learning Champions acknowledged the need to view the LC initiative truly as a “proof of concept” activity, engaging in a very small exploratory initiative, in some cases with no more than 10-15 schools and over just one or two geographies to start. This approach responds not just to the financial constraints most LCs face but also the need for buy-in from many of their ministers of education.

Next Steps

Learning Champion representatives and Task Force members discussed concrete steps for the next 11 months. As a first step, Learning Champions need to understand the current state of learning, identify their goals for learning and assessment strategies, and develop steps to achieve their goals. Specifically they need to:

- Bringing together stakeholders and analyze the current state of learning and the work that already exists in country to improve the quality of learning.
- Prioritize the steps to be done and areas of focus based on LMTF recommendations.
- Develop an action plan.

- Get feedback on plan: at forums, but also more in-depth feedback. One idea is that regional groupings can view each other's plans.
- Implement the plan.
- Receive continuous feedback – from various levels (grassroots, other Learning Champions, Task Force members).
- Transition plan to move work forward after 2015.

The group discussed the support they would need to further develop their action plans. Learning Champion representatives mentioned the need to come up with a simple and sustainable way to evaluate and manage the large number of tools available for measuring learning. To develop and implement the action plans, countries also need technical capacity, political will, institutional knowledge, and space to share knowledge with others around the world. The group discussed the need to examine what is being done with existing assessments and if and how the seven domains are currently being used in their country. Additionally, the group felt it would be necessary to have a Learning Champions forum before the end of LMTF to share results of the Learning Champion's work.

Conclusion

The Learning Metrics Task Force does not offer a prescription on how to conduct assessments but rather it is a forum to share knowledge and experiences. Countries should define their own priorities and look to the Task Force members and other Learning Champions as a source of support and new ideas. Representatives stressed the importance of coordination between the LMTF Secretariat and the Learning Champions as well as a space for Learning Champions to interact regularly. In addition to technical support to develop and implement tools, representatives discussed the need for financial support for not only coordinating within country but to help strengthen the research and tool development exercise. At the same time, developing plans with in-country stakeholders and based on the mapping exercise can help showcase the evidence needed to attract financial support.

Forum Objectives

On February 4th through 6th, 2015, the 15 Learning Champion countries came together with the LMTF Partner Organizations in Kigali, Rwanda for the sixth LMTF forum and the first forum of the Learning Champions. A diverse group of national stakeholders have been working as Learning Champions to adapt LMTF recommendations to their national contexts and priorities. Represented among the group are Argentina (Buenos Aires), Botswana, Canada (Ontario), Colombia (Bogotá), Ethiopia, Kenya, Kyrgyz Republic, Nepal, Pakistan, Palestine, Rwanda, Senegal, Sudan, Tunisia, and Zambia. The main aim of the Kigali Forum was to set the stage for the Learning Champions to complete their plans to validate a new or refreshed set of learning assessment tools and strategies across a range of domains and areas drawn from the LMTF documents (See Annex A for the agenda and list of participants). To achieve this aim, the forum aspired to the following objectives:

6. Share the results of each Learning Champion's national mapping and planning exercises to receive feedback and to finalize for moving to implementation.
7. Exchange conceptual and practical guidance on key aspects of the strategic dimensions of LMTF with which the Learning Champions are experimenting.
8. Clarify the roles and relationships of the LMTF Secretariat and Task Force members (globally and at the country level) and specify strategies and actions to undertake after the forum to provide appropriate support to Learning Champions.
9. Identify available tools, technical assistance, and potential funding sources to support implementation of the Learning Champion plans.
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Key Forum Outcomes

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- The Learning Champions received concrete, useful feedback to share with their Learning Champion colleagues upon returning home and help in revising (as appropriate) and finalizing their respective plans to move to the implementation of the recommendations as related to the LMTF seven learning domains and measurement areas in their respective countries.
- The Learning Champions identified many common themes on which they are interested to consult and in some cases, collaborate for exploration and implementation in their own countries. These themes include the effective use of assessment data, continuous assessment and teacher training, assessment across a broad spectrum of domains beyond literacy and numeracy, and technical issues related to assessment development, administration, and analysis.
- Task Force member organizations and others presented resources to support the Learning Champions, and are willing to connect individually with Learning Champions to offer tools and resources.
- The Learning Champions identified challenges including financing learning assessments. Although the Learning Champion initiative is not intended to be a platform for funding, many of the Learning Champions will need additional resources to implement their plans.

- Learning Champions and Task Force members requested assistance from the LMTF Secretariat in remaining connected, including an online collaboration space, frequent teleconferences, smaller thematic and regional forums, and an annual forum of the Learning Champions and Task Force members.
- The group acknowledged that Learning Champions were at very different stages in the implementation of the LMTF recommendations, ranging from still mainly reflecting on the idea and pondering what they can do to being well advanced in the experimentation and validation of models and engaged already in related advocacy.
- The Task Force and Learning Champions acknowledged the need to view the LC initiative truly as a “proof of concept” activity, engaging in a very small exploratory initiative, in some cases with no more than 10-15 schools and over just one or two geographies to start. This approach responds not just to the financial constraints most LCs face but also the need for buy-in from many of their ministers of education.

Topics of Discussion

The following is a detailed description of the discussions and key decisions summarized above.

Day 1: February 4, 2015

Welcome Speeches: Setting the Stage

Honorable Minister Professor Silas Lwakabamba of Rwanda opened the forum and highlighted the timeliness of the focus on measurable learning outcomes. Rwanda has been tremendously successful in getting children into school, with its Nine Year Basic Education initiative. Relying greatly on the involvement of communities in constructing schools, Rwanda moved from six years of basic education to nine years and now boasts nearly 97% enrollment rate.

Now attention is turning from access to education to access *plus* learning. The recommendations from the LMTF echo the goals of the Ministry of Education in Rwanda as they are refining their strategy for curriculum and assessment of learning. The Rwanda-Nine Year Basic Education video that the Minister showed provided participants with a glimpse into the process of expanding basic education in Rwanda (This is available at <https://www.youtube.com/watch?v=hZC-V0OT7Tk>).

The Honorable Julia Gillard, Brookings Distinguished Fellow and Chair of the Global Partnership for Education was introduced as Chair of the forum and underscored the importance of ensuring all children are in school and learning. She reminded the group of the global learning crisis, in which 250 million children of primary school age worldwide are not learning basic skills in reading and mathematics, more than half of whom have spent at least four years in school.

Presentation: LMTF Overview and History

Kate Anderson of the Center for Universal Education at Brookings presented an overview of the LMTF and its history. The Learning Metrics Task Force was convened in response to a global crisis on learning, and although we have more data on learning now than ever, there is still a large data gap at the global level that is holding back progress and limiting the ability of the education sector to take collective action.

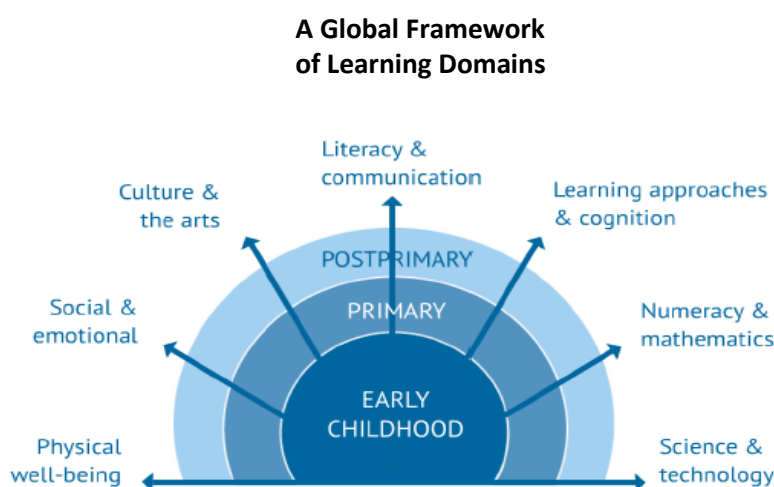
The Learning Metrics Task Force (LMTF) is a group of organizations around the world working to improve learning with a specific focus on issues related to measurement. In the first phase (LMTF 1.0), the Task Force conducted research and a broad global consultation and came to consensus on a global framework of learning domains and measurement areas for global tracking. With the release of a set of [recommendations](#) in September 2013, the Learning Metrics Task Force laid out an ambitious agenda for global measurement of learning. The objectives of LMTF 1.0 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 for all children and youth?
2. How should it be measured?
3. How can the measurement of learning improve education quality?

To answer these questions, the Task Force of 30 member organizations¹ collected input from three 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).

Through a collaborative process, Task Force members identified seven domains of learning deemed important for children and youth to master in order to succeed in school and life and developed a framework for the global measurement of seven fundamental learning areas over a child's education career.



**Seven Areas of Measurement
for Global Tracking**

1. Access to & completion of learning opportunities
2. Exposure to a breadth of learning opportunities across all seven domains
3. Early childhood experiences that promote development & learning in multiple domains
4. The ability to read
5. The ability to use numbers and apply this knowledge to real-life situations
6. An adaptable, flexible skill set to meet the demands of the 21st century
7. A "Learning for All" indicator which combines measures of completion and learning achievement.

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; an endemic lack of information about how to use data to guide actions that improve learning; the lack of national ownership of the assessment system; a lack of national institutions with sufficient technical capacity to assess

¹ At the start of the Task Force, there were 30 organizations. Since then, through a call for new partners in late 2014, the Task Force has expanded to over 45 organizations.

learning; and a scarcity of neutral sources of information on the advantages and disadvantages of the various assessment tools available.

With the launch of LMTF 2.0 in 2014, the Task Force has refocused its efforts with a new goal of supporting the development of more robust systems and strategies for assessing learning outcomes (global, national, local) and the better use of assessment data globally and at all levels of national education systems to help improve learning outcomes across the [seven domains of learning](#) identified in LMTF 1.0.

Focusing now on implementation, the Task Force launched a process to convert these domains and areas of measurement into practical strategies and instruments that education systems (from the ministry to the classroom) and their national and international partners can use to reinforce the attainment and monitoring of learning outcomes. This network of partners is working in their individual expertise areas to achieve five key results by the end of 2015:

6. **Technical:** Partners will develop measurable indicators in each of the areas recommended for global tracking.
7. **Institutional:** Governments and other national stakeholders will implement LMTF recommendations in country-specific ways to support learning assessment and the national use of assessment data to improve learning.
8. **Political:** LMTF recommendations will inform the post-2015 global development and education agendas.
9. **Assessment as a Public Good:** Assessment tools, technical expertise, and data are more accessible to low- and middle-income countries.
10. **Knowledge Sharing:** Actors and experts in learning assessment will share knowledge and coordinate efforts.

In July 2014, 15 countries, cities, and provinces were selected as “Learning Champions” through an open application process under the auspices of LMTF 2.0. Learning Champions are seeking to share knowledge globally in order to develop new solutions to their unique educational challenges. A diverse group of national stakeholders will be working over 18 months (July 2014 – December 2015) to adapt LMTF recommendations to their national contexts and priorities. A key component of the Learning Champions initiative is broad inclusion in guiding policy decisions, including but not limited to teachers, students, government officials, civil society, and development agencies. Countries will share what they are learning with the Task Force and other Learning Champions, in addition to other countries in their regions and the global education community.

Presentations: Learning Champions

Since September 2014, Learning Champions have been undertaking a process to:

- Take stock of the current learning assessment situation in their countries or regions, mapping out the various assessment actors and efforts in the country, reflecting on what is working well and what is not, and mapping current assessment initiatives to LMTF’s seven learning domains and seven measurement areas;
- Convene key stakeholders involved in education and assessment to introduce the LMTF initiative and to agree to roles for those institutions that wish to participate;
- Diagnose the quality of the existing assessment systems along with how well the results are used; and
- Identify necessary technical and financial resources required to improve learning measurement and outcomes.
- Develop a plan for the design and experimental implementation of an innovative learning assessment strategy reflective of the LMTF recommendations, including the identification of the specific learning domains and measurement areas on which to focus, the scope of the experimental effort, the key actors, the principle steps of a coherent strategy, a timetable, required resources, and where these will come from and proposed concrete outcomes

Each Learning Champions will develop a plan and implement specific actions over the course of the year under the auspices of LMTF 2.0, and ideally beyond 2015, incorporating their plans within their national education frameworks. The timing of the process aligns with the post-2015 agenda in which there will be a commitment to both access and quality of learning in the education targets of the Sustainable Development Goals.

Representatives from the 15 Learning Champions presented lessons from their collective experiences in order to identify common challenges, common decisions, and any specific questions they would like to explore more deeply throughout the rest of the forum. Divided into groups composed of three Learning Champions and five to ten Task Force members, each representative gave an overview of its efforts to date: the national context as it relates to assessments; the motivation for being involved with LMTF; steps taken; main findings of the mapping exercise; key challenges; and key questions for the broader group. Most of the Learning Champions prepared a summary of their efforts prior to the forum (see Annex B for the summaries). The following is a summary of the discussions and the major take aways:

Group	Major Take Aways
Rwanda, Kenya, Kyrgyz Republic	<ul style="list-style-type: none"> - There is a need for greater transparency and to better understand how we are involving different stakeholders in discussing education and assessments; Need to examine and better understand the types of assessments being used. Currently, assessments are based on curriculum and focus on cognition rather than competencies. - Does assessment data inform policy? How do we use assessment data? - There are many issues affecting educational achievement including poverty, nutrition, etc. that need to be taken into considering even when conducting assessments. Issues affecting educational achievement – i.e. poverty, nutrition. - There is also a need to further examine the difference in frequency and types of assessments being conducted in public versus private schools.
Ethiopia, Nepal, Argentina	<ul style="list-style-type: none"> - The technical problems among all group members are similar: how to create useful tools for teachers to be able to support learning. - Politics are critical – the three countries have very different political situations. - All of the domains are important. Need to start by examining all of the domains and then have a process for adapting. - Need to find the critical data point – where you have enough data to make decisions but not too much so that it is inefficient. - A participatory process is more effective, but identifying and involving different stakeholders takes time. - Teachers are the focus of every reform so therefore need teachers to be involved in the process. - Need to involve and engage UN agencies and other relevant stakeholders. - One way the Learning Champions could contribute globally is to collaboratively develop guidelines to help other countries in planning outsteps for the process of learning improvement.
Canada, Senegal, Botswana	<p>There are three different steps that need to be taken:</p> <ul style="list-style-type: none"> - Laying the foundation <ul style="list-style-type: none"> ▪ It is important to recognize that the purpose of work isn't for 3rd party analysis but rather it is for individual countries to improve outcome for learning. ▪ Need to develop inclusive and authentic partnerships and coalitions (i.e. including the voices of young people) not just for analysis of the situation but also to help with implementation and evaluation. ▪ Need to define what we want to measure by identifying consensus in our partnerships.

	<ul style="list-style-type: none"> ▪ Need to create metrics that are simple. ▪ It is important to ensure that domains aren't competing but are complimentary. - Implementation <ul style="list-style-type: none"> ▪ Resources/finances ▪ Realistic and scalable measures ▪ Identify sample teachers and classrooms - Sustainability <ul style="list-style-type: none"> ▪ Common language
Pakistan, Tunisia, Zambia	<ul style="list-style-type: none"> - Levels of learning are low in respective countries. - Need to identify the role of development partners in the Learning Champion process. - How does one contextualize assessments and how do you account for diversity? - How do you build these assessments? Will the assessments lead to prescriptive behavior? - How do we account for different languages and the medium of instruction? - How do we improve data literacy? Often time the technical information doesn't translate well for policy makers, etc. There is a need for different reports for different stakeholders.
Bogota, Sudan, Palestine	<ul style="list-style-type: none"> - Each country aims to identify measures that are simple, scientific, and rigorous. - Common issues across all countries include demand for technical support, financial challenges to implementing measurement, and how to prioritize the seven domains. - It was noted that all three countries could benefit from clarity around the purposes of LMTF and Learning Champions, as it is sometimes perceived as another assessment tool. Having better communications tools to take to the local, national, and regional levels would be helpful.

Keynote Speeches: Why invest in assessment of learning?

Dr. Seamus Hegarty, Visiting Professor, University of Warwick presented on the uses of assessment in education. There are some common critiques of educational assessment, namely that it takes time away from teaching, adds stress to children, that the results can be wrong, and that tests measure what is easy to measure rather than what is important. There is a much-quoted metaphor often used in assessment, "Weighing a pig doesn't fatten it!"

However, assessment plays a critical role in education and should not be seen as an "extra" but rather as an integrated component of a functioning system. Assessment has various purposes and audiences, including learners (what they know, what they have learned, if they have any difficulties learning), teachers (what and how to teach, how to change pedagogy), and system-level decision makers (certification, success of schools in transforming lives, whether schools are giving value for money, and how education systems compare across countries). Dr. Hegarty pointed out that international comparative studies have made a huge contribution to teaching and learning. There are several reasons why countries use internationally comparable assessments: for curriculum reform; teacher guidance; teacher education; resource allocation; monitoring; to inform public debates; and for policy reform.

While the LMTF focuses on assessment, we must not lose sight of the fact that assessment on its own will get us nowhere, and we cannot put 21st century tests in 19th century schools. Future trends for education assessment include developing technical standards that are more explicit and more demanding; closer alignment between assessment and desired learning outcomes; better integration of assessment into teaching and learning; greater use of technology in assessment; and increased use of assessment evidence to inform policy and practice in education. Ultimately, the goal of assessments is to create an environment where children want to and do learn. This is not simply about teaching better, but rather about defining learning objectives and how to achieve those objectives.

Dr. Dzingai Mutumbuka, Chair of the Association for the Development of Education in Africa (ADEA) and Co-Chair of LMTF Learning Champions Working Group framed his speech by discussing education as an investment. It is typically assumed that an investment will yield profits and dividends. However, this is not always the case in education. In order for education to receive the necessary investment, the education community needs to get better at collecting evidence and communicating results. Dr. Mutumbuka asked, “Why would a finance minister invest in something that looks like a sinking ship?” However, it is difficult to know what to measure to have the greatest impact on policy and practice – inputs, outputs, and outcomes? The answer is all three. It is important to measure the outcomes and the student characteristics in order to paint a full picture of the learning situation and follow up with appropriate interventions and policy based on data.

Dr. Mutumbuka pointed out that sometimes education systems have too much data, and sometimes data are used inefficiently. For example, there is much attention and resources focused on examination results and certificates. What does this say about our values? Is it the certificate we want or the confidence that a student has been able to master learning? If we want to know that a student has mastered learning, we should measure it long before the end of the education cycle. This is why the Learning Champions work is so important, to rethink how learning is assessed and how we use data to make sure all children are in school and learning.

Day 2: February 5, 2015

Presentation: The Learning Champion Process

While a Learning Champion Framework has been created to help guide countries, the Learning Champions are the ones steering the process. In order to manage expectations, Learning Champion Working Group Co-Chair and CUE Non-Resident Senior Fellow Joshua Muskin presented an overview of the process and the responsibilities of both Learning Champions and LMTF members.

The first major objective he proposed is for each LC to identify which of the seven LMTF domains and measurement areas align best with national priorities. This includes the preparation phase, during which Learning Champions map out the partners that add value based on their knowledge or responsibilities in regards to assessment and learning in their country or region. With these partners, Learning Champions should next identify which domains respond most directly to the priority areas that they are trying to accomplish. This will inform the creation of a plan that is both manageable and likely to yield meaningful results. Once the plan has been developed, Learning Champions will be ready for the implementation phase of the process. During this time, Learning Champions will be asked to select and/or create learning assessment tools and strategies to implement those of the seven domains and measurement areas that they have selected. They can use tools that pre-exist in their countries and/or tools from other Learning Champions or technical partners that can be borrowed or adapted. While Learning Champions work to implement their plans, there should be continuous consultations and partnerships to provide technical support and exchange of lessons learned and best practices between Learning Champion representatives and LMTF members.

Dr. Muskin also described the principles of action research, which may be helpful for some Learning Champions in deciding how to proceed. The underlying principle here was that the design and experimentation of new assessment tools, or the adaptation and adoption of existing ones, promise greater results if informed in an iterative way following a process of practice – reflection – revision and, at the same time, if they benefit also from the expertise of teachers in the classroom. Dr. Muskin divided the action-research approach into four main steps:

I. Scope the Exercise

- What financial resources are needed? What financial resources are available?
- What activities and level of responsibilities are manageable?

- What support can partners provide?
- What options are there to build on existing initiatives and collaborate with partners on the ground?
- Are there enthusiastic laboratories - places where can you find a small number of schools/agencies in which to test?

II. Select and Create tools

- What tools exist in country – including those used by other actors and sectors (e.g. vocational training, adult literacy, agriculture, health) and what are their lessons from using these tools?
- What can other Learning Champions offer that can be adapted to individual contexts?
- What can LMTF and other actors share?
- What do you need to create and with who?

III. Implement

- What can you do realistically at the system level? (e.g. scope, geography, range of activities, strategic objectives)
- What can you do realistically at the school level?
- Where do you want to be on December 31 2015?
- What is your long term vision for your plan?

IV. Consult with Partners

- Choose schools as incubators.
- Identify classroom experts and then add in others – technical experts/ministries/universities/civil society/partners.

Panel Presentations: Technical Elements of Assessing Learning

Three successive panels permitted participants to explore in depth the key technical elements associated with assessing learning across the seven learning domains and seven measurement areas identified by the Task Force. Each panel began with a group of presenters sharing concrete experiences that illustrate one or a few dimensions of the respective topics. Following, participants divided into groups to bring their collective experiences, insights, and knowledge to bear to help bring greater clarity to their efforts to assess such skills back in their countries.

The panels were organized to help Learning Champions further investigate key technical areas and reflect upon their own plans.

4. Beyond Literacy and Numeracy – Research, tools, and networks have been created to support literacy and numeracy as vital aspects of learning. However, there still exist gaps in understanding and developing domains and indicators for the soft or non-cognitive skills. This panel was designed to help Learning Champions select appropriate domains to assess learning that are linked to the vision of their ministry and society in general and that go beyond the traditional domains of literacy and numeracy. The variety of experience on the panel provided a map of experiences and models in the Learning Champion countries and beyond that could be useful for planning and experimenting on how to design and implement measures.
5. Assessments Across the Universe – This panel was designed to help Learning Champions envision how to match assessments to mechanisms, to identify what assessments and tools exist, and to identify partners with experience /expertise.
6. Using assessment data – This panel was organized to help Learning Champions explore and identify use for data within their own context, to review content, and to understand how to plan, disseminate, and support the information collected.

Panel One: Beyond Literacy and Numeracy

Panel Description: A prominent contribution of LMTF has been to expand the nature of learning that requires assessment beyond the standard, “tried and true” measures of literacy and numeracy. This goal corresponds to an ever-growing global clamor for education systems to produce graduates with a rich and useful set of “21st Century Skills” (which notion also bears many other names). A prominent challenge is that there is, to date, relatively little experience and consensus on how best to conduct such assessment with accuracy and reliability, particularly in the education field. This is equally true of large-scale assessments of student populations as it is of individual students in the classroom.

This is the “nut” that LMTF is asking the Learning Champions to help “crack.” The panelists discussed efforts with which they have worked that aim to assess certain aspects of “non-cognitive” skills.

Panelist	Organization	Topic
Angelica Towne	Educate!	Infusing Entrepreneurship into Ugandan National Examinations
<p>Angelica Towne presented on the how Educate! worked with the Government of Uganda starting in 2012 to infuse entrepreneurship into the curriculum and assessment system. As the organization proposed the idea to the government, it faced a few constraints. These stipulations set forth by the government included that if entrepreneurship skills were to be added to the national examination they:</p> <ul style="list-style-type: none">○ There could not be any added costs○ The exam needed to be standardized and there would be no opportunity for pilot○ The measurement of competencies needed to be rigorous and reflect the look and feel of the current national exam. This meant no interactive ways of measuring. <p>The Educate! team first worked on adapting the national examination by changing the abstract essay questions to reflect practical experience from “real” life. Whereas in the old exam students had to explain the five parts of a generic plan, the new examination asked them to detail the five parts of their own business plan. By personalizing the exam, there was a shift in incentives as well as in understanding and perceptions. The organization also worked on changing close-ended questions into questions that were based on analysis and critical thinking. They changed references from imaginary situations to those references based on real life situations to help students utilize their own learning.</p> <p>After adapting the examination, the team took the opportunity to visit Pratham and the ASER program to learn more about their classroom level tools designed for teachers and that use the data generated to inform national policy. This helped the Educate! team develop ten minute student surveys to help its own staff and school principals measure locally validated measures on soft and hard skills (e.g. budgeting, business planning, self-efficacy, grit, teamwork, and social responsibility). In addition, a secondary skills assessment tool was created that helps teacher plot simple student data on a graph band then provides a point of action to follow up on.</p> <p>Educate! also works on tying school-based education to life outcomes. While focusing on learning is very good, they believe that there is a need to validate that the learning is changing life after school. Educate! stresses the importance of understanding how students will use what they learn after they leave school and therefore provide concrete indicators and</p>		

<p>strategies by which to hold schools accountable for life outcomes. There are simple questions that can be asked and these answers are readily available. These include:</p> <ul style="list-style-type: none"> • How many continue education? • How many students have taken steps to get out of poverty? • How many students are employable? (as measured by internships) • How many students have started a business or small project? • How many students demonstrate leadership? 		
Miguel Godoy	Bogota Secretary of Education	Assessing Citizenship and Civic Skills in Bogota
<p>Miguel Godoy presented the work that is being done around citizenship and civic skills in Bogota, Colombia. Currently in Bogota, schools function on a shift schedule, with only six hours of schooling in public school versus eight hours in private schools. While data from assessments like the national SABER assessment have shown improvement in both public and private, results have been more favorable in private schools, with up to a 30 point difference between the two types of schooling.</p> <p>In recent years, there has been an effort to increase the education budget to 1.4 billion – of which 60 percent is contribution from the City of Bogota. The majority of the money has been focused on improvements in traditional areas such as math and science. In order to change the current situation of low quality education, efforts in Bogota are being made to switch from guaranteed rights to education to rights with quality. For education, quality is regarded as the integral learning for a good life and the ability to achieve academic excellence, analytical skills, citizenship, etc. In order to recognize the significance of new learning domains, the city has added more hours to the school day and, more opportunities to evaluate the system beyond cognitive areas and the school context. Furthermore, the city will explore links in education between the public and private spheres. Specifically, efforts are being made to include physical well-being and the arts in the school program. To provide more hours, the city has established centers with different learning options (e.g. arts, music, and sports) and are working to incorporate these learning options into the curriculum. Going beyond traditional spaces of learning, the city is capitalizing on its public infrastructure including museums and libraries. Currently there are over 200,000 participants in the project.</p> <p>In order to ensure that a broader range of skills are being measured, three new evaluations have been created; one for each citizenship skills (a written assessment), arts and citizenships (an observational test) and physical fitness and citizenship (an observational assessment). The goal is to administer these assessments to 60,000 9th grade students. The Bogota education authority has also developed surveys to evaluate school's social climate, which instruments include questions on demographics as well as the presence of gangs, drugs, and aggressiveness in the school setting. Observational assessments are made during recreational activities and artistic performances like dance, theater, and music. In addition, the City is conducting a longitudinal study with the help of OECD on the context, skills, and progress of students participating in such extra-curricular programs with a particular focus on social and emotional skills. These measures include such aspects as how they manage emotions, work with others, and achieve success.</p>		
Annie Kidder	People for Education	The Impact of School Climate on Learning
<p>Annie Kidder presented on the work that People for Education are doing in Ontario around the impact of school climate on learning. To begin, Annie discussed how the seven LMTF domains are interconnected and that there is not one domain that is more important than other. For example while reading and writing are important, it is not more important than one's physical well-being, the deep understand of and capacity for citizenship, as well as strong social and</p>		

emotional (SEL) skills. All of these skills together prepare children for life and work. The tendency to look at SEL as something “soft” or extra diminishes the value. For example, SEL is a focus of most Early Childhood Education programs where skills have been identified and tools have been created to measure up until age six, where in the importance of SEL begins to fade. As such, People for Education are currently working on two different areas to develop a set of measures that are educationally useful, publically understandable and that reflect that broad skills are needed. People for Education are focused on developing a new way of thinking of as currently the branding problem around the terms “non-cognitive” and “soft skills” are making them less acceptable by teachers and the public.

The first work stream focuses on the technical level of defining standards and creating measures, as measurement is critical factor that drives funding, policy, and public importance. Experts are looking at are exploring and analyzing five domains of learning: citizenship, creativity and innovation, physical and mental health, social & emotional well-being, and learning environment. This entails writing and distilling whether it is possible to find consensus on definitions, why these domains are important for life outcomes, and what kind of measurement tools are being are currently being used to assess learning within these items. After this exercise, the experts will look at standards, first by finding a common language to define things that go inside the domains. A draft set of standards is created will then be piloted in 12 schools, followed by measures developed by a measurement committee. The second work stream focuses on the public mindset as the public has come to believe that reading and writing are the most important skills for children. People for Education works with thought leaders, civil society organizations, parents, government, businesses, and the media to help change the story and promote these five domains as real skills that every child needs.

Kate Anderson & Joyce Kinyanjui	Center for Universal Education/ Women Education Researchers of Kenya (WERK)	Measuring Global Citizenship & Readiness to Learn
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Two panelists were invited to speak about the progress of LMTF and partner organizations on developing tools and indicators to measure Global Citizenship Education and Readiness to Learn. The first panelist, Kate Anderson, focused on the indicator development work that has been initiated by Learning Metrics Task Force member organizations. The Readiness to Learn Indicator focuses on Early Childhood at the age of school entry, a key education milestone that provides data on both how to improve both early childhood development (ECD) programs as well as how teachers can help jumpstart the educational career of a child. There are quite a few tools used at the national level and some that look across countries, including global tools, household surveys, and regional assessments that have been synthesized into a framework to see what exists and if there are some commonalities.

The Measuring Early Learning Quality Outcomes Project (MELQO) is a collaboration between UNESCO, UNICEF, the World Bank, and the Center for Universal Education. The project is developing open-source, freely available measures on children’s readiness to learn and the quality of early childhood environments and guidelines on how countries can use these tools effectively. The mandate from LMTF was very useful for a technical advisory group that convened last year to develop a new framework for child development learning; the group then infused new research and generated new domains for measurement for early learning. The framework includes some LMTF domains such as social emotional development, pre-literacy and pre-numeracy skills, and “domain general” skills such as executive functioning, approaches to learning, and self-regulation. The guidelines and tools will be field tested in Kenya, Sudan and Lao People's Democratic Republic and other countries throughout 2015.

A group of LMTF partners is also working on further developing tools and strategies for the Citizen of the World measurement area, which looks to measure Global Citizenship skills. Under LMTF 1.0, the need to work to define construct was identified, and since then a working group has been put together convened by CUE, UNESCO, and the UN Secretary General's Youth Advocacy Group (YAG). The working group is looking across the seven domains for youth and the post primary age group to identify the most common elements of global citizenship. To date, a preliminary list of competencies has been identified and now the group will be working through consultations, including among youth, to determine their relevancies and options for measurement. The group will develop a preliminary set of recommendations in May 2015 for consultation and a final report in December 2015.

Joyce Kinyanjui from WERK presented on the study they are currently conducting on value-based education in Kenya. The study began by looking at what the Learning Metrics Task Force had developed on with Global Citizenship Education and examining core competencies, options for measurement, and possibilities for integration of GCE into curricula and instruction practices. The purpose of the research is to better understand value-based education in Kenya and to present the findings to the government and other actors.

The first step was to look at the universal values from various global documents and the Kenyan constitution. A list of values was drawn from these documents including human dignity, equity, and sustainable development. The conceptual framework was then designed to reflect the whole school approach – looking at the international, community, family and school level as well as any “hidden curriculum.” A key question centered on conceptual clarity – what values are important and how are they being transmitted? The study then examined policy documents, textbooks, interviews, and case studies to look at the most effective teaching and learning methods for teaching values. Five survey tools were used: case studies, guides for observations, focus group discussions, and field documents. The findings showed that the most commonly taught values are respect, sharing, and fairness. The group then looked at other influences on values including school assemblies and the arts.

Panel Two: Assessments across the Education Universe

Panel Description: Learning assessment occurs across all levels of the education universe and, as such, represents wide diversity in the purposes, targets, implementers, protocols, and substance of measurement. At one extreme of the universe are global assessment regimes, exemplified by international tests such as PISA, TIMSS, and PIRLS and, by sub-regional initiatives such as SACMEQ (Africa), LLECE (Latin America), and PASEC (French-speaking countries). In the middle, or thereabouts, are national and sub-national assessment programs (governmental and non-public) which link to the national curriculum and other specific education aims (e.g. college entry). At the other extreme is the range of formative and summative assessments conducted by schools and teachers.

The Learning Champion initiative aspires to influencing practice and the utility of assessment at all these levels, and also to demonstrate how these might be complementary and even interact. The aim of the panel is to review the nature of different learning assessment protocols along this spectrum to explore their relation to the respective countries and to the LMTF tasks of the Learning Champion members. Please note, prominent in the prevailing debate about “Learning Assessment,” whether globally or locally, is the aim of improving learning. How does each of these distinct protocols serve this goal; or not?

Panelist	Organization	Topic
Maki Hayashikawa &	UNESCO & UNESCO Institute for Statistics	Documenting Assessment Experiences and Developing Global Indicators for Monitoring

Maya Prince		Learning Outcomes
<p>Maki Hayashikawa presented an overview of the EFA process to date and the steps leading to September 2015 when the Sustainable Development Goals are defined. The EFA steering committee is guiding and advising the process of defining the education agenda. A joint proposal of the EFA Steering Committee led to Muscat Agreement in May 2014. The Technical Advisory Group on indicators was then set up under the EFA Steering Committee to support the process of crafting measureable target proposals and to provide recommendations for global and thematic indicators. After a public consultation on its initial proposal from December 2014 to January 2015, the TAG will use the consultation results to revise its proposal for presentation at the World Education Forum in May 2015.</p> <p>Maya Prince discussed the EFA Technical Advisory Group's proposal for global and thematic indicators. Drawing on the targets and means of implementation proposed by the Open Working Group process, the TAG identified potential indicators according to four criteria: relevance, availability, constructs validity, and comparability.</p> <p>She then presented the UIS Catalogue of Learning Assessments, which compiles information on public examinations, national and international assessments that countries are administering to monitor learning levels of their student populations. Data includes information on assessment purpose, stakeholders involved, sampling, test format, use of assessment, approaches to data analysis, and dissemination. Data from the catalogue will also be used to develop global indicators for monitoring learning outcomes measurements and their characteristics. The catalogue will be launched in March 2015 and will be updated periodically.</p> <p>She ended by presenting an initiative to support countries and national/regional assessment programs to develop and validate common learning metrics for reading and mathematics.</p>		
Emmanuel Muvunyi	Rwanda Education Board, Ministry of Education	Learning Achievement in Rwandan Schools (LARS)
<p>Emmanuel Muvunyi presented on the Learning Achievement in Rwandan Schools (LARS). Over the next few years, the national planning and education sector plans in Rwanda will focus on improving the quality of education. The government is reviewing the national curriculum and is working on shifting from a knowledge-based curriculum to a competency-based curriculum with a child-centered focus. The Ministry of Education is also working on understanding how to reform assessments in order to align with the new curriculum and learning objectives. The new curriculum will be launched in 2015 with the aim of harmonization between the curriculum, assessments, teacher professional development, and learning materials.</p> <p>One strategy of the Ministry to improve the quality of learning is through the development of the Learning Achievement in Rwandan Schools (LARS) Assessment. In 2011, Rwanda started the LARS as a pilot with a sample of 2114 schools to provide a picture of whether learning was happening in classrooms. A second round of LARS started last year, increasing the scope to 9,000 pupils nationwide. The Rwandan Education Board has a department dedicated to the LARS as well as other assessments. As assessments are being reviewed, a curriculum and assessment policy is simultaneously being developed. The policy will go beyond national examinations and LARS and include five strands that cover a range of examinations (classroom, school, district, LARS, national, etc.) and that align with the national curriculum. The LARS also includes socio-economic aspects of students and communities to address the need for a home-grown assessment tool that supports the design of test items and administration of</p>		

assessments based on the context. At the same time, there are several challenges with a home-grown learning assessment, including capacity and the need for full ownership of everyone involved. As such, a range of players need to have capacity to develop, administer, and analyze the assessments. There also needs to be enough resources so that all schools have the support and political will to acknowledge the data collected and released from the results.		
Mohamad Matar	The Palestinian Commission for Mathematics (RAFA'H)	The Palestinian Experience: Engagement in National & International Assessments
<p>Mohamad Matar discussed the national and international assessments administered in Palestine. Palestine engages in both international and national assessments for several reasons:</p> <ul style="list-style-type: none"> ○ International findings are used to validate national ones ○ Comparison levels are different in both ○ Donors are wanting to know more than national findings ○ TIMSS and National Assessment Tests (NATs) used to complement each other <p>The first national assessment in Palestine was administered in 1998. Prior to 1998, there was only one math assessment at the end of general education that was used as the placement exam for university. The results of the national tests were shocking, as previous school assessments had indicated high levels of learning. However, the data from the NATs showed that only a 16-17 percent success rate for grade six students. In 2003, there was an eagerness in Palestine to be a part of TIMSS. The results ranked Palestine as third in achievement in the Arab region out of the nine nations that participated. During the time of the Intifada uprising in 2007, results in the TIMSS declined dramatically, yet Palestine was able to see great success between 2007 and 2011.</p> <p>The national assessment needed to align with the new national curriculum that was being developed, as previously, Palestinian classrooms used the Jordanian or Egyptian curricula. It was important to understand the real indicators needed at the different grade and subject levels. In 2008, the national curriculum was finished and the first national assessment measuring skills and objectives was administered. Palestine is currently using the data from the assessments to help with curriculum reform, develop teacher training programs, redefine strategies for pedagogy and assessments, and create school-based development interventions that can help compare school's result with national results. In addition, the data are being used to evaluate education program interventions. The data sets are best realized when analysis helps teachers understand how students learn, identifies comparative strengths in students' knowledge, helps monitor student progress, and determines what affects student learning.</p>		
Joseph Karuga	Kenyan Primary School Head Teachers Association	Assessments in Kenya
<p>Joseph Karuga presented the perspective of the Kenyan Primary School Head Teachers Association (KEPSHA) on assessments in Kenya. KEPSHA was started in 2003 with the main objective of fostering educational development for primary school head teachers by engaging them in sound professional school management principles and maximizing the use of available human and material resources in order to achieve Kenya's national educational goals as outlined in the Kenya Vision 2030. KEPSHA believes that all of the pieces contributing to sound classroom assessment instruments and practices are built on a foundation of the following five keys to quality:</p>		

1. They are designed to serve the specific information needs of intended user(s).
2. They are based on clearly articulated and appropriate achievement targets.
3. They accurately measure student achievement.
4. They yield results that are effectively communicated to their intended users.
5. They involve students in self-assessment, goal setting, tracking, reflecting on, and sharing their learning.

As assessments and testing, especially examinations, are given a lot of weight in Kenya, they make it possible to manufacture who could pass and learn. However, examinations that are testing the lower-order thinking skills that emphasize knowledge-based results. This does not align with the conversations being had around quality education, quality in education, and whether or not children are learning competencies. For Kenya, it is important to try to look at areas that can be influenced and ensure the proper policies are in place.

Panel Three: Using Assessment Implementation and Results to Inform Policy and Practice

Panel Description: The unequivocal aim of student learning assessment is to improve students' learning. However, different assessment protocols contribute to this aim in a vastly wide array of different ways. So too do the different assessment types, which may be distinguished most fundamentally along three lines: (i) assessment of learning, or summative; (ii) assessment for learning, or formative; and (iii) assessment as learning, or pedagogic². At the bottom of the education pyramid, assessment most affects a teacher's instruction and other efforts (at school, at home and elsewhere) to bolster each student's learning. Moving up the pyramid, assessment results aim to inform the full range of system policies, decisions, and actions. These pertain to such factors as resource allocation, curriculum, human resources, teacher training, textbooks and other materials, facilities, and more. It even affects assessment. In the end, all of these other decisions and actions only truly affect student learning to the extent that they serve to strengthen the quality of instruction and learning in the classroom and in other settings where students engage with the content and objectives of their lessons.

The Learning Champion members are concerned by all aspects of this hodgepodge of aims and decisions. The education challenges and aspirations of every country are unique. Even if they share much in common with other countries, the context, the set of actors and institutions, and the aspirations of each demand an independent reflection, design, and implementation to move forward. As such, the aim of the panel is to illuminate for the Learning Champions what forms learning assessment strategies and data might take to help them meet their respective and shared ambitions, challenges, and opportunities of improving student learning.

Panelist	Organization	Topic
Saba Saeed Usha Rane	Idara-e-Taleem-o-Aagahi (ITA) and Pratham	Impacts of ASER on Classroom Practice and Community Decisions around Schools
Saba Saeed presented on the Annual Status of Education Report (ASER) and how it impacts classroom practices both globally and in Pakistan. ASER, the largest household-based assessment, leverages the citizens' response to the learning challenge. It is inclusive, especially in countries where not all children are in school. The guiding principles of ASER are: to use rigorous sampling methodologies; to be led by citizen groups; to produce representative samples at national and sub-national levels; to design tools that are simple; and to promote government, parent, community, and citizen action to influence education policy and practice from the ground-up.		

² - See Ministry of Education, Ontario (2010), "Growing Success: Assessment, evaluation and reporting in Ontario Schools, for Grades 1-12" (<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf> – 8Jan2015).

ASER is informing a social movement for learning including Right to Education (RTE), Children's Literature Festival (CLF), and Chalo Barho Parho (CPB). ASER provides large-scale datasets for research and policy communities and influences actions at not only the local levels, but national and global agendas as well. ASER has been cited in many key government documents including the Economic Survey 2011 and 2013, the Education Sector Plan in Balochistan and the Roadmap to Reform Education Program in Punjab. ASER has also been cited in the EFA Global Monitoring Report in 2013 and 2014.

In regards to Pakistan, the ASER Pakistan results in 2014 showed that 21% of children are still out of school and among these, 11 percent are girls. Almost half of children at grade 5 are not performing at a grade 2 or 3 level. The impact of ASER is that it provides large scale data sets that help influence actions in village, district, and national levels.

Usha Rane followed with more details into the reasoning behind creating a household survey. In 2005, ASER was created to address the fact that no one was checking learning levels and that all children were passing up to grade 8 regardless of whether or not they were learning. The READ India project directly teaches children and is focused on reading levels rather than grade level. The two-year program goes beyond basic skills into high order skills, including learning and reading comprehension.

The ASER tools are used directly in Pratham's Read India program. Field experience has demonstrated that teaching from the grade level textbook may not be appropriate for all children and that children need to be taught as per their competency level. As such the program uses a three part model of testing-teaching-learning:

- Baseline of children's learning levels in reading and math is conducted to identify the problem. The baseline helps teachers' group children according to their learning levels for teaching activities.
- Teaching and learning materials and activities are designed for each level (rather than for the grade). This facilitates accelerated learning.
- Children learn on their own and from their peers in the group, acquiring basic skills of reading and math quickly so that further progress can be made on the foundations that are built. The assessment tool is used to track progress of children.

Typically, Pratham works with governments officials to "see" the problem in learning through discussing the results of the assessments and formulating future strategies. They also help officials with modifying instructional practices (such as grouping) as well as existing teaching learning materials and assessment tools to teach by level/competency rather than by grade. Pratham provides training government officials and school teachers via demonstrations of teaching and "practice teaching". This includes basic learning as well as higher levels for building comprehension.

Mercedes Miguel	Secretary of Education, Buenos Aires	Using the LMTF Domains across the Curriculum in Buenos Aires
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Mercedes Miguel discussed the use of the all seven LMTF Domains across the curriculum in Buenos Aires. In Buenos Aires, they realized that they were funding a system that was not teaching students the competencies they needed in the 21st Century and that they needed a reform. They started showing international, national, and local data to government officials, parents, teachers, and communities to explain why they needed to reform not only the curriculum but also the way in which to measure if children are learning. The City of Buenos

<p>Aires has produced reports for schools with all the data so that every school can read how their students are doing and what their position is among other schools in the city and in Argentina.</p> <p>With reform, students are the main actors, but teachers are the biggest advocates. When talking about learning, students are the focus and need to be at the center of the discussion. This has helped Buenos Aires develop a teaching and learning framework that measures all seven domains. The City of Buenos Aires took the LMTF initial seven domains and through more than 300 consultations with teachers, parents, and school administrators, developed the “Nueva Escuela Secundaria 2020” framework which adapts the LMTF framework to include eight domains for secondary school: communication; critical thinking, initiative, and creativity; analysis and comprehension of information; resolution of problems and conflicts; social interaction and collaborative work; responsible citizenship; appreciation of the arts; and autonomous learning and personal development. Now the focus is on training teachers on the curriculum and developing suitable measures. The measurement is not just about creating hard data but taking a personal look at student outcomes.</p>		
Suzanne Grant Lewis & Estelle Zadra	International Institute for Education Planning (IIEP)	Planning for Improved Learning – The IEEP Plan4Learning Portal
<p>Sue Grant-Lewis and Estelle Zadra presented on the recently launched Plan4Learning Portal. The portal is a new online resource on planning for learning hosted at the UNESCO Institute for Education Planning (IIEP). The portal is designed to help member states manage, plan and strengthen education systems. The portal is IIEP’s response to inform planning and policy on learning and provides numerous resources for those trying to make decisions on policies that affect learning outcomes. The portal helps make sense of the many options for improving learning by providing a single window for comprehensive, up-to-date information on issues in primary and secondary education. The Plan4Learning Portal also helps ministries and planning departments access existing information from around the world on improving policy and practice.</p> <p>Through the portal, there is access to 950 resources including reports, policy briefs, official comments, donor strategies, and academic articles. There is also a glossary on the portal. Plan4Learning is offered in English and French and will soon be offered in Spanish and hopefully other languages as well. The portal is organized under four main banners: what is learning; improved learning; tools for planners; and monitor learning.</p> <p>The Plan4Learning Portal is meant to be a collaborative platform where users can participate in forums to exchange ideas, contribute to news reports and raise the visibility of projects, participate in controversies and debates, and express opinions by contributing to the blog.</p>		
Hon. Julia Gillard	Center for Universal Education & Global Partnership for Education	Australian MySchool Platform and the Potential for a Global MySchool
<p>Honorable Julia Gillard discussed Australia’s experience with education data transparency using the Australian MySchool Platform. The platform responded to Australia’s desire to see how data could inform children’s learning and government practices. As a result of Australia’s previous system where children who were poorer, non-English speaking, indigenous, or with disabilities were attending schools with lower resources and subsequently lower quality, the government decided to examine who should be held accountable for quality and who needed</p>		

to take on the responsibility to improve quality. Several questions surfaced about whether the issue was around funding or the fact that not all children were being taught equally. Every school, whether government or non-governmental receives some government funding, although non-government schools receive more overall funding than their government school counterparts due to additional fees or fundraising. However, without more information, it was difficult to understand the source of the problem and potential solutions.

In Australia, one day a year is allotted for the national testing of grades 3, 5, 7, and 9. Results for all grades are given on a banded scale with ten levels across these grade levels. This allows for comparisons of cohorts over time. Every parent receives a report card on how their child performs on the test against the national average. The rest of the information that generated from the test was previously not used or disseminated widely.

The MySchool Platform was designed to analyze these learning data along with data on student demographics. MySchool includes an index of family income, highest education attained by parents, whether or not English was the child's first language, if the child was indigenous, etc. The first version of MySchool included literacy and numeracy results of all schools and an index that allowed parents and schools to compare similar groups of students (similar characteristics or demographics). The government did not want to present the information in league tables, as parents did not need a new data set to tell them that the most advantaged students are doing better than those children who are disadvantaged. Parents and schools needed more information on the performance and characteristics of every student school by school.

The issue of how to hold governments accountable, in particular with financing, was missing from the first release of the MySchool platform. The platform now includes the amount of funding provided by the government to each school and the amount of money that non-government schools raise through fees and fundraising. This allows parents and schools to see whether lower achievement is related to funding levels. This kind of transparency influences not only policy change, but learning change as well. In addition, it enables principles to create clusters and networks to focus on similar issues. For example, schools teaching predominantly indigenous students have come together to share strategies to improving learning for all students.

Panel: International Platform for Assessing Learning (IPAL)

Dr. Jean-Marc Bernard of the Global Partnership for Education presented, followed by comments from Chris Berry of DfiD, Fidelis Nakhulo of Kenya MOEST, and Cecilia Sakala of Zambia MOE. A concept note was shared with participants in advance of the panel.

At the international level, there is a lack of data and effective use of evidence to inform better policies and monitoring to help improve learning. As a result, the LMTF concluded that quality assessment systems are critical to improving learning, but are often out-of-reach of low-income countries, and so must be supported by the international community as a public good. As one of the five key results under LMTF 2.0, the Task Force is focused on exploring and supporting the idea of assessments as a public good. Over the last year, Task Force members have been deliberating on ways to better understand how learning data could be supported as a global public interest.

The development of the concept is still in consultation phase. Through the consultations, guiding principles for assessment as a public good have been identified including:

- The process should be country-driven;

- There should be free access to learning assessment tools;
- The poorest countries should be a priority;
- There should be a partnership approach – instead of aiming to develop a new system, countries should work with existing or new partners as appropriate;
- Regional and international cooperation are critical; and
- Transparency should be a hallmark– if we want to have a good dialogue we need to have good data to use.

As a result of several discussions, the Learning Metrics Task Force has recently given rise to the concept of an international platform for assessing learning. The main purpose of the International Platform for Assessing Learning (IPAL) would be to help countries to improve learning through the implementation and analysis of learning assessments and the use of their results to inform policy. Taking a partnership approach, this platform would focus on building national capacity for assessment activities and using an equity lens. It would also play a convening role among regional and international assessments, supporting their country level work and promoting the comparability of measures. Through an emphasis on transparency, this platform would increase the availability of data on learning outcomes at both the country and global levels. It would prioritize low- and middle-income countries for financial support for diagnosing national assessment systems, as well as for their design, implementation, and policy use, with an emphasis on national ownership.

Over the last several months, feedback from various stakeholders has been central to developing the concept of the international platform. From past consultations by GPE, feedback included:

- More emphasis on the convening role and partnership approach is needed.
- Increase the focus on closing the feedback loop to the classroom through use of analysis and policy while being clear about the system-level scope of this platform.
- Build momentum around the initiative.

Three panelists weighed in on the current International Platform for Assessing Learning concept: Cecilia Sakala (MoE Zambia), Fidelis Nakhulo (MOEST Kenya), and Chris Berry (DfiD). The panelists acknowledged that developing countries stand to benefit from the platform, as it is an opportunity to network, possibly a place where different countries can showcase their tools and get feedback on them, and a way to support countries in the analysis, use, and communication of learning data. In addition, the platform should plan to invest in all departments of ministries of education, not only in the departments responsible for student assessment, in order to enhance sustainability and to acknowledge and build upon the work that already exists. The platform could also be an opportunity to strengthen or improve the information and communications technology (ICT) architecture and a way to manage knowledge more effectively and efficiently. The panelists also voiced potential challenges, including the ability to sustain the benefits of such an initiative, especially given the costs associated with tool development and implementation as well as the polarized political situations that tend to exist within some ministries. In addition, the panelists expressed concern about the lack of emphasis on how teachers could potentially benefit from such a platform, and about the challenge of designing assessments that cut across different sociocultural sectors within a country. Lastly, the panelists discussed the need to push the initiative forward quickly as the Sustainable Development Goals will be established in September 2015 and there is potential to lose momentum or for the initiative to get lost in the many other initiatives, which will come out of these deliberations.

Afterwards, the floor was opened up to a larger discussion. Participants requested more clarity on how IPAL fit in with the Learning Champion process and whether or not the initiative would focus on primarily GPE countries. While the technical resources for IPAL would likely be accessible to all countries, presenters explained that financing will focus primarily on low-income countries. There were some concerns that if the IPAL did not provide resources for collecting contextual data, it would contribute to the creation and promotion of more league tables, which would not necessarily, improve the global data situation. Participants also wanted more clarity

around how the platform would address issues of corruption within the government and how countries could ensure the integrity of assessments. Improving the interface between the technical and policy levels was discussed, with emphasis on identifying the issues, challenges, opportunities, and communications needed to support good assessment practices. The group also discussed the need to unpack the technical reports into an accessible dialogue for policy makers in order to bridge the gap between research and policy. This also includes the need to better understand the role of civil society in learning assessment, for example the citizen-led assessments like ASER and Uwezo, where organizations are trying to create innovative approaches for transferring information into action.

Over the next few months, the IPAL working group, convened by GPE, will update the concept note with inputs from the panel and forum participants. The revised concept note will be shared with the Task Force as soon as possible.

Fish Bowl Session: Closing the Gap between Technical Experts and Policymakers

A “fish bowl” session was designed in order to provide space to build richer discussion on previous sessions and for individuals to pose questions and topics of choice. Anyone wishing to speak moved to the center of the room and the discussion rotated among the participants with the additional participants sitting in a circle around them. Seamus Hegarty posed the question to the group for discussion: *What are the issues, challenges, opportunities, and communications between the technical and policy level? What is the interface between the two levels?*

The following is a summary of some key themes that evolved from the discussion:

While good assessments and assessment practices exist, there is still an issue of capacity. Most people involved at the policy level do not have technical expertise, yet the reports produced from assessments require a high technical capacity. Policy makers need to be provided with reports and data that are easy to decipher and easy to use in political discussions. In order to support policy makers, it is important for the technical person to put themselves in the context of those the policy will support. Civil society can play a role of bridging the gap between policymakers and technical experts, helping to translate the information from the assessment in a digestible and actionable way. Evidence-based policy making is vital, and therefore policy makers need to be able to relate to the data from technical assessments. Approaches to reform and other projects should be based on results in order to maintain accountability. Organizations like the Inter-American Development Bank have a framework in order to help guide policy recommendations and are a useful communication tool to bridge the gap between technical experts and policy makers.

In Korea, they use data to help inform policies for the education system and try to make resources and information available for policymakers. On an annual basis, Korea assesses the strengths of their education system, with the main purpose of ensuring accountability. The goal is not to find schools that are underperforming and punish, but rather to find the strengths of the schools and identify those who need help. The government then will provide extra help to those schools and on an annual basis see if the policies developed are working.

In addition, changes in government administrations have an impact on programs that have been established. Often times with a new administration, changes are made not only to staff but as well as to the vision of the education system, which does not allow for continuity or sustainability of knowledge and capacity. Hewlett is working with citizen-led assessments and innovative approaches to transfer the information into action so the dialogue can be sustained even with a change in government.

In India, there are thirty-one states with multiple systems in place to track education quality. Even if the government changes, the data and the systems help ensure that schools are able to track the progress of their students. In Bhutan, every child and student receive a report of the strengths and weaknesses in their school. The

data from these school reports go into an education management system so that it can be collated for others to use. However, capacity is still needed to guide both technical experts and policy makers on how to use the data.

Day 3: February 6, 2015

Gallery Walk: Distinctive Features of Learning Champion Work and Support Needed

The final day of the forum opened with a Gallery Walk. Learning Champion representatives had the opportunity to showcase the distinctive features of their Learning Champion work, anticipated next steps post-Kigali, and support needed to fulfill their plans of action. These were the preliminary ideas from the forum participants, which would then be taken back to the constituencies in their countries for further deliberation. Task Force members took the opportunity to interact with Learning Champion representatives and identify resources that might be most useful in supporting the process.

The following is a summary of the gallery walk:

Learning Champion	What are the distinctive features of your Learning Champions work?	Support Needed
Zambia	<ul style="list-style-type: none"> - We will review the National Assessment System (NAS) tools to enhance the current domains and add new domains. - We will conduct a skills audit to facilitate capacity building around assessments. - We will review model for NAS data dissemination including stakeholder involvement. 	<ul style="list-style-type: none"> - We need technical assistance in deeper interrogation of data and re-packaging for specific audiences to improve practice. - We would like a space for Learning Champions to share lessons learned and best practices.
Sudan	<ul style="list-style-type: none"> - We are piloting EGRA and EGMA for grade three, followed by scaling up for the country. - We will prepare a plan and committee to help measure Science + Technology for grade 7. 	<ul style="list-style-type: none"> - The technical team needs support in designing tools, sample selection, analysis, administration of tests, and teacher training. - We want to work with other Learning Champions to hear their experiences with measuring Science and Technology. - Need technical and financial support and opportunity to share information across countries.
Kenya	<ul style="list-style-type: none"> - We have successfully launched LMTF and LC process. - We have convened stakeholders involved in assessment of education at school level. - We have developed some tools on early childhood/school readiness and school monitoring which we hope to roll out soon. - We plan to harmonize existing tools used by various players to come up with a standard test. - We would like to conduct a meta-analysis of existing data on learning outcomes. 	<ul style="list-style-type: none"> - We need financial support to help roll out tools and bring players together for harmonization. - We need technical support for tools on value-based education. - We need support to help strengthen our national assessment center. - We would like to have a space to share best practices with all champions for synergy. - Need support in conducting action research on assessments.
Buenos Aires-	<ul style="list-style-type: none"> - We are focusing on physical well-being, arts, ICT (Plan Sarmiento + ICiLS), and 	<ul style="list-style-type: none"> - We need support in skills performance based assessments.

Argentina	<p>entrepreneurship.</p> <ul style="list-style-type: none"> - We are also focusing on Civics, in particular global citizenship education. - We have launched creativity inside curriculum and the next steps is to start tracking by grades and subject: <ul style="list-style-type: none"> o Numeracy o Literacy o Science o ESL 	<ul style="list-style-type: none"> - We need support with easy measurement of learning values.
Botswana	<ul style="list-style-type: none"> - We will focus on developing and conducting national assessments. 	<ul style="list-style-type: none"> - We would like to connect with others already with national assessment and need technical support on methodologies. - In general need technical and financial support.
Tunisia	<ul style="list-style-type: none"> - We are working on the implementation of EGRA and EGMA. - We want to conduct survey on readiness to learn. 	<ul style="list-style-type: none"> - We need technical and political/advocacy support.
Senegal	<ul style="list-style-type: none"> - We will finalize the assessment mapping spreadsheet. - We will work on the development of instruments, an item bank, and portfolios. - We will work on developing observation tools to use to diagnose what is going on the classroom, which is where most of the challenges happen. - We need to conduct training with teachers- so they can focus of learning outcomes/objectives and observe in class to see what to do to achieve these. - Need to develop remediation strategies to help children improve. - We will pilot our strategies in in ten schools. - We will work on the assessment at the local administrative level, with a focus on formative assessments. - We will collaborate with the ministry and mobilize civil society. 	<ul style="list-style-type: none"> - We need support in the development of tools for continuous/ formative assessment <ul style="list-style-type: none"> o Literacy o Numeracy o Science/tech o Trig + cognitive - We would like the opportunity to exchange ideas on the process/steps - We would like coordination and communication that is more regular.
Ethiopia	<ul style="list-style-type: none"> - We plan to train teachers on the implementation of continuous assessment. - We will explore and use international best practices in the development of training material. - We plan to share our experiences with other learning champions. - We will introduce the seven domains of LMTF to the National Learning Assessment (NLA). 	<ul style="list-style-type: none"> - We need financial support to deliver cascade training of teachers.
Bogota-Colombia	<ul style="list-style-type: none"> - We have designed new test that includes art, physical fitness test, citizenship capabilities. 	<ul style="list-style-type: none"> - We want to share our experience with others. - We would like to receive feedback

	<ul style="list-style-type: none"> - We have designed projects to offer more hours of education to students 	<p>from other LCs and technical partners in LMTF.</p>
Nepal	<ul style="list-style-type: none"> - We will conduct an analysis of National Curriculum relative to seven domains and national achievement and identify the gaps. - We will develop tools to address the gap and pilot in one district. 	<ul style="list-style-type: none"> - We want to be able to share with other scholars and Learning Champions. - We would like capacity development opportunities and technical and financial support.
Palestine	<ul style="list-style-type: none"> - We will implement TIMSS numeracy for 4th graders— sample-based. - We will pilot Readiness to Learn Assessment in 10-15 kindergartens (social + emotional + communication skills included). - We want to pilot an IT-literacy Assessment in 10 SSP (school support projects) using tools from other LCs. - We want to include as we can of the LMTF domains in the new math and science curricula. 	<ul style="list-style-type: none"> - We need training on how to further analyze TIMSS data sets. - We would like to be able to review available tools from other LCs on readiness to learn. - We need capacity building on how to administer the assessments and how to analyze the data - Need support in adapting tools to fit the national context and implement the assessment. - We need support to conduct a national advocacy campaign to “market” the idea.
Pakistan	<ul style="list-style-type: none"> - We have assigned thematic areas to each province that reflects the seven domains. - Each province will submit the first draft of assessment tools by May 15, 2015. - We are working on developing ECE assessment tools in all seven domains and for grades 1-8. Four domains have been selected. - The review of tools will be completed by 3rd week of May. Final draft of tools will be piloted by end of May 2015 (on small scale). - We will discuss and finalize sampling for testing of tools in our third National stakeholder forum scheduled to be held by mid of April (tentatively). 	<ul style="list-style-type: none"> - We are interested in assessments of value-based classroom education. - We are interested in assessment of value based curriculum revisions, improving teachers’ training, and revision of textbooks by including critical thinking contents.
Ontario-Canada	<ul style="list-style-type: none"> - We are building a distinct set of skills/competencies in five domains - We are locating skills across curriculum/policy. - We have developed an extensive public engagement strategy. - We will pilot standards in 12 schools. - In December 2015, we hope to have a set of standards. - In January 2016, we will begin testing measurement tools. 	<ul style="list-style-type: none"> - We want to share research findings and examples of practices in each domain: <ul style="list-style-type: none"> o Which skills o What context o Evidence of impact on life outcomes o Examples of measurement tools - We would like to be supported to be part of international network—long-term—to continue to work and build public/political system and the will to enact the proposed measures.

Kyrgyz Republic	<ul style="list-style-type: none"> - We will work to develop, design, pilot an assessment of learning and literacy, communication numeracy and mathematics, science and technology. - We want to develop tools that are valid and reliable. - We are planning to have the psychometric analyses of our results. 	<ul style="list-style-type: none"> - We want a space to share experience with other LCs. - We want to understand how to participate in international assessments of education like TIMSS PIRLS.
Rwanda	<ul style="list-style-type: none"> - We are currently assessing the learners' acquisition of skills, attitude, and values with LARS (literacy and numeracy P2 + P5). - We are shifting to a competency-based curriculum from knowledge-based curriculum. - Our focus is on assessment for learning. 	<ul style="list-style-type: none"> - We would like to connect with other LCs working on continuous assessment. - We would like support in developing assessments for value-based education.

Exercise: Types of support available from LMTF Partner Organizations

Task Force partner organizations also indicated the support they can provide to the Learning Champions, as indicated below. This list is not exhaustive, but provides some examples of what resources are available from within the LMTF partner organizations.

Task Force Partner	Support that can be provided:
Educate!	<ul style="list-style-type: none"> - Technical support on continuous assessment - Entrepreneurship curriculum and practical assessment support - 21st century skills assessment tools for school-based assessment at the secondary level - Teacher training - Student programs on leadership and entrepreneurship - Measurement tools for life outcomes at the secondary level
UNESCO	<ul style="list-style-type: none"> - Provide forum for national and regional global knowledge and experience exchange - UNESCO and UIS will be co-organizing a consultation meeting on National Assessments for Improving Learning and Teaching (February 26th & 27th) - Technical support to countries in interested in formative assessments and teacher training programs, strategies, and policies through UNESCO's ongoing and planned teacher training programs in relevant Learning Champion countries
UNESCO Institute for Statistics	<ul style="list-style-type: none"> - Knowledge sharing through the Catalogue of learning assessments, which collects and centralizes information on learning assessments characteristics and design. The Catalogue helps identify specific capacity-building needs of countries, such as test design, sampling, administration, data analysis, and use of assessment. It also helps governments to learn from the experiences of others and make informed decisions to invest in new assessments or improve those underway - Produce indicators and graphical representations that combine measures of completion and learning outcomes as helpful communication tools for policymakers
UNICEF	<ul style="list-style-type: none"> - Provide technical assistance for improving systems for monitoring learning outcomes (e.g. in the eastern and southern African regions) - The technical assistance is demand-driven, so willing to extend this to more Learning Champion countries
USAID	<ul style="list-style-type: none"> - Global Reading Network (globalreadingnetwork.net) provides a platform to discuss and provide trainings on continues assessment tools, other trainings based on demands; the network is also piloting the development of school readiness tools - Eddata (eddatagloba.org) provides assistance with EGRA and some assistance with EGMA - Early Grade Reading Barometer (earlygradereadingbarometer.org) provides

	<p>information on reading to inform policy dialogue</p> <ul style="list-style-type: none"> - ACR GCD, Book Funds provides information on early grade reading book issues from content development to distribution - Education in Crisis and Conflict Network provides information on education in crises and conflicts
Inter-American Development Bank	<ul style="list-style-type: none"> - Have developed an assessment tool for children three to six years (PRIDI) which can share - Can provide technical assistance to member countries
IIEP	<ul style="list-style-type: none"> - Plan4Learning Portal - Training course on “Quantitative Methods for Monitoring and Evaluation of the Quality of Education” to be held 25 May – 5 June 2015 - Technical assistance in integrating learning into sector diagnosis and analysis - Technical assistance in integrating learning into ministry monitoring and evaluation plans
Hewlett Foundation	<ul style="list-style-type: none"> - Interested in civil society organizations that are capable and interested in using data about children’s learning to increase transparency, accountability, and participation to promote more focused action for improving learning - Call for Action shared by the Citizen-led Assessments – opportunity to learn more about how this could support efforts in improving assessments and learning
ALECSO	<ul style="list-style-type: none"> - Knowledge sharing through ALECSO’s network of experts (ARAIEQ’s, Arab Observatory of education, etc.) and regional activities in link with Learning Metrics Task Force - Technical support to LC Arab countries, to build on the capacity building and SABER assessments studies done during ARAIEQ project phase I (2012-2014)
Southeast Asian Ministers of Education Organization (SEAMEO)	<ul style="list-style-type: none"> - Knowledge sharing through SEAMEO experiences on the implementation of Southeast Asia Primary Learning Metrics (SEA-PLM) with UNICEF EAPRO and Australian Council for Educational Research (ACER) - Information on SEA-PLM can be accessed at www.seameo.org
FHI 360	<ul style="list-style-type: none"> - FHI 360 Education Policy and Data Center can provide assistance in the development of common indicators of learning outcomes in literacy and numeracy - Open data platform at www.epdc.org. - We will continue to update our national learning assessments mapping exercise (M-LAMP) and are happy to collaborate with UIS and build off of each other’s metadata on learning assessments - We run a regular blog on education data issues and can assist in dissemination of LMTF information - To the question of “harder” skills, FHI 360 has an ongoing pilot study on non-cognitive skills and positive youth development in El Salvador, which builds on the Developmental Assets Program. The “assets” include self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The pilot is too early to report on, but we can share the description of the model and the results when they are available

Group Discussions: Major themes and issues

The major themes and issues that were highlighted during the gallery walk were used to form group discussions. The participants divided themselves based on the thematic conversation they wanted to further discuss. The themes were:

a. Continuous Assessments/Assessing the “harder” skills – social and emotional, 21st century skills, etc.

The group first established a common understanding of continuous assessment which they defined as an assessment that occurs with students on a regular routine basis to find how well they understand the material they are learning at the time in order to adjust the classroom instruction to help improve learning. The group discussed the importance of continuous assessments and the need to ensure that assessment of

learning is linked to improving instruction and, as appropriate, to guide remediation. Many of the Learning Champions discussed the need to allow the information gathered through continuous assessment to contribute to summative assessments, which are typically done at the end of the year.

Learning Champion representatives expressed the desire to develop practical trainings and guidelines on how to use continuous assessments in large and challenging contexts. Participants also stressed the need to integrate different subjects beyond reading and math across the training for continuous assessment. Task Force members gave examples of the trainings and work being done on continuous assessments, particularly in Sub Saharan Africa, and stressed the importance of connecting Learning Champions representatives with those who could be of help. In addition, networks like the Global Reading Network's community of practice can provide tools and trainings for teachers using new continuous assessments aligned with the curriculum.

In some countries, commercial testing is a problem as teachers can buy tests that they use for continuous assessment, regardless of whether they are aligned with the curriculum or helpful in improving learning. In Kenya, the Ministry is trying to create an item bank so teachers can access test items and then use them for various levels. This will help teachers avoid looking externally for support and instead help them access standardized and applicable resources online from the Kenyan National Examination Council. However, the Ministry needs help in developing a comprehensive item bank for all levels and subjects. In India, Pratham has helped the government address the issue of excessive documentation with continuous comprehensive assessment. They created a small card that provides information on not only a child's attendance and performance in reading, writing, and math, but also on their emotional well-being. This card is sent home every two months.

b. Learning Champions Process

In this group, both Learning Champion representatives and Task Force members discussed concrete steps for the next 11 months:

- Bring together stakeholders and analyze the current state of learning and the work that already exists in country to improve the quality of learning;
- Prioritize the steps to be done and areas of focus based on LMTF recommendations;
- Develop an action plan;
- Get feedback on plan: at forums but also more in-depth feedback;
- Implement the plan;
- Receive continuous feedback – from grassroots, LCs, LMTF;
- Establish a transition plan to move work forward after 2015.

The group discussed the support they would need to flesh out their action plans. Learning Champion representatives mentioned the need to come up with a simple and sustainable way to manage the large number of tools for measuring. To develop and implement the action plans, countries also need technical capacity, political will, institutional knowledge, and space to share knowledge with others around the world. The group discussed the need to examine what is being done with the existing instruments and if and how they seven domains are currently being used in their country. Additionally, the group felt it would be necessary to have a Learning Champions forum before the end of LMTF to share results of the Learning Champion's work.

The expectation was that the Kigali Forum would provide them with the information and motivation required to (i) complete the mapping exercise, (ii) secure the full Learning Champion Team, (iii) commit to a final set of Learning Domains and Measurement areas, (iv) finalize a plan and (v) be ready to embark on implementation early in the next quarter.

c. Assessing Literacy, Numeracy/Math, Science

The group discussed various issues in assessing literacy, numeracy, and science. Participants first discussed the work with UNICEF East Asia Pacific Regional Office (EAPRO) and the development of learning metrics at the primary level up to grade five. In phase one of the initiative, the steering committee focused on identifying and observing what and how to assess learning through a curriculum mapping. This helped identify the common and crosscutting areas among the member countries. A regional expert reference group decided the priorities for domain and grade coverage, which was then endorsed by high level officials in each member country. The metrics will cover three domains – literacy, numeracy, and global citizenship. In collaboration with ASER, they will develop a framework to help harmonize the domains among the countries and have experts from UNICEF and Southeast Asia help determine if the framework is relevant and useable. Since there are so many skills and categories within global citizenship, countries in Southeast Asia need to define the focus.

Colleagues from Botswana discussed the prioritization of literacy and numeracy and the challenges with the pilot programs. Through the pilot programs, they have come to learn that students in grade 4 could not meet the minimum threshold. Now the focus in Botswana is on learning since they know where they are failing. There is a shift on focusing on where the problems lie to the skills that are needed to properly ensure children are learning. In addition, the government in Botswana started to oversee preschool level education. While preschool education is compulsory, there is a resource challenge. There are still schools where is not enough infrastructure to support the additional schooling.

Colleagues from Save the Children shared their work in collaborating with the government of Rwanda around working with parents for early childhood education as parents can help children be prepared for learning even if they do not have access to formal early childhood development programs. Save the Children is ready to offer this support to any government that requests help.

d. Communicating the LMTF to policymakers and public

Reflections: Learning Champion Insights and Changes to Plans

Near the end of the forum, Learning Champion representatives were given the opportunity to reflect and present on any new insights gained during the forum and how these insights would be used to change their respective plans. Specifically, they identified the following: concrete steps to take over the next 11 months; any remaining questions or issues; and those partners with which they would like to connect to help address the questions and issues. The group recognized that the Learning Metrics Task Force is not a prescription on how to do assessments but a forum to share knowledge and experiences. Countries should define their own their priorities and look to the Task Force members and other Learning Champions as a source of support. Representatives stressed the importance of coordination between the LMTF Secretariat and the Learning Champions as well as a space for Learning Champions to interact regularly. In addition to technical support to develop and implement tools, representatives discussed the need for financial support for not only coordinating within country but to help strengthen the research and tool development exercise. At the same time, developing plans with in-country stakeholders and based on the mapping exercise can help showcase the evidence needed to attract financial support.

Below are the reflections that the Learning Champion Countries shared during this discussion:

Learning Champions	Reflection
Zambia	<ul style="list-style-type: none">- We have reviewed the national assessment tools that we already have so need to expand the domains we are working in.- We will do a skills audit to see where there is a gap.- We need to review the mode of dissemination – have not done well and need to get

	<p>information where it matters.</p> <ul style="list-style-type: none"> - We would like to make sure there is coordination among the Learning Champions.
Palestine	<ul style="list-style-type: none"> - We will work to finalize our action plan and communicate with Ministry and LMTF. - We will commit as much as we can to developing and sharing tools and resources - Finally, will work on the implementation of the plan.
Ontario	<ul style="list-style-type: none"> - We are willing to take on a piece of work for the whole project at the broadly named harder skills piece and develop a draft definition framework and send it out to the Learning Champions so can work and find common ground. - This is a bigger piece of work than planned for that is really important because we have a lot of experts. - We need to hire a whole new person but need to identify the financial resources to do so.
Pakistan	<ul style="list-style-type: none"> - Continuous assessment is an essential part in assessing student abilities. - It should be part of the future education plan and reform. Simple tools should be developed. - We need to develop a bit of reading material (Literature review) before assessing student on new domains and skills such as social and emotional and life skills, etc. - We are conducting a rigorous review and validation of assessments tools from ECE to elementary tools. - Implementation of assessment tools that are suitable for Pakistan and reporting needs is critical.
Kyrgyz Republic	<ul style="list-style-type: none"> - We have gained a better understanding of LMTF and learned a lot from the other LCs. - We need to develop and pilot new tools.
Senegal	<ul style="list-style-type: none"> - There is more clarity on what can be accomplished. - We will focus work on formative evaluation. - Our next steps are to put in place a technical group and do a sampling of continuous assessment and develop tools. Then from April to September we will focus on implementing the project with classroom observations, training of teacher and supervisors, and mobilization of communities. Finally, we will share results in October/November. - How can we strengthen coordination with secretary – proposing another forum of everyone to be able to do a summary and share?
Rwanda	<ul style="list-style-type: none"> - We have lot to do in regards to LMTF and the LC process. - We need to finish mapping exercise and develop roadmap/plan.
Ethiopia	<ul style="list-style-type: none"> - We gained knowledge on the different activities of international organizations involved in LMTF and the work being done by Learning Champions. - We learned about the use of assessment - interest of countries on national learning assessment. - Our plan has not significantly changed, we just need to finalize plan and involve different stakeholders in training, monitoring, and evaluation. - We need financial and technical support. - We need contact information to find appropriate assistance.
Nepal	<ul style="list-style-type: none"> - We had some confusion before if we could do piloting; now it is clear on what we can do which will help modify the plan. - We need an analysis of the curriculum and national assessment. - We will work on the development of tools for assessment of the seven domains, then implement and monitor. - We need technical and financial support.
Tunisia	<ul style="list-style-type: none"> - We gathered many new insights, resources about our work, and structures of support. We also learned about activities that allow all people to participate in conferences. The time has been very stimulating and inspiring. - We discovered a lot of concepts – creative answers and changing evaluations. - We will start developing the framework and then schedule different parts of the plan and connect with our LMTF partners
Argentina	<ul style="list-style-type: none"> - We recognized the necessity of having a good and focused plan. - We want to share and get information on reforming assessment towards assessing

	<p>performance.</p> <ul style="list-style-type: none"> - We plan to work closely with colleagues from Bogota. - We are trying to find low cost simple assessments to track learning. - During the next few months, we will look at schools and students with a focus on soft skills. - We will be doing a three month consultancy in schools. - We need to create a very creative and strategic communication plan.
Sudan	<ul style="list-style-type: none"> - We recognized the importance and placement of measurement in the context of the education system and the need for partnerships for technical and financial support. - We gained awareness from stakeholders about the importance of having national system for assessment with the education plan. - We will start looking for partnerships to fulfill Sudan's needs with the help of LMTF. - Continue with the implementation of EGRA and EGMA at a large scale. - We will report and disseminate the EGRA/EGMA results (this is being done by WB consultants). - We will proceed with assessment of science and technology.
Kenya	<ul style="list-style-type: none"> - Came to the realization that we are not reinventing the wheel and we have something to offer to the world. - Our next steps include to try to bring together the players in the assessment sector to create consensus and harmonize standardize and share those tools that have been piloted. - We need advocacy for all, from the community to the policy level. - What is next after LMTF? Need a community of practice for LCs.
Botswana	<ul style="list-style-type: none"> - The focus has been on literacy and numeracy but now need to look at what else we can measure apart from these two things. - We need to bring in different stakeholders and see their interest. - As we engage and identify groups then we can possibly try to address these issues. - Need to connect with Zambia as they have done national assessments. - We ask the LMTF Secretariat for support, advocacy, and leadership.

Breakout Groups: Regional Planning

Participants divided into regional groups to discuss common priorities and plans for collaboration. The regional groups included: the Americas, Sub Saharan Africa, Middle East and North Africa, and Asia.

Asia Regional Group

The Asia Regional Group was comprised of representatives from the Kyrgyz Republic, Nepal, India, Pakistan, and Task Force members working in the region. A colleague from the Southeast Asian Ministers of Education Organization (SEAMEO) discussed the experience in Southeast Asia. SEAMEO was created to promote collaboration in education among Southeast Asian countries. Even though there were different learning levels, languages, and administration, the need for technical assistance emerged was the same across the countries. SEAMEO first assessed the Learning Metrics Task Force domains within national curricula and then shared the findings in a forum where countries came together to create a learning framework that took into account the LMTF domains and also reflected regional needs.

The group also discussed the feasibility of a South Asian regional assessment and learning hub. The desire for a regional assessment emerged during the LMTF 1.0 consultations in South Asia. Brookings India and the Center for Universal Education are currently conducting a landscape analysis to assess the feasibility of a large scale regional assessment and how it could be implemented. The feasibility study looks at five countries in the region, reviewing existing data on assessments and incorporating consultations with key stakeholders. The learning hub could help strengthen existing assessments and provide courses for capacity development. The hub could provide technical expertise from the region for civil society organizations, governments and others working on the assessments in the region and serve as a platform for collaboration. The concept has been presented to South Asian Association for Regional Cooperation (SAARC) who has expressed interest in potentially collaborating in the future around

the assessment and learning hub. The Learning Champions can help by presenting and gaining support with the idea in their countries as a way to build momentum. Vyjayanthi Sankar, the consultant working on the study, will share findings and drafts with the Learning Champions in the region to ensure their perspective is included.

Sub-Saharan Africa

The Sub-Saharan Africa Learning Champions met as a regional group to discuss how they wished to support each other and collaborate further.³ Participants identified three main priorities for their work as a region:

- Learn from each other through examining the various approaches to assessment each country is undertaking. For example, participants are interested in learning more about the citizen-led assessments (e.g. Uwezo), school readiness assessments, and national assessment systems (e.g. Learning Achievement in Rwandan Schools (LARS)). There were also suggestions to learn more about how LC countries are doing continuous assessment and using data to improve learning.
- Develop a common framework or typology to help Learning Champions identify their baselines and track progress on various indicators.
- Launch a regional hub on teaching and learning that will eventually expand and support other countries beyond the six Learning Champions

Participants proposed a regional workshop in April or May 2015. The Government of Rwanda had had previous communications with LMTF and ADEA and indicated interest in hosting an Inter-Country Quality Node (ICQN) on Teaching and Learning under the auspices of ADEA.

The Americas

As there is a common theme among Buenos Aires, Bogotá, and Ontario to measure competencies beyond literacy and numeracy, this was the focus of the discussion on regional cooperation. In June 2013, the City of Buenos Aires brought together assessment stakeholders from the Latin America region in the third consultation phase of LMTF 1.0. The plan is for this initial group to be reconvened in mid-2015 to establish a learning hub in Latin America.

Middle East and North Africa

The Middle East and North Africa group included colleagues from Palestine, Tunisia, Jordan, and Sudan. The group brainstormed ideas for a regional hub and determined next steps to follow up with after the Kigali Forum. The representatives identified activities of common interest for the three champion countries for the period February through December 2015, including the development of an assessment framework and tools for three domains of learning: readiness for school, IT literacy, and life skills. The team will work on developing a draft plan based on consultations with LMTF and other regional and national bodies.

Closing Session

During the last session, the participants discussed next steps and options for collaboration. These options included in person forums, an online platform, webinars, and conference calls. The group agreed that it would be useful to have another in-person forum of the Learning Champions to follow up on the progress they have made after a year. In addition, the Task Force also recommended having one more in-person forum to ensure that the work done in LMTF 2.0 was shared. Other suggestions included regional and thematic forums as well as site visits by the LMTF Secretariat. The Task Force also recommended developing an online platform for groups to share and collaborate with the work being done by the Learning Champions.

³ Because of alignment in language and culture between representatives from Northern Africa and the Middle East, the Learning Champion representatives from Tunisia and Sudan elected to participate in the Arab Region group; however, the invitation to Africa regional workshops will be extended to all Learning Champion representatives on the African Continent.

Ideas for how LMTF could operate after December 2015 were also discussed. This included the role of the International Platform for Assessing Learning (IPAL) and regional hubs leading the Learning Champion work and expanding to other countries. In order to continue to convene as a group, one suggestion was to work with UNESCO to bring the group together under an annual forum on national assessment systems.

Annex A: LMTF Forum Agenda and Participant List

Date: 4-6 February 2015

Location: Grand Legacy Hotel, Kigali, Rwanda

Forum Objectives:

1. Present the results of Learning Champion national mapping and planning exercises to receive feedback and to finalize for moving forward with implementation.
2. Present conceptual and practical guidance on key aspects of the strategic dimensions of LMTF with which Learning Champions are experimenting.
3. Clarify the roles and relationships of the LMTF Secretariat and Task Force members (globally and at the country level) and specify strategies and actions to undertake after the forum to provide appropriate support to and follow-up of Learning Champions.
4. Identify available tools, technical assistance, and potential funding sources to implement Learning Champion plans.
5. Cultivate a sense of common mission and collaboration among the Learning Champions and identify concrete strategies for supporting consultation and cooperation after the forum within (and across) regions.

Agenda:

Forum Day 1 – Wednesday, February 4 8:00 – 17:15		
9:00 – 10:00	Welcome by the Honorable Silas Lwakabamba, Rwanda Minister of Education and overview of forum objectives by Forum Chair Honorable Julia Gillard, former Prime Minister of Australia, Brookings Distinguished Fellow and GPE Chair	Chair: Julia Gillard
10:00 – 10:30	Coffee break and networking activity	
10:30 – 11:15	LMTF Overview and History	Chair: Julia Gillard Presenters: Kate Anderson, Maya Prince
11:15 – 13:00	Learning Champions Presentations in Small Groups	Chair: Julia Gillard Small group leads: Josh Muskin, Dzingai Mutumbuka, Julia Gillard
13:00 – 14:00	<i>Lunch</i>	
14:00 – 16:30	Learning Champions Presentations Continued	Chair: Julia Gillard
16:30 – 16:40	<i>Coffee Break</i>	
16:40 – 17:40	Keynote Speech: Making the Case for Learning Assessment: Technical and Political Considerations	Chair: Julia Gillard Presenters: Seamus Hegarty and Dzingai Mutumbuka
17:40 – 17:50	Wrap up and Preview of Following Day	Chair: Julia Gillard

Forum Day 2 – Thursday, February 5		
9:00 – 9:30	Recap and Day’s Objectives	Chair: Julia Gillard Presenter: Josh Muskin
9:30 – 11:00	Panel 1: Beyond Literacy & Numeracy <i>Followed by small group session to develop takeaways</i>	Chair: Dzingai Mutumbuka Presenters: Kate Anderson/Joyce Kinyanjui Miguel Caro, Annie Kidder, Angelica Towne
11:00 – 11:15	<i>Coffee break</i>	
11:15 – 13:00	Panel 2: Assessments Across the Education Universe <i>Followed by small group session to develop takeaways</i>	Chair: Seamus Hegarty Presenters: Joseph Karuga, Mohamad Matar, Emmanuel Muvunyi, Maya Prince
13:00 – 14:00	<i>Lunch</i>	
14:00 – 15:30	Panel 3: Using Assessment Implementation and Results to Inform Policy and Practice <i>Followed by small group session to develop takeaways</i>	Chair: Josh Muskin Presenters: Julia Gillard, Sue Grant Lewis/Estelle Zadra, Mercedes Miguel, Saba Saaed/Usha Rane
15:30 – 15:45	<i>Coffee break</i>	
15:45 – 16:45	Panel on the International Platform on Assessing Learning	Chair: Julia Gillard Presenters: Jean-Marc Bernard, Meg Ahern Panelists: Chris Berry, Cecilia Sakala, Fidelis Nakhulo
16:45 – 17:45	Open Forum	Chair: Seamus Hegarty
17:45 – 18:00	Wrap up and Preview of Following Day	Chair: Julia Gillard
19:00	<i>Dinner at Heaven Restaurant</i>	Transportation to leave from hotel at 18:30
Forum Day 3 – Friday, February 6		
9:00 – 9:15	Recap and Day’s Objectives	Chair: Julia Gillard Presenter: Preethi Nampoothiri
9:15 - 12:00	Small group work to support Learning Champions, followed by report out Includes coffee breaks	Small group leads and rapporteurs: Preethi Nampoothiri, Kate Anderson, Maya Prince
12:00 – 13:00	Regional break-out groups	Chair: Joshua Muskin
13:00 – 14:15	<i>Networking Lunch</i>	
14:15: - 15:00	Conclusions and formal forum ending	Chair: Julia Gillard

Learning Metrics Task Force Forum Attendees

4 – 6 February 2015

Kigali, Rwanda

Learning Champions

City/Country	Organization	Representative(s)
City of Buenos Aires, Argentina	Ministry of Education	Mercedes Miguel, Director General of Education Planning*
City of Bogota, Colombia	Secretary of Education	Miguel Godoy Caro, Quality Manager
Botswana	Botswana Exams Council	Tshepiso Masakusuku, Senior Research Officer
Ethiopia	Ministry of Education	Nega Gichile, Curriculum Expert
Kenya	Ministry of Education Science and Technology	Fidelis Nakhulo, Senior Deputy Director, Quality Assurance* Darius Ogutu, Senior Deputy Director of Education
	Kenya Primary School Headteachers’ Association/Teachers Service Commission	Joseph Karuga, Chairman
	WERK Opportunity Schools	Joyce Kinyanjui, Program Manager
Rwanda	Ministry of Education/Rwanda Education Board	Honorable Professor Silas Lwakabamba, Minister of Education Honorable Minister Olivier Rwamukwaya, Minister of State in Charge of Primary and Secondary Education Sharon Haba, Permanent Secretary Solange Mukayiranga, Director General for Education Planning Emmanuel Muvunyi, Deputy Director General Rwanda Education Board/ Examination and Accreditation Department Anicet Kibiriga, Research Specialist Janvier Gasana, Head of Education Quality & Standard Peter Gasinzigwa, Director of Examinations Joyce Musabe, Head of Curriculum Development Damian Ntaganzwa, Head of Teacher Development & Management John Rutaisire, Director General Emmanuel Bamusananire, School Assessment Officer
Senegal	Institut National et d’Action pour le Développement de l’Education (INEADE)	Mame Ibra Bâ, Director
Zambia	Ministry of Education, Science Vocational Training and Early Education	Cecilia Sakala, Director of Curriculum and Standards

	Examinations Council of Zambia	Angel Mutale Kaliminwa, Principal Examinations Specialist, Research and Test Development Department
Kyrgyz Republic	Ministry of Education and Science	Bermet Mukanova, High Degree Methodologist, National Testing Center
Nepal	Ministry of Education	Bhojraj Sharma, Under Secretary, Education Review Office
Pakistan	Ministry of Education	Syed Kamal Ud Din Shah, Focal Person (Capacity Building), Policy Planning & Implementation Unit Secondary Education Department
	Idara-e-Taleem-O-Aagahi (ITA)	Saba Saeed, Research Associate
Palestine	Ministry of Education	Mohamad Matar, Director for Planning and Development, the Palestinian Commission for Mathematics (RAFAH) Assessment and Evaluation Center
Sudan	Ministry of Education	Awadia Elngomi, General Director of Technical and Vocational Education
Tunisia	Ministry of Education	Chedia Belaid Mhirsi, Inspector General of Education, Director of the Department of Evaluation
Ontario, Canada	People for Education	Annie Kidder, Executive Director

** indicates Learning Champions who were also task force members of LMTF 1.0*

LMTF Members and Partners

Organization	Representative(s)
Association for the Development of Education in Africa (ADEA); Learning Champion Working Group Co -Chair	Dzingai Mutumbuka, Chair
Brookings India/Center for Universal Education	Vyjayanthi Sankar, Consultant
Campaign for Female Education (Camfed) International	Dorothy Kasanda, Director of Partnerships for Camfed Zambia
Center for Universal Education (CUE) at the Brookings Institution	Honorable Julia Gillard, Distinguished Fellow Joshua Muskin, Non-Resident Senior Fellow Kate Anderson, Senior Policy Analyst and LMTF Technical Lead Preethi Nampoothiri, LMTF Project Manager Melen Hagos, Center Coordinator
COSYDEP (Coalition des Organizations en Synergie pour la Défense de l'Éducation Publique)/GPE Board Representative for Southern Civil Society	Cheikh Mbow, National Coordinator
Dubai Cares/United Arab Emirates	Ana Nieto, Senior Technical Manager
Educate!	Angelica Towne, Global Director of Programs
FHI 360	Carina Omoeva, Director, Education Policy and Data Center, Global Learning Group
Global Education First Initiative (GEFI) Youth Advocacy Group	Jamira Burley, U.S. Representative
Global Partnership for Education	Jean-Marc Bernard, Deputy Chief Technical Officer Meg Ahern, Consultant
Inter-American Development Bank	Javier Luque, Senior Economist, Education Division

International Education Funders Group (IEFG)	Pat Scheid, Program Officer, Hewlett Foundation
International Institute for Education Planning (IIEP)	Suzanne Grant Lewis, Director Estelle Zadra, Acting Head of Information Services
Jordan Education Initiative	Sheren Hamed, Head of Monitoring & Evaluation Department, Senior Specialist
Korea Institute for Curriculum and Evaluation	Jimin Cho, Director, Center for Global Education
Office of Julia Gillard	Marielle Smith, Education Advisor
Porticus	Saskia Rasenberg, Education Advisor
Pratham	Usha Rane, Director West Zone
Save the Children	Robert Doble, Education Policy and Advocacy Adviser (Post-2015)
Southeast Asian Ministers of Education Organization Secretariat (SEAMES)	Asmah Ahmad, Programme Officer II (Evaluation)
USAID	Penelope Bender, Senior Education Advisor (Reading Specialist) Heather Schommer, Development Outreach and Communications Officer (Rwanda) Christine Janes, Team Lead, Education Policy and Planning
UK Department for International Development (DfID)	Chris Berry, Education Head of Profession, Research and Evidence Division Gemma Wilson-Clark, Education Advisor (Rwanda)
UNESCO	Maki Hayashikawa, Chief, Section for Learning and Teachers Division for Teaching, Learning and Content
UNESCO Institute for Statistics (UIS)	Maya Prince, Assistant Programme Specialist
UNICEF	Manuel Cardoso, Education Specialist Camille Baudot, Regional Education Advisor, Regional Office for Eastern and Southern Africa Hugh Delaney, Education Specialist (Rwanda)
University of Warwick	Seamus Hegarty, Honorary Professor, Former Chair, International Association for the Evaluation of Educational Achievement (IEA)
Wellspring/Rwanda Education NGO Coordination Platform (RENCP)	Rachel Mahuku

Annex B. Learning Champion Country Profiles

**Learning Champion representatives developed and submitted profiles prior to the Kigali Forum. Content has not been edited.*

LMTF Learning Champions Profile: Botswana

The Botswana Examinations Council (BEC) has been mandated by the Act of Parliament of 2002 to conduct school examinations for the Ministry of Education and Skills Development (MoESD). Consequently, the Council conducts Standard Four Attainment tests; Primary School Leaving Examinations (PSLE); Junior Certificate Examinations (JCE); and Botswana General Certificate of Secondary Education (BGCSE); it also conducts any other examinations as may be directed by the MoESD. Other responsibilities of the Council include authorizing release of the examination results and awarding certificates in respect of the examinations. It thus remains the responsibility of BEC to ensure that the examinations are credible, valid, reliable, trustworthy, error free, and conform to both local and international standards.

To ensure validity and reliability of the examinations, the BEC operates in the following manner:

- It works closely with the MoESD to ensure that the assessment is congruent with the curriculum and provides appropriate feedback on the achievement of learners within the school system.
- The BEC liaises particularly with the Department of Curriculum Development and Evaluation (CDE) in the MoESD to do the following:
 - Develop assessment syllabuses that include assessment objectives, schemes of assessment, grading standards, and provide guidance on how the assessment would be conducted.
 - Establish structures that guide and regulate the designed assessment processes. The structures are composed of stakeholders within the education sector including curriculum experts, assessment experts and teachers.

Learning Challenges in Botswana

i) End of cycle examinations

As noted earlier, BEC conduct end of cycle examinations, which include the Primary School Leaving Examinations (PSLE), The Junior Certificate Examination (JCE), and the Botswana General Certificate of Secondary Education (BGCSE). The PSLE is administered at the end of seven years of primary education in eight subjects. At the end of the primary school cycle all the learners proceed to junior secondary school. The PSLE is intended to be a diagnostic examination to inform teachers in the junior secondary school about the strength and weaknesses of learners. There is no prescribed or standardized manner in which results from the PSLE are used for remediation purposes. Although there is no stated policy guideline, students are not supposed to be streamed according to their performance at PSLE.

One barrier to the effective use of the data from the PSLE is that teachers are not generally trained for remedial teaching. Schools arbitrarily take measures to do remedial teaching. Generally the low ability students or the D's as they are referred to, are a 'problem' for their teachers. The mixed ability teaching approaches is used to integrate the low ability learners into the teaching and learning process.

At the end of the junior secondary cycle, about 66% of the students proceed to senior secondary school. Data from the JCE is used to set the cut off at which students can proceed. The data also is used to streamline students into subject groupings in the senior secondary schools. Those who do not proceed to senior secondary school take the technical vocational path. Data from the BGCSE is used to select students into the various areas of tertiary education.

The data from the assessments plays an important role in society in Botswana. The data is analyzed and it is used in one way, to recognize those who have performed very well. Also, currently in Botswana there is serious concern about the low performance of students based on the low grades obtained by higher proportions of the students at the end of the cycles. The role of the data from the examination results is that they have raised a lot of alarm and there has been a public outcry about the education system. Structures at the higher administrative

level have been set up to address the low performance of the learners. Also research into the problem is being conducted.

ii) Classroom Assessments

Classroom assessment plays a very vital role in the teaching and learning process. Through classroom assessment, both teachers and learners are able to measure the extent to which learning has taken place. Results from classroom assessment indicate where learning has been or has not been achieved. Teachers use the data from classroom assessments for remedial purposes where learning achievement has been noted to be lacking. Where learning has been deemed to be successful the teacher uses the information for reinforcement purposes. Overall the teacher will be able to discover the learning styles of the learners and then develop relevant methods of teaching.

The major challenge encountered in using classroom assessment is that teacher education programs in Botswana do not offer courses in assessment. Teachers develop assessment skills through their teaching experience. One common practice among junior secondary schools in Botswana is that schools organize zone subject clusters in towns or large villages where they develop strategies for setting end of term and year examinations. As they share ideas they develop skills in assessment.

iii) National Assessments

The first national survey assessment was conducted in 2001, the Monitoring of learning Achievement. This was followed by the Standard Four Assessment that was conducted in 2007. This was a survey national assessment exercise, which also investigated the level of achievement of the learners, the suitability of the test and the influence of other background variables in learning achievement. One of the major findings of the Standard Four Test was that the availability of electricity in homes was associated with higher performance in learning. Standard four pupils were tested on literacy in Setswana, literacy in English, numeracy, and life skills.

Another assessment, the Standard Four Test is being administered to all schools annually. The Standard Four Test, which is a census test, is intended to measure learning achievement among the 10-year-old learners in English, mathematics, and Setswana. The Botswana Examinations Council develops test forms for Standard Four for learners. The Standard Four Test is used to indicate to both parents and teachers the extent to which learners have achieved in learning. Where pupils have not performed well the parents may negotiate with the schools to let their children to repeat. There are no other major consequences from the Standard Four Test.

iv) Participation in International Assessment Bodies

Botswana has been participating in international assessment studies such as Progress in International Reading Literacy Study (PIRLS) and the Trends in International Mathematics and Science Study (TIMSS), which are coordinated by the International Association for the Evaluation of Educational Achievement (IEA).

TIMSS was first conducted in 1995 and reports every four years on mathematics and science achievement of fourth and eighth grade students worldwide. Botswana participated at grade eight in 2003 and 2007 but at grade six and nine in 2011.

PIRLS was first conducted in 2001 and reports every five years on reading achievement of fourth grade students worldwide. In 2011, the PIRLS five year cycle came into alignment with the TIMSS four year cycle and this gave participating countries an opportunity to conduct a comprehensive assessment of the three core curriculum subjects- reading, mathematics, and science. Botswana has been performing far below the international scale average in TIMSS and it was thought that classroom instruction and writing examinations in English could be contributing to the low results, and thus leading to Botswana's participation in PIRLS 2011.

Overall Objectives of the PIRLS and TIMSS Studies

- To assess the level of reading in English at standard four
- To identify factors that impact on the teaching and learning of English
- To detect trends and learning achievements of English

- To compare performance of participating countries
- To provide a rich source of information to policy makers and other stakeholders

Some challenges with these studies include failure to implement recommendations or delay in implementing such recommendations.

Some Strategic Guidance

1. Some of the strategy documents on education in Botswana include the National Commission on Education of 1977 and the Revised National Policy (RNPE) of 1994. Both policies were commissioned at the behest of the Ministry of Education. Academics and members of non-government organizations were co-opted to conduct the work of the commission. Parents, teachers, captains of industry, and politicians were interviewed. Many other countries were visited to benchmark on what was obtaining in the countries. Research studies were conducted. In a long-term process, the policy recommendations were implemented and some are still being debated and implemented.
The first commission advocated for increased access into education. A very important finding of the finding was that assessment was not fair and was biased against students from rural areas. It recommended that the agency setting the examinations should produce valid and reliable examinations. In the RNPE, there was concern about increased access into the education, which had compromised the quality of education. The document addressed continuous assessment and national assessments. It was recommended that continuous assessment should be incorporated into the final grade for students in some subjects. For national assessments, it was recommended that due to advocacy for Educational For All enrollment in schools had reached very high levels and therefore it was necessary to measure the quality of learning through national assessments. The RNPE has not been reviewed but reference to it is made regularly in parliamentary and other debates concerning education.
2. No member of my organization has been a member of the participated in LMTF 1.0 and/or read any of the reports. Regarding the recommendations of the Learning Metrics Task Force, with reference to the seven domains, they all seem key for learning. Each one of them is unique in its own way and it cannot be implemented without the other. The learners could have holistic learning if they were to be offered content in all the seven areas. That is what Botswana assessment framework needs. Together they form a well-rounded framework for the assessment of learning. However, most of the national assessments that have been administered in Botswana have been conducted on literacy, numeracy, and life skills.
3. There is an Adopt a School initiative whereby able citizens or prominent members of the nation volunteer to adopt a school and sponsor it with computers and other activities that can improve the quality of learning in the schools. Many influential people are involved including the former Minister of Education.
4. Currently there is no organization that will focus on improving the learning in the schools. However, there is advocacy that since the Botswana Examinations Council (BEC) has administered many national assessments it should be at the forefront for the implementation of recommendations from research on the improvement of education. Certainly, the council's main mandate is to conduct examinations and other assessments. In its plans for the setting up of a National Assessment Programme the council has to mobilize personnel from key stakeholder organizations to include: Deputy Permanent Secretary – Ministry of Education and Skills Development (MoE&SD); Representative from Regional Directors-MoE&SD; Representative from School Heads (Primary); Representative from School Heads (Junior Secondary); Representative from School Heads (Senior Secondary); Executive Secretary – BEC; Project Manager – BEC; Representative from School Teachers; Representative from Teacher Unions; Representative from University of Botswana; Parents; CEO-Human Resources Development Council; CEO Botswana Qualification Authority
5. The organization can offer staff time and expertise and meeting space to assist in matters related to assessment and the improvement of learning.
6. It is hoped that Botswana will support all activities of the LMTF and engage in virtual and in person activities.

LMTF Learning Champions Profile: City of Buenos Aires

1. Background/Overview of Current State of Learning and Assessment System

The City of Buenos Aires' education system serves over 800,000 students in 1,600 schools. Schooling is compulsory from age four to the end of secondary school. Enrollment is almost universal in primary education and reaches around 88 percent in secondary school. Moreover, enrollment rates are high in early childhood education, achieving the highest coverage for three year olds in the region. Although most students graduate from primary education and start secondary school, approximately 15-20 percent dropout during the first two years. Only six out of ten reach the final year and graduate from secondary school in a timely manner. Apart from high dropout rates, international, and local learning assessments show that students are not engaging in meaningful learning experiences. **Children and youth enrolled in school are not learning key skills and knowledge that will allow them to be active, productive, and engaged citizens in the near future.** For this reason, 33percent of young adults ages 15-29 in the City of Buenos Aires are unemployed, and eight percent are not studying or working. This is one of the biggest challenges, and the government is committed to reverting this situation by updating curriculums, introducing digital education in all schools, training teachers, improving learning assessment practices within the classroom, promoting parental engagement, among others. **All of our projects and policies are centered on students, and their right to learn and develop skills to successfully pursue their future desires and needs.**

2. Key Stakeholders that have been involved in the Learning Champion process

The Learning Champion process in the City of Buenos Aires is focused on implementing the Global Framework of Learning Domains proposed by LMTF. In particular, we are looking at the process of teaching, learning and assessing those domains and subdomains in secondary education. As such, this process has been strongly intertwined with the secondary school reform that the Ministry of Education is leading since 2011. This is a comprehensive reform, which intends to build a new secondary education system with an updated curriculum, innovative teachers, flexible learning structures, and active and engaged students. Its main goal is to ensure that students learn the skills and knowledge needed to succeed in today's world. For this reason, **the learning domains have been incorporated as a central and compulsory component of the recently approved curriculum.**

This reform has been a participative and collaborative endeavor. Superintendents, principals, teachers, students, families, teacher unions, student organizations, local and international education specialists, and education NGOs have been involved in a broad consultation process. All of these stakeholders have been engaged in building the new curriculum and adapting the learning domains and subdomains to our educational reality.

3. Progress to Date

Early on, the Ministry has encouraged the **participation of the education community through multiple channels**, including:

- More than ten meetings with **superintendents**
- More than five meetings with **school principals** from all school districts
- Workshops with **teachers** by learning area
- Ongoing communication and meetings with **teacher unions**
- 42 meetings with **student organizations**
- Nine debate sessions across all secondary schools in the city. The Ministry elaborated activities for those sessions, and school authorities were in charge of leading them with the participation of **students, teachers, and families**. The feedback from these sessions, which is estimated to be over 3,100 suggestions, was taken into consideration when designing the new curriculum.
- Ongoing support to the **38 pilot schools** that started implementing the new plans in 2014.

- Monthly sessions with a **group of external advisors** that provided guidance on innovative practices in school management and learning processes.

This broad and comprehensive consultation process has been very important in engaging key stakeholders, and **building buy-in from those that will be ultimately in charge of transforming teaching and learning dynamics inside every classroom.**

4. Mapping Exercise

In the City of Buenos Aires, **learning is assessed through international, national, and local evaluations.** At the international level, we participate in PISA, ICILS (International Computer and Information Literacy Study), ICCS (International Civic and Citizenship Education Study), and TIMSS. Through these assessments, we know how students from the City of Buenos Aires are performing in language, science, mathematics, civics and citizenship, and computer and information literacy, relative to international benchmarks. At the national level, we participate in ONE (National Student Evaluation Assessment), which assesses primary and secondary students in reading, numeracy, social science, and natural science. At the local level, the Ministry of Education has two student assessments, one at the end of primary school and the other at the end of secondary school. The latter is a census conducted on an annual basis that tests students on numeracy and literacy skills. In addition, the Ministry conducts external teacher evaluations and school-wide assessments. The teacher evaluation is mandatory and includes an annual survey intended to encourage teachers' analysis around their own teaching practices and institutional context in which they work, and class observations on a sample of teachers. The school assessment consists of building collaborative and participatory channels through which school staff can reflect about their practices on the basis of information, and agree on courses of action to achieve common goals and improve school processes.

5. Priority Areas for Innovation and Improvement:

The Ministry of Education of the City of Buenos will focus on implementing all learning domains, especially at the secondary level. This involves improving the ways these domains are taught, learned, and assessed in the classroom. Data from learning assessments and education statistics point out that a high percentage of students drop out from secondary school, and that those who stay in school do not learn key skills and competencies. We have already incorporated LMTF domains to our study plans and through our Comprehensive Digital Education Plan, which covers all levels of education and has an online platform with valuable resources for teachers and students (<http://www.buenosaires.gob.ar/integrar>). The next step moving forward is to empower principals and teachers to transform those plans into actual learning. Teacher training, data-driven school management and learning, parental involvement, and digital education and innovation, are all part of the strategy designed to achieve this goal. Below we explain these components in more detail.

6. Action Plan

Our plan will be oriented towards ensuring that these skills are implemented in every classroom, and that all children incorporate them during their educational trajectories. With this purpose in mind, the main components of our action plan are:

- **Provide high quality and innovative teacher training by modernizing the Teacher Training School of the City of Buenos Aires.** We are updating and rethinking the mission, organization, course offerings, teaching styles of the school that provides professional development courses for free to all public teachers in the city. Our goal is to create a new school that is centered on student learning needs and rights, rather than on teachers' priorities. Through the new structure, we will seek to ensure that teachers know about the seven domains and are successful at articulating these skills with the content of each subject.
- **Modify the internal teacher evaluation system** by incorporating an evaluation metric centered on teachers' ability to incorporate 21st century skills into their classes.
- **Revise the student assessment system**, which defines rules on grading, passing courses, and graduating from school. The City of Buenos Aires is analyzing the idea of introducing a new grade in the report card that reflects

student performance on key 21st century skills, such as teamwork, critical thinking, collaboration, and creativity, among others.

- **Increase parent involvement** in the process of teaching and learning the different learning domains. For such purpose, the City of Buenos Aires will distribute to families short and easy-to-read versions of the learning goals by year and subject. These objectives are already available online for public consultation. We will encourage parents to foster those skills at home, and also hold teachers accountable for teaching those skills to their children.
- **Increase the use of data** in school management and learning processes. Principals and teachers often make decisions based on perceptions that are not rooted in rigorous evidence. In many cases, they invest their energy and resources in areas or projects that are not highly beneficial for their students. The Ministry has already designed an online bulletin that has statistical data about each school's performance through time and relative to other schools in the neighborhood. We want to encourage schools to use the data available to elaborate better school projects, and strategically decide which learning area/s to prioritize.

The City of Buenos Aires is also eager to **start a conversation around the implementation of learning domains at the regional level**. In 2013, we hosted a regional workshop on which should be the key domains and subdomains. This year we are planning to invite key stakeholders from all Latin American countries to talk about how to teach, learn, and assess these domains in the classroom.

7. Support

To implement all of the above we have the support of the Mayor of the City of Buenos Aires and the Minister of Education. It is key to sustain the support that we have built within the education community. We would also need technical support from within and outside the Ministry to build the new Teacher Training School. We would like to learn from others, and bring to Buenos Aires experiences that have been successful in other countries. Finally, as mentioned above, we are planning a regional workshop about the implementation phase of LMTE in the City of Buenos Aires, and are looking for financial assistance to cover the costs of this workshop.

LMTF Learning Champions Profile: Ethiopia

1. Background

The Ethiopian Education and Training Policy (EETP) states that the teaching/learning process targets an outcome-based education that will invest on problem-solving, evaluation, creativity, and deeper learning. To achieve these critical thinking skills, the policy has also stated that a concerted effort should be made to marry instruction and assessment; that is, continuous assessment. In line with the EETP, the curriculum framework for Ethiopian education (KG to grade 12) also indicates that continuous assessment should be implemented in Ethiopian schools at all levels.

Therefore, students in the first cycle of primary education (Grades 1 to 4) are assessed using continuous assessment only with no formal conventional examinations given. Their promotion depends only on continuous assessment. The role of assessment at this stage is diagnostic and remedial. If a student fails to achieve a particular competency, the teacher will provide remedial work so that the student can catch up. If another student achieves a higher level all the time, the teacher will find work that is more challenging for that student. Although this is ideal and not easy to achieve for very large class sizes, it is taken as a standard that must be attempted. In the second cycle of primary education and both cycles of secondary education conventional examinations will be given at the end of each term and promotion depends on both continuous assessment and the conventional examinations.

A variety of continuous assessment strategies are used by teachers in Ethiopian schools. Even though the most commonly used strategy is written test, methods such as class work, oral questions, home assignments, fieldwork, project work, group work, practical activities, and observation are used at different degrees in different levels of schooling. The universal problems of continuous assessment, which include teachers' capacity to use it as a method, the difficulty of implementing it in large classes, and its highly demanding nature on teachers, are also problems that we face in Ethiopia as we attempt to implement it. Therefore, the MOE is currently working on training teachers on how to use continuous assessment. The ministry has also produced in the past manuals and guidelines for teachers on how to use continuous assessment and is currently producing a handbook for secondary school teachers on the subject. We believe that various interventions are still required to alleviate challenges of training 367,989 teachers teaching in 32,048 primary schools all over the country.

2. Key Stakeholders

The primary stakeholders in the process of Learning Champions activities are the teachers since they are the implementers of continuous assessment in the classroom.

Governmental education organizations like Regional Education Bureaus, the Zonal Education Departments, District Education offices, and schools in chain are the key facilitators of all the training activities.

UNICEF has been working in two administrative regions and one city administration namely Amhara Region, Harari Region, and Addis Ababa city administration first cycle primary school teachers' training. Currently they are working to expand the experience to all primary schools of the country.

USAID worked on both pre-service and in-service teachers' training through Teacher Training College (TTC) and Continuous Professional Development (CPD) respectively. These trainings were on various aspects of educational activities, which include continuous assessment.

JICA through its three years program (SMASE) worked in improving science and mathematics education in primary schools, which include assessment training.

3. Progress To date

Activities for the Learning Champion initiative in Ethiopia began in October 2014 when two members of LMTF had a preliminary discussion with the Learning Champion team in the country. Since then the team has made various awareness consultations both within the curriculum directorate staff and other stakeholders on different

workshops. Our director has been consulting the Regional Education Bureau Heads and other stakeholders on the issue on the forum undertaken every three months.

The current focus of Ministry of Education is to deliver quality education at all level the education system. To bring about quality education, the most important intervention is to enhance teachers' capacity of implementing teaching methods like active learning and continuous assessment. Since these are burning issues at this time and we have many data at hand that show gaps in this respect, we did not need to make further surveys other than desk surveys.

4. Mapping Exercise

The mapping exercise was done by the Learning Champion team consulting the necessary stakeholders like National Assessment and Examination Agency (NAEA) and Regional Education Bureau Examination Department experts. The Ministry of Education monitors the performance of the education system through national assessments and exams agency. The National Learning Assessment (NLA) has been implemented every four years since 1999/2000. Its purpose is to obtain information about overall levels of learning and to identify factors associated with academic performance. These national assessments measure learning at the end of the two cycles of primary education, Grades 4 and 8, in math, science, and English. The ministry has also decided the NLA for Grades 4 and 8 to also include Grades 10 and 12.

However, continuous assessment is expected to be conducted by the teachers in the classroom as part of the lesson although the type, the quality, and frequency of the assessment are under question. The assessment is based on the minimum learning competencies of all the subjects taught at different grade levels. These competencies include all the three domains of Bloom's taxonomy (cognitive, effective, and psychomotor) but our schools' test items are criticized to be dominated by lower order thinking skills (knowledge, comprehension). The purpose of the continuous assessment is to improve teaching and learning process especially performance of the students.

5. Priority Areas for Innovation and Improvement

Some of the challenges of our national education system that will be taken as priority area for next five years are:

1. Studies like Early Grade Reading Assessment (EGRA) and National Learning Assessment (NLA) have shown that students' learning achievement at all level of education is low
2. Internal efficiency problems like completion rate (Example only around 58 percent of students enrolled in grade 1 complete grade 5)
3. Very low qualified teacher student ratio at pre-primary and primary schools
4. Poor school facilities like laboratories and libraries

Our specific case focuses on problems of implementing continuous assessment in primary schools. As mentioned above, assessment of the first cycle of primary schools students is fully dependent on continuous assessment. Teachers are expected to know the performances of students through this process and take remedial measures where the students show weakness to enable them attain the competencies and pass the grades. However, various studies show that teachers lack capacity and have misunderstanding of this promotion policy that they call free promotion. As the result, this serious issue became our area of focus to contribute in enhancing teachers' competence.

We believe that the continuous assessments under consideration should take account of LMTF domains like learning approaches & cognition, physical well-being, numeracy & math, culture & the arts, and literacy & communication. This is because the subjects taught at primary level include competencies that comprise these domains.

6. Action plan

No	Plan	Activities	Execution time	Budget requirement
1	Writing proposal	-The team prepares proposal and		

	concept note and an action plan.	concept note. -Submit the documents to CDID and LMTF for approval.	Jan, 2015	
2	Organizing launching workshop	-Presenting the proposal and the concept note to the core stakeholder representatives. -Discuss on the way forward.	Feb, 2015	-per-diem for workshop participants -fuel -stationery
3	Development of training manual	-The country team develops the manual with the aid of professional consultant.	March – April, 2015	- consultant fee
4	Conducting TOT	-Selecting participants from all regions and city administrations. -Providing practical training at 4 different parts of the country.	April – June, 2015 (Fed. Level)	-per-diem for workshop participants -fuel -stationery -hall rent
5	Monitoring and sharing our experience	-Conducting monitoring when the training is cascaded and share our experiences.	Sept – Nov., 2015	- per-diem for experts involved in the monitoring
6	Final Report	-The country team writes report and submit it to CDID and LMTF	Dec. 2015	

7. Support

For implementation of our plan, we need technical and financial support only. We have experiences of developing training manual locally; however, it may be more fruitful if we can get international experience from recognized consultant. As one of our barriers is shortage of finances, we need available philanthropic assistance for improving continuous assessment through this process.

LMTF Learning Champions Profile: Kenya

INTRODUCTION

The Ministry of Education Science and Technology (MOEST), Women Educational Researchers of Kenya (WERK), and the Kenya Primary Schools Head teachers Association (KEPSHA), are leading the LMTF Kenya process. The Ministry of Education is committed to the provision of quality education and training to its citizens at all levels to meet new realities, which demand that the education system produces global citizens who are equipped with appropriate skills. To uplift and maintain high quality education that is accessible and relevant to all is a key priority for Kenya.

Kenya has participated in several international forums organized by the LMTF and continues to make its contribution as a learning champion. The task of Kenya as a Learning Champion is to strive to create more effective assessment system is to improve learning outcomes.

In relation to equity, the government has instituted various strategies that have encouraged balance in opportunities to education. Such strategies include providing teaching/learning materials and infrastructure to schools.

KEY LEARNING MEASUREMENTS

Key stakeholders in measurement of learning include the following.

1. National Assessment System for Monitoring Learner Achievement (NASMLA)

The National Assessment Centre is under the Kenya National Examinations Council. It is a culmination of programs such as Monitoring Learning Achievements (MLA) and Monitoring Achievement in Lower Primary (MALP) that were previously used to measure quality of learning.

The objectives of NASMLA are to:

- i. Provide a relatively more comprehensive analysis of educational outcomes
- ii. Inform on learning achievement at the selected level (primary 3) in a formative manner
- iii. Highlight any emerging regional disparities and discrepancies based on gender and special needs among others
- iv. Indicate discrepancies in learning achievements and the significance of these on the process of education at the lower primary
- v. Provide an ideal monitoring route-map for tracking progress and achievements of each cohort of learners

2. Guidelines for Quality Assurance and Standards Assessment of schools in Kenya: Quality Index.

The purpose of the standards assessment is to evaluate the quality of education provision within a school, focusing on the quality of teaching and learning and student achievements. Monitoring the quality of pedagogical processes in the school is therefore at the core of the assessment process.

3. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ).

It is conducted in 14 Anglophone countries in Africa: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, and Tanzania mainland, Zanzibar, Uganda, Zambia, & Zimbabwe. The study targeted mainly Grade 6, math & reading skills (numeracy & literacy).

The overall aim is to share experience and expertise in developing the capacities of education stakeholders to apply scientific methods in monitoring and evaluating the conditions of schooling and the quality of education.

4. Uwezo Kenya

This organization carries out annual assessment of learning targeting literacy in English and Kiswahili and numeracy. It is household based and targets both in school and out of school children aged between six and sixteen years.

5. Kenya School Readiness Assessment Tool (KSRAT)

The tool assesses learning competencies at ECDE level (five to six years old) and is meant to provide a standardized, continuous, and holistic mode of assessment of the child's readiness for primary one.

It eliminates the tests and interviews children are subjected to when joining primary one, which block many children from joining primary school. It takes into consideration environmental diversities.

The tool assesses nine competency areas namely: language, mathematics, physical competencies, creative arts, science, social competencies, life skills, music and movement, and religious education.

6. Kenya National Examinations Council summative assessments.

This is done annually as an end of level assessment system for certification and placement. It is at two levels- KCPE and KCSE.

OVERALL PURPOSE AND RESULTS

Although some ground has been covered in achievement of LMTF there is need to harmonize activities of the various stakeholders involved in measurement of learning achievement.

The following milestones have been set to be achieved in the first phase:

- i. Taking stock of the current learning assessment situation, mapping out the various assessment actors and efforts in the country, reflecting on what is working well and what is not, and mapping current assessment initiatives to LMTF's seven learning domains and seven measurement areas;
- ii. Convening meetings of key stakeholders involved in education assessment to introduce the LMTF initiative and to agree to roles for those institutions that wish to participate;
- iii. Diagnosing the quality of the existing assessment systems along with how well the results are used; and
- iv. Assessing the necessary technical and financial resources required to improve learning measurement and outcomes.

CONCLUSION

The experiences and challenges will be shared in the LMTF forum in Kigali, with expectations of learning from best practices from other learning champions.

We intend to work with our regional Learning Champions who include Rwanda, Botswana, Zambia, Ethiopia, and Sudan to share our priorities since learning is a global concern.

Our immediate concern and task as a Learning Champion is to:

1. Develop, validate, and adapt tools that are aligned to the LMTF recommendations aimed at improving measurement of learning outcomes in Kenya.
2. Adapt a set of validated, practical tools that the Ministry and other national stakeholders can use in the country context.
3. Build consensus on national priorities around learning assessment and outcomes and start elaborating national plans for strengthening learning assessment.
4. Entrench the use of measurements and activating regional for leverage on best practices.

LMTF Learning Champions Profile: Kyrgyz Republic

1. Background/Overview of Current State of Learning and Assessment System

The existing assessment system in Kyrgyz Republic consists of three parts: (a) Classroom based assessment focusing on elements of formative assessment. This classroom based assessment is aimed at assisting teachers in assessing progression in student learning and identifying gaps for improvement in real time (b) Sample based National Achievement Assessment known as NSBA at grade 4 and grade 8 provides a snapshot of the system wide performance and track the trends to inform decision making, and (c) A school leaving examinations at grades 9 and 11 which are at the end of 9 and 11 year schooling to certify student learning at the end of the general schooling cycles.

While there were improvements in the Kyrgyz Republic's scores on PISA between 2006 and 2009, analysis of the PISA results indicates that a lack of quality in teaching is a major determinant of low results on these assessments. Informed by these lessons from PISA result, the government sets in motion a process reforms aimed at improved learning. Priorities for education reform include the revision and improvement of the national curriculum, introduction of improved teaching strategies and an incentive structure to enhance teacher performance, and strengthening of the national assessment system and increased monitoring and evaluation of student learning outcomes.

The national assessment system in Kyrgyz Republic is emerging, but there are significant barriers to make the system more effective in measuring learning outcomes at the system, school, and classroom levels. A benchmarking exercise was carried out by the World Bank in using the SABER instrument, which identified the challenges and specific areas for enhancement. These include the need for continued enhancement of the national policy framework for assessment, promoting an assessment culture among stakeholders and in the society at large, clarifying the governance arrangements and institutional functions for the assessment community of practice, ensuring adequate human capacity with assessment competency, improving the validity and reliability of assessment instruments and finding more sustainable financing arrangement for assessment activities.

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. The draft document has been developed. We are committed to improved learning outcome for all Kyrgyz children and hope that participation in this global learning effort will help us to improve our education system.

2. Key Stakeholders

The main actors have been involved in the Learning Champion process within our country are country methodologists and education experts, kindergarten and school teachers, and the National Testing Center as the main implementing agency.

3. Progress to Date

Currently, we are at the stage of planning all our activities. The main activities that our team has conducted to date are three meetings of the country working group and National Testing Center staff, useful consultations with LMTF members, and two surveys.

4. Mapping Exercise

The key findings in the process of planning the main activities, identifying the major actors, target groups, the content in assessing learning are as follows:

- The National Testing Center is the main implementing agency but all its activities are the subject of supervision and monitoring of the working group consisted from representatives of Ministry of Education

and Science, World Bank, GIZ, ADB, and other international projects, Aga Khan Foundation, UNICEF, schools, regional education structures, etc.

- The plan is to assess pre-school and primary school students' achievements.
- The main content of assessment is the competencies of our children in literacy and communication, numeracy and mathematics, social and emotional, and science and technology.
- All these mentioned above as well as the time table is a subject for further discussions.

5. Priority Areas for Innovation and Improvement

Although nearly all students complete basic education, results from the 2006 and 2009 administration of the Program for International Student Assessment (PISA), which assesses the competencies of 15-year-olds in reading, mathematics, and science, demonstrated dramatically low levels of performance of Kyrgyz students as compared to the average scores of students from other participating countries.

In 2013, in Kyrgyzstan with USAID help EGRA Program, which assesses primary school students' reading skills, has started. 5,840 students participated in the first round. More than 10 percent of grade 1 and 2 students were assessed and only 1 percent of the grade 4 students achieved the basic level on reading and understanding of Kyrgyz and Russian.

National Sample-Based Assessment of grade 4 and 8 students showed extremely low level in mathematics and science as well. The lack of social and emotional competencies inherited from the former Soviet Union education also is a substantial obstacle for students' ethical and intellectual development.

GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) contributes an important input to our assessment system: among four Central Asian countries, Kyrgyz Republic participates in the regional program to study of primary school student achievements. Under the program an assessment tools for assessing learning, achievements and competencies on math, reading and understanding of 4th grade students were developed, analyzed, and piloted. Therefore, the framework of the Learning Metrics and the key outcomes articulated in the seven domains will help us in exploring and elaboration of the subsequent indicators to define and measure these outcomes. Thus, in perspective, we are interested in all suggested domains.

While the country educators are interested in all key domains, priorities are given to early child development outcomes and as well as indicators relating to literacy and communication, numeracy and mathematics, social and emotional, and science and technology domains.

6. Action Plan

The major points of our initial Action Plan are as follows:

- a. Design, develop, test and validate instruments according to the agreed standards and LMTF requirements;
- b. Develop strategies for better measurement and use of data in such student learning domains as Literacy and communication, numeracy and mathematics, social and emotional, and science and technology.
- c. Introduce the LMTF instruments into the country school practice.

7. Support

The main types of support that we anticipate to implement the plan are as follows:

- d. Technical (assistance for designing new measurement tools and reviewing existing ones; data analysis)
- e. Financial (assistance in developing and validating instruments to support country level activities, help understanding available philanthropic, bi-lateral, and multilateral assistance for assessment and improving learning— here we need help from LMTF)

- f. Political (convincing government, media, public, parents, teachers, etc. on the importance of tracking and improving learning across a broad range of competencies)

LMTF Learning Champions Profile: Nepal

1. Overview of Current State of Learning Assessment

In Nepal, practice has been making on three types of assessments that is National Assessment of Student Achievement (NASA), Continuous Assessment System (CAS) and public examinations. The national roadmap for NASA is below.

Roadmap of National Assessment in Nepal

Grades	2011 December	2012 December	2013 December	2014 December	2015	2016
3		√		√		√
5		√		√		√
8	√		√		√	

The public examination is held annually in different three levels: National level, District level, and Resource Center (RC) level after grade 10, grade 8, and grade 5 respectively.

2. Key Stakeholders

The government of Nepal, UNICEF, and Samunnat Nepal

3. Progress to Date

With the financial and technical support of UNICEF Nepal, Samunnat Nepal has developed a synthesized document of LMTF 1.0. Now it is in the process of translation in Nepali language. UNICEF and Samunnat Nepal consulting with ERO has organized number of consultation meeting for identifying the future way out regarding the use of seven domain of learning. A number of discussions has also made to put the concern into formal process through govern mechanism.

4. Mapping Exercise

Two brainstorming exercises helped map how and to what extent the school level Nepalese curriculum and assessment has addressed the seven domain of learning. Participants in the sharing exercise were the chief of the Curriculum Development Center (CDC) and experts from CDC, Ministry of Education (MOE), UNICEF Nepal, and Education Review Office (ERO). In addition, a workshop was organized in Gulmi district to inform the effort and content of the seven domain of the Learning Metrics Task Force. Many of the seven domains have been addressed by the existing curriculum and assessment, nevertheless detail discussions on the domains is needed. The intent and coverage of the domain need to be either clear or need to be defined based on country specific context.

5. Priority Areas for Innovation and improvement

After getting the first cycle of the NASA results for grade 3, 5, and 8, the government has decided to initiate the following reform measure based on the following priorities:

- Priority 1: Improve the schools' learning environment
- Priority 2: Emphasize activity-based learning
- Priority 3: Promote early grade reading
- Priority 4: Reform student assessment system
- Priority 5: Enhance teachers access to resource materials

- Priority 6: Strengthen teacher preparation and professional development
- Priority 7: Design support mechanisms for poor-performing schools and students
- Priority 8: Center parental participation around child learning
- Priority 9: Strengthen professional support and supervision at the school/classroom level

6. Action Plan

Based on the above priorities area the government has developed action plan and it is in the process of implementation. Following is the model for first two priorities activity.

	Priorities strategies	Task detail	Time	Responsible agency	Resources
1	Improve school learning environment	School standardization (self-assessment)	Annual	School	Additional resources
		MEC/PMEC update and publicly disclose	Annual	DEO	Existing resources
		Prepare plan	Annual	School/DEO	Existing plus additional
		Prepare guideline for mobilization of local resources	Within three months	DOE	Existing
2	Activity based learning	Prepare guideline for teacher lining with NASA findings	FY 2071/72	NCED	Additional resources
		Ensure work book for all teacher	FY 2071/72	NCED	Additional resources
		Conduct dissemination workshop massively for all the teacher	FY 2071/72	NCED	Additional resources
		Ensure teacher diary for all teacher	Each starting weak of academic year	DOE	Additional resources
		Prepare comprehensive and detail Monitoring Plan	FY 2071/72	DEO	Additional resources

The above mentioned action plan is the government plan; the major concern in this regards is that how to link the seven domains of learning and LMTF 2.0 process with the above continuous effort. I think this will be the subject of discussion. The following points could also help to know and to give feedback for action plan:

- Ministry of Education Nepal is trying to organize a consultative meeting with government personnel, UNICEF, and Summunat Nepal. After a couple of days, we will organize a meeting to get some insight about future course of action.
- One possible effort that we can do is that we in the district (which includes 614 schools) can pilot the LMTF 1.0 recommendation and indicator. However, we should discuss to what extent such effort can contribute in such global endeavor. Last week, we in the district organized a half-day workshop to inform the LMTF process, recommendations, and indicators and got such insight.
- To make the action plan more practical, we will get insight in the Kigali Forum. Sharing ideas of different country and state could add value in our effort.

7. Support

The major challenge in our context is that how to integrate the LMTF process with government regular activity. In addition, to get insight about newly developed seven domain and indicators has seen crucial. So, the following support could be anticipated:

Political

- In the coordination of UNICEF (possibly UNICEF could be the appropriate organization) a national level sensitization workshop needs to be organized with policy level persons, curriculum experts, and assessment experts. In the workshop, the LMTF experts will be facilitating.
- After that, a national level formal and government accepted working group needs to be formed.

Technical

- To initiate the above (in the political concerns) mentioned activity technical support is needed from the LMTF experts.

Financial

- We hope think the expert who will be facilitating the awareness workshop can be paid by the LMTF side. We have been informed that UNICEF Nepal has also allocated funds to address the concerns of the LMTF recommendation. So, financial aspect is not seen as more crucial.

LMTF Learning Champions Profile: Palestine

1. Background/Overview of Current State of Learning and Assessment System:

“Educational reform with Uncertainty: A State under Military Occupation; this statement may tell a lot about education in Palestine”

Despite the previous fact, the Ministry of Education and Higher Education (MoEHE) holds responsibility for managing public schools (including regulatory overview of schools run by the private sector), overseeing 67.08 percent of the total number of Palestinian students. United Nations Relief and Works Agency (UNRWA) oversee 24.07 percent, while the private sector oversees 8.85 percent of the total general education student population.

The Palestinian general education system is comprised of the following sub-sectors:

- Pre-school education: refers to services for children from four to six years for a period of two years. Currently, MoEHE only indirectly oversees this type of education. However, MoEHE is directing its policies towards establishing pre-school education in public schools.
- Primary Education: includes grades 1-10. Basic education ranges from Grade 1-10 and is compulsory. It is divided into two levels the lower basic stage of grades 1-4 and upper basic stage (empowerment) including grades 5-10.
- Secondary Education: consists of academic and vocational education for grades 11-12.
- Non-formal Education: MoEHE provides two non-formal education programs. One is a parallel education program provided to dropouts who had completed five to six years of basic education. The second is a literacy program and adult education, provided for those over the age of 15 who are not proficient in reading and writing.

Regarding assessment system, upgrading assessment and evaluation system in line with curriculum reform is considered to be one of the main five priorities in the new education development strategic plan (EDSP) for 2014-2019. In this regard, MoEHE implemented five types of assessments:

✓ ***International large scale assessment (TIMSS and EGRA)***

Palestine has participated in (TIMSS) in 2003, 2007 and 2011 for 8th graders, and conducted EGRA in 2014 on 2nd graders.

✓ ***National Assessment (NATs):***

The Ministry has been implementing these tests once every two year since 2008. The national tests samples include students in Grade 4 and 10 in Arabic language, mathematics, and science.

✓ ***Unified Achievement Tests (UAT):***

The UAT are the third level of indicators for student achievement, implemented in West Bank public schools in survey basis in some pivotal grades in some core subjects.

✓ ***Classroom Assessment***

Ministry of Education provides guidelines for classroom assessment with some system-level mechanisms, such as pre- and in-service teacher training opportunities to ensure that teachers develop skills and expertise in classroom assessment.

✓ ***Examinations:***

The *Tawjihi* is an exam administered to grade 12 students primarily for student certification of secondary level completion and for student selection to a higher education institution. The examination has been administered since 1960; efforts to improve the examination are not welcomed by the leadership in charge of the examination.

2. Key Stakeholders:

Some educational research firms are ready to join the LMTF national champion, mainly:

- ✓ NGOs dealing with educational issues (Teacher Creativity Center, Alqqatan Educational Center, Alpha International, the Palestinian Commission for Mathematics **RAF'AH**)
- ✓ Some national universities are in a position to be part of the efforts
- ✓ The MoEHE, through the Assessment and Evaluation Department (AED), the national institute for educational training (NIET), and Palestinian Curriculum Development center (PCDC), and other related departments
- ✓ Palestinian teacher unions
- ✓ Some donors working in Palestine (JICA, Save the children, MENIT/GIZ, UNICEF)

3. **Progress to Date:**

- ✓ The national SABER-Assessment report is ready, tackling the issue of student assessment in Palestine with recommendations on how to proceed. Such a report should be considered as a base course for any future activities regarding learning and assessment.
- ✓ A list of donors with their contact information is available, which may help in any future activities regarding the Learning Champions and any fundraising.
- ✓ In mid-April, **RAF'AH** will host a national meeting to present a road map for the work under the LMTF Learning Champions based on the consultation during the Kigali Forum.
- ✓ In May, the AED will administer SABER-Assessment tools, again, to collect further information regarding (classroom assessment, national and international large-scale assessment, and examination).
- ✓ Efforts are being made with the help of AMIDEAST to call for a national meeting to further discuss the national strategy for educational evaluation.
- ✓ From February 26-27, Palestine will participate in the UNESCO meeting regarding national assessment.

4. **Mapping Exercise:**

- ✓ Information in the mapping exercise depended on the documents available at the AED, SABER national report, and TIMSS encyclopedia. All information submitted in the mapping exercise was also validated with AED experts.
- ✓ The main findings from the mapping revealed that assessment activities in Palestine still depend on traditional approach, focusing on paper and pencil tests, with some efforts to introduce other assessment strategies.
- ✓ MoEHE is the key actor in assessing learning.
- ✓ National and international assessments in Palestine focus on pivotal classes in core subjects like Arabic language, mathematics, and science with minor or no focus on other subjects.
- ✓ In the examination, all subjects used to be targeted by the final exam.
- ✓ Classroom assessment used to be conducted in daily or monthly bases.
- ✓ Tawjihi (matriculation examination) conducted at grade 12 on an annual basis.
- ✓ The national assessment is conducted every two years since 2008.
- ✓ The UAT is conducted two times per scholastic year since 2009.
- ✓ TIMSS is conducted every 4 years for 8th graders since 2003.
- ✓ EGRA was conducted for the first time last year (2014) for 2nd graders.
- ✓ There is a national debate regarding the impact of such assessments, and how to utilize its findings in the educational reform path and how to strategize/ institutionalize such assessments.

5. **Priority Areas for Innovation and Improvement:**

The priorities will be in alignment with the new education development strategic plan (EDSP) 2014-2019 priorities. Assessing literacy and numeracy will be one of the key priorities. Assessing reading skills will also be part of the future efforts in providing national indicators.

The issue of assessing readiness to learn is starting to be discussed and there is need to further understand the Early Childhood sector.

Life skills and ICT literacy is another issue to be addressed at the national level.

6. Action Plan:

- a. **Design:** We will use the existing tools (SABER questionnaires, SABER framework, the national assessment framework for testing math, Arabic language, and science; EGRA framework to assess reading skills in early grades; other tools available from LMTF and other LMTF champions) The design will be discussed in detailed with the LMTF and the MoEHE stakeholders.
- b. **Strategies:** The strategy for the Learning Champions plan will be developed using the new education development strategic plan (EDSP) 2014-2019, which has a focus on educational evaluation and assessment.

7. Support:

a. Technical

- ✓ Designing new measurement tools (especially for domains that are not addressed nationally)
- ✓ Reviewing existing national tools (questionnaires, and achievement tests)
- ✓ Identifying best practices among available international and regional assessment initiatives

b. Financial:

- ✓ Encourage policy makers for investing in assessment, reallocating budgets to implement assessments, and participating in national, regional, and international large scale assessments
- ✓ Understanding available philanthropic, bi-lateral, and multilateral assistance for assessment and improving learning
- ✓ Fundraising campaigns for the benefit of advancing learning and educational evaluation

c. Political:

- ✓ Convincing government /policy makers to be aware of the importance assessment and its vital role educational reform
- ✓ Arranging media and advocacy campaigns to introduce assessment issues
- ✓ Developing leaflets and public awareness events regarding quality education and quality assessment
- ✓ Involving teachers, teacher unions, parent councils, and social communities on the importance of tracking and improving learning across a broad range of competencies
- ✓ Involving educators and researchers on the importance of policy oriented research in shaping the reform plans

LMTF Learning Champions Profile: Pakistan

1. Background/Overview of Current State of Learning and Assessment System:

In Pakistan, assessments at the primary level (Grade I-IV) are normally administered by the schools. School exams are often held annually and some provinces have engaged in ad hoc experiments of ongoing assessments (Punjab) in public schools. Although the private sector may adhere to government examination systems of PEC (5 & 8) it usually develops its own system as assessments are a high stake compulsion for marketing and the final straw in household decisions on enrolment of children. Pakistan has lately had the good fortune of building capacity on assessment systems, institutionalize and embedding it in reform and policy documents. However, it remains stuck in the norms referenced grading, ranking, and quantitative approaches unable to shift to a criterion-referenced culture that is qualitative nuanced with respect to knowledge, skills, attitudes, and competencies that are transparent and comparable. The initiatives and annual allocations for regular assessments remain under spent due to lack of vision, leadership, clarity of purpose, and commitment. An important issue with the assessment system of Pakistan is the lack of a single body responsible for assessment. For example, in Punjab alone, there is the Punjab Examination Commission (PEC) for grades 5 and 8; PEACE for grade 4 and 8; and nine boards responsible for conducting secondary and higher secondary examinations (Grades 9-12). The responsibilities of these assessment bodies are often restricted to the conducting of examinations and sharing of results with little proactive feedback to students and teachers about their weaknesses and strengths. Furthermore, despite testing the same curriculum at the same grade, there is little or no coordination between these bodies and the other institutions dealing with curriculum, textbooks, teacher training (pre and in-service). We may have PEC and PEAC both conducting the examinations for the 8th grade in Punjab, but with little communication across the two about relevance and robustness of assessments and what do the trends in learning outcomes of children reveal about quality that need attention? Additionally, there is little diversity in the subjects covered by each assessment system as majority of these assess students on basic reading and numeracy.

2. Key Stakeholders:

ITA is leading this effort across Pakistan with active support from provincial government departments and private agencies. The partners include:

- Inter Board of Committee Chairmen- Federal
- National Education Assessment System- Federal
- Provincial Institute for Teacher Education – Khyber Pakhtunkhwa
- Provincial Education Assessment System- Sindh
- Reform Support Unit- Sindh
- Punjab Examination Commission- Punjab
- Policy Planning and Implementation Unit-Balochistan
- Kashmir Education Assessment Center- Azad Jammu & Kashmir
- Agha Khan University Institute for Education Development

3. Progress to Date:

To date, two National Stakeholders meetings have been conducted. First Learning Champions National Stakeholders Meeting was conducted on 21st October, 2014 chaired by Inter Board of Committee Chairman. Second Learning Champions National Stakeholders Meeting conducted on 5th January, 2015 hosted by Punjab Examination Commission.

4. Mapping Exercise:

The mapping study was conducted efficiently across Pakistan with provincial government departments facilitating the process in their respective provinces. Key results are summarized in the grid below:

Name of Assessment	Annual Status of Education Report	National Assessment Testing	Formative and Summative Assessment	Assessment in CPD	English Language Learning Assessment	Kashmir Achievement Testing.	Provincial Education Assessment Centre	Assess Student Learning Achievement	Student Achievement Test	Need assessment
Year of Establishment	2008	2004	1947	2010	2010	2013	2002	2005	2012	2012
Latest year administered	2014	2014	2014	2014	2014	2013	2014	2014	2014	2012
Type of assessment	household based assessment	Standardized test	Classroom test	Formative	Teacher assessment	Standardized test	Standardized test	Standardized test	Standardized test	Classroom test
Exact age groups covered	3-16 years		8-18 years		13-18 years	5-9 years.			9-10 and 12-	
Exact grades covered	all	4 and 8	3 to 12 grade	3,4,5	6 to 9/10	Grade-4	Grade 4 and 8	5 and 8	5 and 8	CLASS 1 TO 5
Which LMTF Domains (1-7) are covered by the assessment?	Literacy & Communication Numeracy & math	Learning approaches & cognition Numeracy & math Science & technology	Learning Approaches & Cognition	Physical well-being Culture & the arts Social & Emotional Numeracy & math Science & technology	Learning approaches & cognition	Learning approaches & cognition	Literacy & Communication Numeracy & math Science & technology	Learning approaches & cognition Numeracy & math Science & technology	Learning approaches & cognition	Learning approaches & cognition

5. Priority Areas for Innovation and Improvement:

Listed below are the priority areas for student testing. These have been selected keeping in consideration the national curriculum of Pakistan and the current gaps in learning assessments:

1. Science & Technology
2. Numeracy & Mathematics
3. Social & Emotional
4. Literacy & Communication
5. Physical Well Being

6. Action Plan:

Work is in progress on the design, testing, and validation of instruments. Table of specifications and template of assessment tool will be designed and shared with the LC group by mid of February. The areas have been divided between provinces. Each of them will work on one area and share the output by mid of May.

LMTF Learning Champions Profile: Senegal

WHY IS EDUCATION IMPORTANT FOR CHILDREN AND YOUTH?

- Education allows children and young people to have the instruments, linguistic and intellectual tools with which they will be able to face life, to adapt and to grow up morally, physically, mentally, and socially.
- Education is a way to interact with and be open to all humanity by sharing the universal values of freedom, justice, equality, and solidarity within and among generations while demonstrating the empowerment of people through more access to science and technology.
- Education is a means of strengthening the identity and independence of people and their civilization for self-recognition and an expression of their freedom and enhancement of cultures and heritage.
- Education is a means of social promotion and the fight against inequality, discrimination based on social class, status, type, socioeconomic, religion, gender, residence, and disabilities.

HOW IS EDUCATION TO BE ASSESSED?

I. Assessments based in the classroom/continuing assessment:

Overall, continuing assessment has the following objectives:

- Improving strategies utilized in continuing assessment
- Building tools for continuing assessment for primary school teachers
- Making a base if significant items available to learners
- Ensuring regular monitoring of student progress
- Organizing the remediation of teaching/learning

II. LARGE-SCALE NATIONAL ASSESSMENT

a. Standardized decentralized assessment

These forms of assessment have emerged in Senegal in districts where school authorities have tried to create standardized assessments by harmonizing the progression of teachers. Prescriptive plans are developed to initially organize a placement test at the start of the year and thereafter organize a pre-test then a post-test.

b. Studies and surveys

Studies and surveys are forms of assessment external to the districts and academies to

- Compare academies, districts, and schools according to national norms and standards
- Identify the determinative factors for the quality of education
- Determine the basic indicators for the development of school performance contracts, districts, and schools
- Provide tools to aid in the decision

III. EXAMINATIONS AND TESTS

This is also a standardized assessment. A review is summative and the role thereof is to monitor or verify compliance with a standard. The end of cycle assessments have three functions: to certify, to orient, and to select. They meet institutional demand and their purpose is to certify that the student has passed the test according to the standard required.

At the end of elementary school, students pass the exams for the Certificate of Primary School (CFEE) and the exam for admission to the sixth level.

The end of the curriculum of middle education is marked by the Secondary School Diploma (BFEM) and that of secondary school with the baccalaureate, while the license, master, and doctorate are introduced at the university.

The assessments for the end of cycle have experienced several reforms linked to changes in the paradigms and parameters of the system. The relevance of admission to the sixth level is a paradox within logic of education based on 10 years and an expansion of access to secondary education. The exorbitant costs of examinations are being controlled by introducing management that is more effective.

IV. INTERNATIONAL ASSESSMENTS

There are several evaluations organized on an international scale: PISA, ASER, EGRA, EGMA, SACMEQ, PASEC, PRE-PIRLS, TIMSS, LLECE, STEP, LAMP, UWEZO, AND WEI-SPS.

- Monitoring the learners' progress
- Analyzing the factors that affect outcomes
- Compare the performance of countries in education
- Provide the basis for an analysis for international researchers

HOW ASSESSMENT OF EDUCATION CAN IMPROVE EDUCATION

- Better demonstration of the performance achieved by students and teachers
- Early detection of disabilities, difficulties, and delays in students and provide solutions in a formative evaluation logic
- Develop peer exchanges, promote teamwork, and self-regulation
- Articulate learning, assessment, and remediation by varying models, types, and times of remediation

Target areas

The most recent assessments of SNERS, PASEC, and PALME revealed that basic skills in reading, mathematics, and science are not well established among learners. Therefore, for the INEADE, the priorities are the competences of learners in the following areas:

- Literacy and communication
- Cognitive learning
- The use of numbers (numeracy) & mathematics
- Science & technology

Competencies to be developed:

The training aims to develop the following competencies:

- To acquire the main concepts and models of educational assessment and be able to identify the essential elements thereof
- To develop various assessment instruments (situations and grids) applicable to different learning situations and be able to offer criticism
- Improve the performance of students in the four areas, to wit, literacy and communication, cognitive learning, the use of numbers, science and technology
- Develop models of remediation

Targets

The experiment includes five academies drawn at random from the 17 in Senegal and at least 15 inspections of education and training and in every IEF, 10 schools are chosen which makes a total of 150 schools. 20 students per school make a total of 3,000 students.

PLAN OF ACTION

Period	Activities	Objectives	Responsible	Budget	Observation
	Implementation of the technical team and the steering committee	Discuss the project objectives	INEADE		
November-December 2015	Conception of tools	Develop technical tools and cognitive instruments and background questionnaires	Technical Committee	2,200,000	Workshop
January 2015	Pre-test the supervision of pretesting, validation of items and polishing tools	Perform a psychometric analysis of the tools and measuring instruments	Technical Committee	1,000,000	Workshop
January 2015	Implementation of decentralized technical teams	Implementation of assessment teams at the regional and district level	INEADE Civil Society IA IEFS and universities	3,000,000	Installation of regional committees

January-February 2015	Training of Administrators	Train database administrators	INEADE Societies IA IEFS and universities	1,800,000	
February	Test Administration	Test Administration	The IA and the IEFS	7,000,000	
February	Coding and input of items	Correct developed tests based on the four areas		3,500,000	

			INEADE		
February	Descriptive and inferential statistical analysis	Analyze results obtained	INEADE Societies IA IEFS and the universities	1,800,000	
February	Preparation of the report	Draft the report	INEADE Societies IA IEFS and universities	1,900,000	
March-April	Organization of remediation	Implementation of tools for remediation based on instruments to be developed	INEADE Societies IA IEFS and universities	3,600,000	
May	Administration of post- tests	Administration of post- tests	INEADE Societies IA IEFS and universities	7,000,000	
May	Coding of items	Correcting tests	INEADE Societies IA IEFS	3,500,000	

			and universities		
May	Descriptive and inferential statistical analysis	Analyzing results	INEADE Societies IA IEFS and universities	700,000	
June	Preparation of the report	Prepare the reports	INEADE Societies IA IEFS and universities	19,000.00	
July	Sharing the report	Share the report with institutions and communities	INEADE Societies IA IEFS and universities	8,000,000	

LMTF Learning Champions Profile: Sudan

1. The Structure of the General Education System in the Sudan:

A. The Basic Education Stage

- Pre-School Education: Two consecutive years for children between four and five years of age.
- The Basic Education Stage: Eight consecutive years for children between six and thirteen years of age. The education or study commences at the age of six until the end of the stage where the student will sit for the examination of the basic education certificate to qualify for secondary enrollment.

B. The Secondary Education Stage

- The Academic Secondary Education: This continues for three consecutive years after which the student will be eligible to sit for the secondary certificate exam to proceed to the higher education or the labor market.
- The Technical Secondary Education: This continues for three consecutive years after which the student will be eligible to sit for the technical secondary certificate exam to proceed to the higher education or the labor market.

C. Parallel Education:

- There are some institutes and centers that are parallel to formal education. They operate in accordance with the General Educational Legislations to achieve their goals. Examples of these are:

✓ The Religious Institutes, Vocational Institutes, Vocational Training Centers.

2. Educational Assessment System

A. Class Assessment

The appraisal or the assessment in the basic and the secondary educations takes place in the classroom through discussions and observance of the students' performances and through solving the appraisal questions at the end of the tuition, both verbally and written. In addition to this is the achievement of the homework. Appraisal and assessment is also done through the achieved results obtained by students at the end of each unit of the syllabus. These examinations are made by each subject teacher to see how the students have absorbed the subject. In addition to this, the field visits of the supervisors contribute to the assessment of the teachers themselves. They provide advices as well, and contribute towards solving problems.

B. Examinations

Examinations are made monthly. The purpose behind this is to enable the teaching staff to assess the performance of students and how they have absorbed the subjects. There are also the half term examinations. Followed by this, is the examinations at the end of the academic year to see who is eligible to proceed to the following upper classes.

The examinations at the end of the basic education stage are made at the Provincial Level, by experts under the supervision of the National Centre for Curricula and Educational Research. The examination dates are specified in accordance with the General Study Calendar for each province separately.

As regards the secondary education (or stage) and at the end of it, the students sit for the Final Examinations. These are one unified examinations prepared by experts under the supervision of the General Administration for Examinations and evaluation at the Federal Ministry of Education. The dates for these examinations are determined before the start of the Academic Year. The results obtained in these examinations are controlled and corrected by highly qualified and expert teachers.

The results obtained in these examinations are then calculated to see the success and failure ratios. These will also be analyzed, and then comparisons are made between them in all the various study fields, and accordingly the students are allocated to the various universities. One more benefit of these examinations is to assist in controlling the curricula and the educational policies.

The Child Assessment Register and calculations of ratios of understanding are used at the pre-school era for the assessment purposes.

There exists a national system for the assessment of education during design stage, and this is a part among the activities of reviving the Basic Education Project.

3. Key Stakeholder

The Learning Champion initiative is pioneered by the Federal Ministry of Education, which works with a number of partners, like the World Bank, and a national organization called H&H for Consultancy, in addition to the provincial Ministries of Education, the teachers, and the parents, civil organizations, teacher's trade union, and the Trade Union of the General Educational Employees.

4. Progress to Date

A number of meetings have been convened with the key stakeholders, which resulted in conforming guidance or a steering committee. This committee is entrusted to support the assessment and design the system. A technical work committee has also been formed to assist in designing the system and effecting the assessment.

A Student Documentary Register has also been designed and established which gives a detailed description of the student performance through all study classes and through all various educational stages. This makes the gathered information about a student look real and meaningful at the times of an assessment. This system is still at the test stage.

A field survey has been affected in Khartoum state to analyze the performance of students at class three of the Basic Education, with a special reference to reading, writing, and in mathematics.

5. Mapping Exercise:

The Ministry of Education is reviewing some of its policies. Among this is the idea of increasing one academic year to the basic education stage and also revising and developing the curricula and syllabus and adopt policies based on scientific foundations. This requires learning measurements including the measuring of literacy & communication and numeracy & mathematics in all states as well measuring the performance and understanding of reading & writing in the first circle represented by Class 3 of the basic education. In addition, it involves assessing the capabilities of pupils in the fundamental skills in Class 3, and measuring the science and technology in Class 7 of the basic education in one state as a pilot study.

6. Priority Areas:

In accordance with the meetings between the key stakeholders, the steering committee and expert consultants, it has been determined that measuring fields are of prime importance. The following fields or subjects have been chosen: literacy & communication, numeracy & mathematics, and science & technology due to their significance. The results, therefore, will be used to guide policies to develop the curricula, train the teachers and develop the education quality.

7. Action Plan:

The Activity		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Designing the tools and guides	A												
	B												
Verifying the tools	A												
	B												
The Choice of the data collectors	A												
	B												
Training the data collectors and the supervisors	A												
	B												
Collecting statistical data	A												
	B												
Choosing the sample	A												
	B												
Conducting the test	A												
	B												
Data entry	A												
	B												
Data analysis	A												
	B												
Report writing	A												
	B												
Displaying the assessment to experts	A												
	B												
The meetings of the steering committee	A												

	B													
The meetings of all stakeholders	A													
	B													
Preparation of the final report	A													
	B													

A: literacy & communication, numeracy & mathematics

B: science & technology

8. Support

The support needed to execute the plan:

- Technical Support:
 - Increasing the capacity of the working team as relates to the design of the measuring tools and analyzing the data and training the teachers on managing the assessments and appraisals.
 - Assisting in designing and preparing the measuring tools for science and technology and to take the experience of one of the developed countries.
 - The financial assistance is also needed to implement the planned assessments.

LMTF Learning Champions Profile: Zambia

1. Background/Overview of Current State of Learning and Assessment System

Zambia has made a lot of progress in access and equity especially at primary level. However, the challenge remains that of quality education delivery. Various assessments done indicate that our children at primary level are still performing below their grade level and this has a spillover effect at secondary level.

Various assessments at both national and international levels consistently indicate that performance of our learners is below the desired standards. For example, at national level the EGRA-EGMA baseline surveys conducted by USAID partners showed that our children at Grade 2 are performing below grade level in both literacy and numeracy. Additionally, National Assessment Survey of 2012 indicates that mean performance of learners at Grade 5 was as follows: reading in English 34.12percent, mathematics 38.25 percent, life skills 37.27percent, and Zambian languages 36.81 percent. At the regional level, the last Southern African Consortium for Measuring Education Quality (SACMEQ) results indicates that Zambia is second last among the 10 participating countries.

2. Structure of assessment

a. Local

- School based assessment (both standardized and not standardized)
- At primary and secondary levels, we have **Mid-term** and **End of Term Assessment**.
- We also have semi scripted lessons in early grade literacy (as per new curriculum) with standardized assessments every fifth week. The same is being developed for numeracy.

b. National Assessments

- National Assessment of Learning Achievement at Grade 5
- National Assessment of Learning Achievement at Grade 9 (started in 2013)
- EGRA and EGMA on sampled basis
- National High Stakes examinations at Grades 7, 9, and 12

c. Regional/International Assessments

- Southern African Consortium for Monitoring Education Quality (SACMEQ)
- Programme for International Student Assessment (PISA). Zambia is one of the countries that have joined the Programme for International Student Assessment PISA. Zambia has been taking part in the preparations for PISA for Development earmarked for 2017. This assessment will target the 15 year olds both in and out of school. The focus is on reading, mathematics, and science.

In the Zambian general education system, two institutions are charged with the function of conducting examinations and awarding certificates. These are:

- Examinations Council of Zambia (ECZ)
- Technical Education Vocational and Entrepreneurship Training Authority (TEVETA) which is to begin in September 2015

The extent to which Zambia measures learning in the seven domains is summarized in the table below.

Pre-Primary

Name of the Measure	Objective	Frequency	Scope	Domains
School readiness	School Readiness	irregular	individual schools or	social and emotional literacy and communication

Learning Metrics Task Force 2.0

assessment (developed in conjunction with UNICEF , University of Zambia)			districts	numeracy and mathematics
School Health and Nutrition (SHN)	Physical well-being	termly	individual schools or districts	physical well-being

Primary level

Name of the Measure	Objective	Frequency	Scope	Domains
EGRA and EGMA,	Assess the reading levels	Formative and summative	individual schools or districts	literacy and communication (Zambian languages) numeracy and mathematics
School Health and Nutrition (SHN)	Physical well-being	termly	individual schools or districts	physical well-being
National Examinations	Evaluation, Selection and Certification	End of 7 years in Primary school-annual activity	national-every child	literacy and communication (English and Zambian languages) numeracy and mathematics learning approaches and cognition science and technology
National Assessment	System Evaluation	2-3 years	sample based	literacy and communication- (English and Zambian languages) numeracy and mathematics physical well-being social and emotional
SACMEQ	System Evaluation	5-10 years	sample based	literacy and communication-(English) numeracy and mathematics

Post Primary Level (Junior Secondary)

Name of the Measure	Objective	Frequency	Scope	Domains
Mock Examinations	Evaluation	formative and summative	individual schools or districts	literacy and communication (English and Zambian languages, French) numeracy and mathematics science and technology

Learning Metrics Task Force 2.0

				culture and arts physical well-being
National Examinations	Evaluation Selection and Certification	End of 2 years of junior Secondary - annual activity	National- Every child	literacy and communication (English and Zambian languages, French) numeracy and mathematics science and technology culture and arts physical well-being
National Assessment- 2013 first time	System Evaluation	2-3 years	Sample based	literacy and communication (English) numeracy and mathematics learning approaches and cognition science and technology culture and arts physical well-being

We are exploring Grade 1 and 4 competency tests with clear performance level descriptors. Grade1 competency tests for literacy and numeracy were administered last December (2014). Ministry is in the process of receiving the results from the provinces. Art and design are examined at Grade 9. Culture is also embedded in subjects like history, civics, and religious education.

For Grade 9, plans are underway to assess learners in trades (Trade Test Level 3). Life skills-based comprehensive sexuality education has been integrated in all subjects to enhance learners' well-being.

3. Challenges

Though we are making attempts in assessing all domains, there still remain challenges with capacities and technical skills, resources in terms of manageability and practicality of the activity. However, the new curriculum prescribes that all domains be assessed. The domains still posing a challenge to assess are:

- Physical well-being
- Social and emotional
- Culture and the arts
- Learning approaches and cognition

4. Key Stakeholders

The actors and organizations that have been involved in the Learning Champion process in Zambia include:

- Ministry of Education, Science, Vocational Training, and Early Education
- Cooperating partners- DfiD, UNICEF
- Civil Society – Camfed, ZANEC
- Examinations Council of Zambia
- Read to Succeed

5. Progress to Date

Committee of the Learning Champions formed, meetings have been held. Consultative meeting with LMTF representative.

6. Mapping Exercise

The sample instrument that was sent by Learning Metrics was circulated among the key stakeholders. The plan was to receive back the completed map during the meeting that was planned for the second week of January 2015. Unfortunately, the meeting did not take place but one of the stakeholders attempted to complete the map.

7. Priority Areas for Innovation and Improvement

The committee selected priority domains based on what current assessments cover and the gaps. The areas are physical well-being; literacy & communication; numeracy & mathematics, and science & technology

8. Action Plan

Members planned to hold a meeting with major stakeholders in the second week of January 2015 to come up with the country work plan. However, the meeting did not take place and has been rescheduled until after the Kigali Forum so that there is more insight on what needs to be done.

9. Support

- Finances to build capacity in human, physical, and digital infrastructure
- Technical assistance in advocacy
- Technical expertise in building institutional frameworks, quality assurance, and control mechanisms