



# Learning Champions

How 15 countries, cities, and provinces came together to rethink learning assessment

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Learning Champions		
City/Country	Organization	Focal points (Title at time of participation)
Botswana	Botswana Examinations Council	Tshepiso Masakusuku, senior research officer Kgosi Motshabi, senior research officer
City of Bogotá, Colombia	Secretary of Education	Óscar Sánchez Jaramillo, secretary of education Miguel Godoy Caro, quality manager
City of Buenos Aires, Argentina	Ministry of Education	Mercedes Miguel, director general of education planning Ines Cruzalegui, coordinator of assessment and evaluation
Ethiopia	Department of Curriculum, Ministry of Education	Nega Gichile, curriculum expert Ejeta Negeri Amumma, English language expert Guracha Tilahun Beyene, mother tongue senior expert
	National Education Assessment and Examinations Agency	Assefa Teferi Ayle, mathematics curriculum expert
Kenya	Ministry of Education, Science, and Technology (MoEST)	Fidelis Nakhulo, senior deputy director, quality assurance Darius Ogutu, senior deputy director of education
	Kenya Primary Schools Headteachers Association/ Teachers Service Commission	Joseph Karuga, chairman Charles Kado, head teacher
	Women Educational Researchers of Kenya (WERK)	Joyce Kinyanjui, program manager
Kyrgyz Republic	Ministry of Education and Science	Bermet Mukanova, high degree methodologist, National Testing Center Zharkyn Ryskulova, coordinator, Russia Education Aid for Development (READ) Program

City/Country	Organization	Focal points (Title at time of participation)
Nepal	Education Review Office, Ministry of Education	Bhojraj Sharma, undersecretary Gopal Prasad Bhattarai, undersecretary
	Samunnat Nepal	Yogesh Kumar Shrestha, executive director
Ontario, Canada	People for Education	Annie Kidder, executive director David Cameron, research director
Pakistan	Idara-e-Taleem-o-Aagahi (ITA)	Baela Raza Jamil, programs director Saba Saeed, project coordinator
	National Education Assessment System (NEAS)	Syed Kamal Ud Din Shah, director Syed Zulfiqar, senior subject specialist
	Punjab Examination Commission (Punjab Province)	Nasir Mehmood, director of assessments
	Directorate of Staff Development (Punjab Province)	Zulfiqar Saqib, course coordinator
	University of Management and Technology, Lahore	Abdul Hameed, dean of School of Social Sciences and Humanities
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	Reform Support Unit (Sindh Province)	Tanveer Ahmed Khan, consultant
	Aga Khan University Institute for Educational Development (Sindh Province)	Zubeda Bana, assistant professor
	Bureau of Curriculum and Extension Wing, Jamshoro (Sindh Province)	Aftab Ali, PEACe coordinator
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Rwanda	Ministry of Education	Emmanuel Bamusananire, school assessment officer
	Department of Examination and Accreditation, Rwanda Education Board	Emmanuel Muvunyi, deputy director general
Senegal	Institut National et d'Action pour le Développement de l'Education (INEADE)	Mame Ibra Bâ, director Guene Faye, chief, Division of Studies and Programs
Sudan	Department of Technical and Vocational Education, Ministry of Education	Awadia Elngomi, general director of technical and vocational education
	Evaluation Department, Ministry of Education	Fayza Eisaid Khalafalla Mohamed, Directorate of Examinations
Tunisia	Department of Evaluation, Centre National d'Innovation Pédagogique et de Recherches en Education, on behalf of the Ministry of Education	Chedia Belaid Mhirs, inspector general of education, director of the Department of Evaluation
Zambia	Ministry of Education, Science, Vocational Training and Early Education	Cecilia Sakala, director of curriculum and standards Mahuba Hazemba, principal education standards officer – primary education
	Examinations Council of Zambia	Angel Mutale Kaliminwa, principal examinations specialist, Research and Test Development Department

## **Abbreviations**

ADEA: Association for the Development of Education in Africa  
ALECSO: Arab League Educational, Cultural, and Scientific Organization  
CAPSA: Reform of Educational Systems in Central Asia  
CASTL: Center for Advanced Study of Teaching and Learning, University of Virginia  
CLASS: Classroom Assessment Scoring System  
CUE: Center for Universal Education at the Brookings Institution  
ECD: Early childhood development  
EDI: Early Development Instrument  
EGMA: Early Grade Math Assessment  
EGRA: Early Grade Reading Assessment  
ERO: Education Review Office in Nepal  
GPE: Global Partnership for Education  
ICT: Information and communication technologies  
IDELA: International Development and Early Learning Assessment  
ITA: Idara-e-Taleem-o-Aagahi  
KEEP: Kyrgyz Early Education Project  
KEPSHA: Kenya Primary Schools Headteachers Association  
LARS: Learning Achievement in Rwandan Schools  
LMTF: Learning Metrics Task Force  
MDG: Millennium Development Goals  
MELQO: Measuring Early Learning Quality and Outcomes  
MENA: Middle East/Northern Africa region  
MoEHE: Ministry of Education and Higher Education in Palestine  
MOEST: Ministry of Education, Science, and Technology in Kenya  
NALA: Network for African Learning Assessment  
NEAS: National Education Assessment System in Pakistan  
NEQMAP: Network on Education Quality Monitoring in the Asia-Pacific  
NLA: National Learning Assessment in Sudan  
PASEC: Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN  
PISA: Program for International Student Assessment  
PRIEDE: Kenya Primary Education Development  
SACMEQ: Southern and Eastern Africa Consortium for Monitoring Educational Quality  
SDGs: Sustainable Development Goals  
TIMSS: Trends in International Mathematics and Science Study  
UIS: UNESCO Institute for Statistics  
UNESCO: United Nations Educational, Scientific, and Cultural Organization  
USAID: U.S. Agency for International Development

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# Introduction

Between 2012 and 2016, the Learning Metrics Task Force (LMTF) laid out an ambitious agenda for nations and the international community on how to define and measure learning in the context of the United Nations Sustainable Development Goals (SDGs) (Learning Metrics Task Force, 2013). The first phase of the task force's work—"LMTF 1.0"—focused on two main objectives in 2012 and 2013. One was to catalyze a shift in the global education conversation from increased education access, to access plus learning. The second was to build consensus on a set of global learning indicators and actions to improve measurement of learning worldwide.

The second phase—"LMTF 2.0"—took place between 2014 and 2016 and concentrated on applying the task force's recommendations. This entailed influencing the SDG indicator process to include learning outcomes and developing practical strategies for countries and other jurisdictions to improve the measurement of learning across a broad range of skills (Anderson & Ditmore, 2016).

This report describes the process undertaken by a group of 15 "Learning Champions"—countries, provinces, and cities—that came together to experiment with the LMTF 1.0 recommendations and develop strategies for improving their education systems. They did this by seeking to measure learning across the seven learning domains and seven measurement areas captured in the LMTF 1.0 recommendations. First, we describe these domains and measurement areas along with the structure of the Learning Champions initiative. Next, we present the experienc-

es and activities of the 15 Learning Champions. Finally, we discuss the lessons learned from the initiative and present examples of the tools developed through it.

The report is intended to be more than just a record of an interesting experiment in educational assessment and policy. Rather, it should offer valuable insights and pertinent direction to education systems and their partners alike. We hope countries and other education jurisdictions will perceive concrete ideas and motivation for using their assessment systems to pursue their comprehensive education goals and will make improvements. Education partners, both national and international, can use this information to support education systems in installing and using holistic learning assessment strategies and mechanisms.

## **LMTF 1.0: SEVEN LEARNING DOMAINS AND SEVEN MEASUREMENT AREAS**

The 30 member organizations that made up LMTF 1.0 (see LMTF, 2013) engaged in a highly consultative process to debate and identify a widely agreed-upon set of fundamental learning domains and a proposal for how to measure them. The aim was to inform the crafting of the SDGs by articulating a short yet robust core of learning outcomes to which all education systems might aspire and which each might shape and pursue as fits best its particular goals and contexts. The research and consultations were structured around three guiding questions:

**1. What learning is important for all children and youth?**

**2. How should learning outcomes be measured?**

**3. How can the measurement of learning improve education quality?**

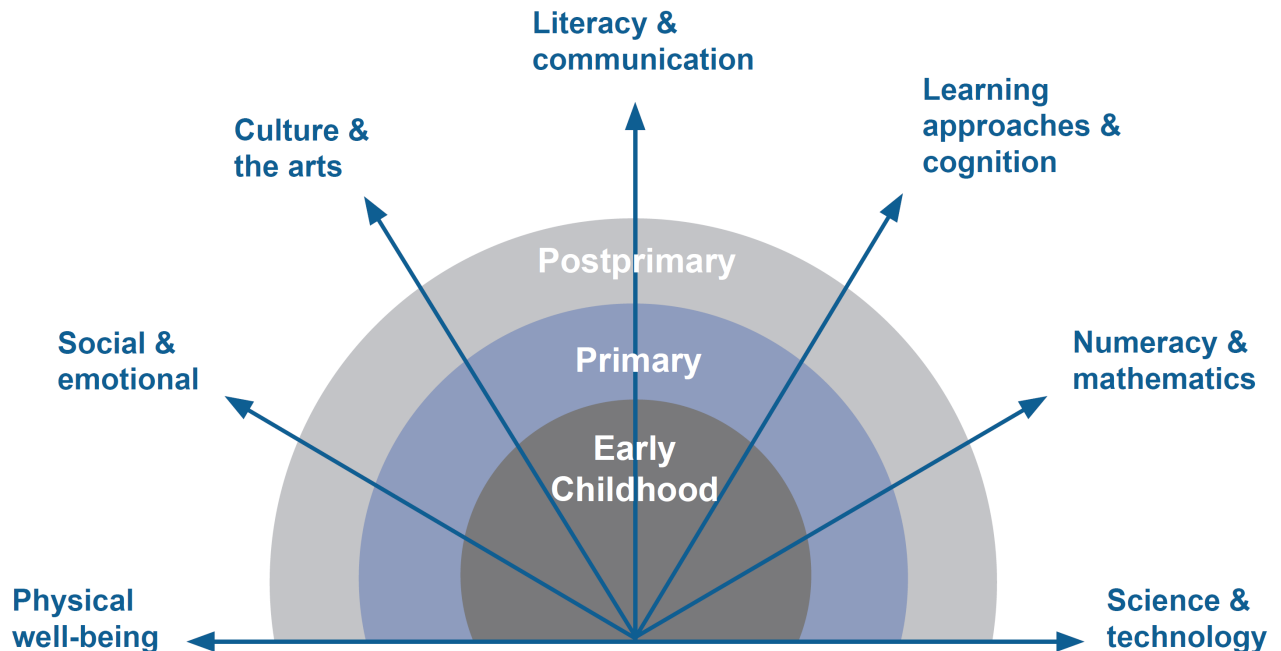
To answer these questions, LMTF established and collected input from three technical working groups (of 186 experts) that together conducted consultations engaging more than 1,700 individuals in 118 countries. The work was coordinated by a Secretariat composed of staff from the UNESCO Institute for Statistics (UIS) and the Center for Universal Education (CUE) at the Brookings Institution.

During LMTF 1.0, participants in the consultations identified many challenges to achieving adequate levels of learning in their countries, including: insufficient political will to assess learning regularly and make the results publicly available; a lack of information about how to use assessment data to guide actions that improve learning; a lack of national ownership of the assessment system; a lack of national

institutions with sufficient technical capacity to assess learning; and a scarcity of neutral sources of information on the advantages and disadvantages of the various assessment tools available.

The collaborative, consultative LMTF process led to the identification of seven essential domains of learning deemed vital for all children and youth to master in order to succeed in school and life. These domains apply equally to early childhood, primary, and postprimary education (see Figure 1), with different sub-domains for each level of education. The task force expected individual education systems to bring their own definitions to the respective domains and elaborate learning outcomes and educational strategies by which to achieve them. The process also yielded a basic framework for global measurement and tracking of the seven fundamental learning domains over a child’s education career (see Box 1). The task force’s emphasis on curriculum, teaching, and assessment across a broad set of domains, as opposed to a focus on literacy and numeracy alone, is captured in the notions of “breadth of learning” or “breadth of learning opportunities.”

**Figure 1. LMTF learning domains**



### Box 1. Seven areas of measurement for global tracking

1. Access to and completion of learning opportunities
2. Exposure to a breadth of learning opportunities across all seven domains
3. Early childhood experiences that promote development and 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 measures the percentage of all children who have completed a learning cycle and achieved adequate learning outcomes

### LMTF 2.0: HOW CAN IMPROVING ASSESSMENT SYSTEMS HELP IMPROVE LEARNING?

LMTF succeeded in generating a broad international consensus around the seven learning domains and seven measurement areas. It succeeded as well in moving many of the major international education actors toward their adoption. Yet significant challenges remained. Most fundamentally, three critical questions emerged from the task force’s accomplishments:

1. What does classroom instruction that features breadth of learning opportunities look like in practice? How can education systems support such teaching and learning?
2. Which indicators and methods can systems use to measure learning across the seven domains and measurement areas? Which domains lend themselves to standardized measures to permit comparisons across systems, and which require measurement that is specific to a particular system or even classroom?
3. How can assessment results best inform decisions about policy, planning, and practice across all levels of an education system to improve the quality, relevance, and equity of teaching and learning?

In other words, what would implementation of LMTF’s learning domains and measurement areas look like in an actual education system?

To answer these questions, LMTF launched LMTF 2.0, with a new goal of demonstrating how educational systems might better assess learning outcomes and use assessment data to help improve learning outcomes across the breadth of learning domains. The focus became learning how to convert the seven domains and areas of measurement into practical strategies and instruments to reinforce the attainment and monitoring of broadly defined learning outcomes. These strategies should pertain equally to education systems—from central ministry officials to teachers in the classroom—and to national and international partners.

All of the 85 governments consulted during the final phase of LMTF 1.0 agreed that it was important both to deliver and to assess breadth of learning opportunities. Yet the task force found few examples of education systems aligning curriculum, instruction, and assessment to improve learning across the domains. This was true in both the global North and South. At the same time, countries participating in LMTF 1.0 approached the task force for help in implementing some of the recommendations in the LMTF reports.

Consequently, the task force invited applications from a group of “Learning Champions”



to design and experiment with strategies to implement the LMTF 1.0 recommendations. The expectation was to attract national government ministries and other jurisdictions interested in working together to experiment with new assessment methods and tools. This included jurisdictions that were already working in this area and those that were committed to breadth of learning but had not yet developed an approach to measure (or in some cases even to deliver) broader learning domains.

The ultimate goal of the Learning Champions initiative was to generate a concrete set of experiences, tools, methods, and structures for assessment across the full breadth of learning. The task force hoped these would inspire and furnish to all interested systems and the broader international education community several assessment models and data they could use to pursue the learning targets from Sustainable Development Goal 4. This involved three basic objectives:

**1. Development of a set of indicators and methods for assessing attainment across the full breadth of learning.**

The goal was for the Learning Champions to devise, experiment with, and validate concrete tools, strategies, rubrics, and other assessment components to measure two or more of the seven learning domains and seven areas of measurement. With the 15 Learning Champions choosing from among the same seven domains and areas, the initiative purposefully built in many opportunities for overlapping.

**2. Demonstration of mechanisms to analyze and disseminate the data from such assessments.**

The Learning Champions initiative set out to discover and validate effective strategies for the collection, analysis, and dissemination of data for the respective learning domains and measurement areas. This included presenting system-level, standardized data in ways that can be meaningful for classroom teachers and other local-level

educators. It also involved exploring how to capture and present qualitative and quantitative learning assessment data from the classroom to inform decisions and actions at both the classroom and system levels.

**3. Experimentation with models for using data from learning assessments to influence policy, planning, and practice across education systems to improve teaching and learning.**

The initiative aimed to explore the use of learning assessment outcomes and analysis to inform decisions and actions for strengthened education quality and equity in a purposeful and strategic way. This objective emerged from a conviction that all assessments, even those for which the main purposes are the certification, selection, and promotion of individual students, generate information that can serve to improve quality in the design and implementation of virtually all education factors.

A fourth, more overarching objective evolved during the course of the initiative, reflecting simultaneously the shortness of the time provided to the Learning Champions (18 months) and the deep interest in seeing the process to its end. This was the establishment and operation of formal structures for the Learning Champions and the broader international education and assessment institutions to continue to experiment with and move toward the development and adoption of assessment across the full breadth of learning. Beyond completing what they had started with LMTF 2.0, the Learning Champions and LMTF members wished to deepen their work to establish learning assessment as a critical factor in achieving access plus learning. They also aspired to engage other countries and jurisdictions to do the same and to attain a firmer commitment from donors and other international education actors to support such efforts.

# Purpose and Strategy of the Learning Champions Initiative

The purpose of the initiative was to support the 15 Learning Champions in developing and implementing plans to improve national assessment systems across the full breadth of learning. This included, importantly, attention to both system-led, standardized testing and continuous, classroom-based assessment methods. It also included investigation of how to analyze, communicate, and use all available learning assessment data to inform decisions and actions for improved quality and equity in education delivery and outcomes. Of course, the scope of such efforts that the Learning Champions could achieve in 18 months was limited. Thus, the initiative truly aimed to launch a process that would establish a clarity of vision around a coherent, comprehensive approach to learning assessment and to stimulate commitment, momentum, lessons, and a strategic path to propel these 15 jurisdictions, other interested countries, and their international development partners toward a new approach to measuring and improving learning.

At certain moments during the initiative, technical representatives from each Learning Champion and LMTF member institution convened to consider key issues emerging from the experience. Relying on face-to-face meetings and phone conferences, the group explored the various plans, models, activities, and results of the Learning Champions. They also worked to troubleshoot problems and to create a space for feedback and knowledge sharing. In a few Learning Champion countries, technical experts from the LMTF Secretariat and LMTF Advisory Committee provided direct technical

assistance. In some instances, this took on the shape of an actual project.

Overall, though, the initiative operated more as a sort of “project-in-reverse.” It eschewed the conventional scenario of an outside funder or agency that comes to a country with a fixed project to help resolve an endemic problem. Instead, LMTF approached the countries and other jurisdictions to seek help in solving a challenge with which the task force was struggling along with the entire international education development community. The main features of the project-in-reverse model were:

- The Learning Champions operated predominantly with their own financial resources.
- The LMTF Secretariat provided only modest technical assistance. Learning Champions relied mainly on the expertise available within their countries, with very few exceptions.
- There were no fixed timelines. Some Learning Champions built on existing activities, and in all cases activities continued beyond the official “sunset” of the LMTF effort.
- The responsibility for reporting was reversed. LMTF member organizations presented updates quarterly to the Learning Champions, though LMTF did ask the Learning Champions to share information on their progress, including at in-person meetings.
- The design and implementation of

strategies varied greatly. Each Learning Champion aligned the basic LMTF framework and aims to its own system priorities, objectives, institutions involved, scope, and technical dimensions.

The approach yielded a wide variety of results, mainly in the degree of progress achieved. While a more prescriptive approach and dedicated funds might have had a measurable impact on some of the Learning Champions, there were at least a few apparent advantages to the project-in-reverse process. First, it promoted the involvement of countries and jurisdictions that might not have chosen to participate, because they either did not need the resources or rejected the controls typically associated with a traditional project. As a result, LMTF and the other Learning Champions had the advantage of collaborating directly with and learning from more advanced education systems. Furthermore, it essentially forced the participants to embed the activity within their structures rather than relying on an independent project mechanism. In the same vein, it obliged them to fashion strategies of dimensions that were suited to the budgets and other resources that would be available after the LMTF involvement ended. Lastly, it impelled the Learning Champions to perceive their activities through a lens that focused beyond the initiative's 18 month timeframe. Quite simply, the time was too brief to achieve significant progress in improving learning outcomes; however, it was more than enough to start meaningful activities and to motivate the participants to continue.

The combination of the last three constraints should serve as the foundation of true sustainability in those participating countries and jurisdictions that successfully took up the LMTF mantle and used the initiative to launch (or extend) concrete actions around the assessment of the full breadth of learning. For these Learning Champions, the LMTF sunset was not an ending but a stage along the way, and even in some regards a start. Their LMTF plans were integral to the system's existing education plans. The responsibility for implementation was assigned to specific agents and built into their of-

ficial terms of reference. And the attainment of the LMTF objectives would support their overall core goals and broader objectives.

For the few Learning Champions that did not progress successfully in the design or implementation of coherent learning assessment strategies, the approach still engendered important gains. First, the initiative helped bring greater clarity and precision, both conceptual and strategic, to the vision of learning assessment in their jurisdictions. Second, their interactions with the other Learning Champions and the LMTF Advisory Group members informed their ambitions concerning the scope, conduct, and use of learning assessments within their systems. And third, their participation embedded them within a network comprising the other Learning Champions and partners that should inform and inspire them for years to come.

In the end, the approach yielded three main categories of results, associated with the three main types of participants:

For jurisdictions that joined with already *fully functioning innovative assessment initiatives*, their participation provided validation, visibility, motivation, some new ideas, and networks to help inform their models and efforts as they move forward.

For jurisdictions that joined with *existing ideas and/or a firm commitment to strengthen the impact of learning assessment in their systems*, participation brought them technical models and methods, inspiration, validation, momentum, and networks by which to shape further and undertake concrete strategies.

For jurisdictions that were *unable to elaborate developed plans or initiate actions*, the initiative provided them with ideas and embedded them within networks that may both encourage and guide them toward concrete plans and meaningful outcomes in the future.

## RECRUITING THE LEARNING CHAMPIONS

The Learning Champions were identified via an open application process. In April 2014, the LMTF Secretariat released a call for applications for Learning Champions in English, French, Spanish, and Arabic (see Annex 4) and received applications from 32 governments and organizations in 22 countries. The LMTF Secretariat and three advisers from the task force evaluated all submissions based on predetermined criteria. These featured broadly the level of commitment and capacity demonstrated in the letter of interest and the degree to which the proposal aligned with the LMTF recommendations and principles of engagement (See Annex 5 for the full selection methodology). As the Learning Champions initiative did not provide financial incentives for participants other than paying for costs to attend meetings, it was also important that the applicants identify other resources to enable their participation in the initiative and to carry out the activities they planned through the Learning Champions process.

The original plan was to recruit just 10 countries. However, governments and organizations from 15 jurisdictions submitted strong applications, meeting most of the criteria described in the Terms of Reference and appearing ready to start working on the project. The decision to accept more than 10 also increased the prospect of covering all of the domains and areas, to have greater comparability across Learning Champions, and to minimize attrition. The final list of Learning Champions comprised 12 countries (Botswana, Ethiopia, Kenya, Kyrgyz Republic, Nepal, Pakistan, Palestine, Rwanda, Senegal, Sudan, Tunisia, and Zambia), two cities (Bogotá, Colombia, and Buenos Aires, Argentina), and one province (Ontario, Canada). Some Learning Champions were led by government agencies that had agreed to work with other stakeholders, while in Kenya, Palestine, and Pakistan the applications were submitted by a multi-agency team including civil society organizations. In Ontario, a nongovernmental organization that works closely with the government was chosen as the Learning Champion.

## What motivated governments and organizations to apply?

The motivations varied, falling into five broad categories: assessments did not match the ambitious national and international goals for education; assessments showed low learning levels, so a clearer picture of learning was needed; countries lacked technical capacity for measuring learning and using results; assessment systems did not promote equity; and the applicant showed a general eagerness to learn from other countries and jurisdictions.

### *Assessments did not match the ambitious national and international goals for education*

The U.N. Millennium Development Goal (MDG) 2 of universal primary education focused on getting children into school, though in many systems this happened at the expense of providing high-quality learning experiences. In recent years, as reflected in SDG 4, the global paradigm has shifted from access alone to access plus learning.

By adopting the SDGs, countries worldwide have “signed on” to pursue the journey to access plus learning. Most have national mission statements for education that aspire to learning across a broad range of domains. Yet in many countries, this exists in rhetoric only (Care, Anderson, & Kim, 2016). Several Learning Champions applicants described this disconnect between the education system’s ambitions for education and the assessment strategies used to measure progress toward those ambitions.

In Kenya, “The National Education Sector Support Program” policy document acknowledges that the introduction of free primary education and free day secondary education has led to more pupils enrolled in primary and secondary schools. As described in the Learning Champions application:

Implementing the policy has also led to a decrease in the quality of education. In reaction, the Ministry of Education has therefore elaborated a comprehensive strategy for improving learning outcomes. Sensitive to

the need to move beyond words with such a statement, the ministry has at the same time committed to a more robust and complete set of assessment strategies to measure and monitor quality, both holding the whole system accountable for improvement and ensuring that data exist to point all strategically towards greater performance. The plan discusses three main types of assessments: classroom-based assessments, national assessments, and end-of-cycle assessments.

In Nepal, the Education Review Office (ERO) described the “rooted culture of examinations, lecture and mass method of teaching” as a barrier to continuous assessment. It highlighted the need to measure skills and attitudes of students beyond what is possible through basic paper-and-pencil tests.

A few applicants reported good learning outcomes, but this was truly evident only in academic domains such as literacy and numeracy. Before applying as a Learning Champion, People for Education, in Ontario, Canada, initiated the Measuring What Matters project because:

[C]urrent goals for education in Canada tend to be narrowly focused on achievement (usually in only two or three subjects) and graduation rates, and disconnected from child and youth development goals in other sectors. What is measured matters in terms of policy, funding and educators’ time and attention, but current measures of success in education are focused on a much more limited set of skills than the ones that graduates—and our society—really need.

People for Education joined the Learning Champions to share its research, conclusions, and initiatives and to learn how to measure learning in domains such as health, social-emotional skills, creativity, and citizenship and to appraise the quality of learning environments.

Another set of Learning Champions saw a broader range of skills as complementary to the core skills with which students regularly struggle. In Bogotá, the Ministry of National Ed-

ucation and the Colombian Institute for Educational Evaluation previously developed an expanded assessment system. However, barriers existed to the development of a solid system of measurement that took into account a breadth of domains and competencies outside standard academics. Bogotá’s experimental efforts to measure these other areas was a stimulus to engage with other countries and jurisdictions motivated by the same concerns.

***Assessments showed low learning levels, so a clearer picture of learning was needed to identify and address the main areas and causes***

Not surprisingly, most Learning Champions mentioned low learning levels as their primary motivation to apply to the initiative.

Botswana, for example, referenced poor levels of learning on end-of-cycle examinations, indicating that only 66 percent of junior secondary school students qualified to progress to senior secondary school. Ethiopia also cited low scores on examinations and early grade assessments. Several Learning Champions had participated in international or regional assessments with disappointing results. While Kyrgyz Republic improved its mean scores in mathematics and reading from its participation in the Program for International Student Assessment (PISA) from the 2006 to the 2009 assessment, its scores were still the lowest of all the participating countries.

Buenos Aires noted that low learning levels were translating into poor life outcomes. Its application stated: “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, 33 percent of young adults ages 15-29 in the City of Buenos Aires are unemployed, and 8 percent are not studying or working.”

The recognition of the global education goals, and how the countries were or were not meeting them, was another motivating factor. Kenya, for example, said in its application, “With the

deadline for the EFA [the UNESCO Education for All] goals fast approaching, Kenya is faced with an unprecedented challenge not only to put all children in school by 2015, but also to deliver high-quality education, especially in Arid and Semi-Arid Lands (ASAL) areas.” It appeared that the applicants were well aware of the state of learning in their countries and that they were seeking tools and strategies for better pinpointing the problems and developing solutions.

### ***Countries lacked technical capacity for measuring learning and using results***

Technical capacity was an issue that arose frequently in the LMTF 1.0 consultations, so it was not surprising that nearly all Learning Champion applications mentioned this as a need. While the Learning Champions initiative was not a technical capacity-strengthening project per se, many applicants expressed an interest in learning from other countries about how to consolidate capacity and about specific technical issues.

For example, the Botswana application said, “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.” In Ethiopia, the challenge of continuous assessment was also a motivating factor, especially given the large class sizes and the extra time required by teachers to appraise their students’ learning.

Technical capacity in the use of data to guide actions to strengthen teaching and learning was another challenge. Buenos Aires named “the production of independent data and its use as an input for the continuous improvement of education” as a major area in need of improvement.

### ***Assessment systems did not promote equity***

Many applicants said their assessment systems promote inequity rather than helping close gaps in access, participation, or achievement.

Public examinations featured prominently in the reasons that several countries applied to be Learning Champions. In Nepal, the “culture of looking [for] high scores in the examinations” was seen as a major barrier to making the assessment system more meaningful. Botswana also said the attention given to identifying the highest scorers on the exam prevented teachers from helping other children improve. In Kenya, public ranking of individual students and schools by examination results was outlawed in 2014, but the ministry struggled to find an alternative method of evaluating school quality, and public pressure eventually forced a reversal of this policy. In these countries and others, the culture of high-stakes examinations places more emphasis on “shadow education,” the practice of paid tutoring, which puts families who are too poor to participate at a serious disadvantage.

Several countries indicated that using assessment to shed light on equity issues prompted them to apply. In its proposal, Bogotá explained that “schools function on a shift schedule, with only 6 hours of schooling in public school versus 8 hours in private schools. While data from assessments like the national SABER assessment have shown improvement in both public and private [schools], results have been more favorable in private schools, with up to a 30-point difference between the two types of schooling.” The city turned to assessment as part of its strategy to close the gap and improve quality education for public school students.

### ***Eagerness to learn from others***

All Learning Champion applicants expressed interest in working with other countries and with other agencies within their countries. In Buenos Aires, Bogotá, and Ontario, the Learning Champions were experimenting with measuring across all seven domains and wanted to present their work in progress and get reactions from the group. Several applicants also expressed a desire to learn from other countries within their regions, and for some, connecting to the vast LMTF network of international institutions, donors, academics, and civil society organizations was also an incentive.

In Pakistan, this desire took on a domestic nature. There, the education system is devolved, comprising 17 official and uncoordinated examinations boards, and each province has its own set of assessments and examinations. A coalition of national government agencies, provincial governments, universities, and non-governmental organizations applied to be Learning Champions with a goal of better coordinating their work.

## THE LEARNING CHAMPIONS PROCESS

While essentially a project in reverse, the Learning Champions initiative did propose an overarching strategic framework with precise steps and timelines for the members to follow (for an illustrative timetable of these steps, see Annex 7). Set out in the original terms of reference, the tasks and responsibilities to which the 15 Learning Champions agreed at the start of the initiative were:

**1. Identify and select education stakeholders** from government and civil society willing to participate constructively in the initiative. (See page i for the list of partners from each Learning Champions country/jurisdiction.)

**2. Map the learning assessment landscapes in their respective countries or jurisdictions**, identifying and analyzing all learning assessment modalities and activities, specifying for each 30 specific dimensions, including: (1) the responsible institution; (2) the nature of learning measured; (3) the target populations; (4) the intended purposes; and (5) aspects related to the dissemination and uses of the results; among others. (See Annex 6 for the full mapping tool.)

**3. Define aspects of learning to prioritize** under the initiative, in hopes of adding to any existing measures at least three dimensions from the seven learning domains and three or more of the seven measurement areas. (See Figure 1 and Box 1 for the learning domains and measurement areas selected by each Learning Champion, respectively.)

**4. Develop a plan—strategy, mechanisms, resources, and timetable**—for the design, testing, and validation of assessment instruments and methods. The plan should clearly articulate the types of support (e.g., technical, financial, and political) needed to succeed.

**5. Implement the plan** with national, local, and school-level partners. The Learning Champions team and partners were to create, test, revise, and validate measurement indicators, items, instruments, and strategies for the learning domains and measurement areas they selected.

**6. Document and communicate** any progress in implementing the plan, the achievement of benchmarks, and any surprises, challenges, or problems that arise.

CUE managed support to the Learning Champions and to the overall process. This took a variety of forms, described below.

### Learning Champions Forums

The LMTF Secretariat convened two Learning Champions Forums during the initiative, in Kigali, Rwanda, in February 2015 and in Livingstone, Zambia, in February 2016.

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. This forum was combined with the sixth meeting of the Learning Metrics Task Force.

Over three days, more than 70 participants from governments, civil society, teachers organizations, international agencies, donors, and academia discussed the state of learning and ways to ensure that quality, and specifically learning, would remain at the forefront of the education agenda worldwide, both at the global level and through policy and implementation within countries. At this forum, the LMTF Secretariat and partner organizations clarified the goals and scope of the Learning Champions initiative and encouraged the Learning

Champions to look internally for resources and adjust the scope of their projects accordingly, given that funding was not guaranteed.

At the end of LMTF 2.0, the second Learning Champions Forum was held in Zambia. The Livingstone meeting showcased the work of the Learning Champions and lessons learned from the process. Regional and international agencies updated participants on progress toward expanding coverage of assessment and developing learning indicators for the SDGs. Participants reflected on and analyzed the experiences and outcomes of the initiative, and created action plans for regional networks to sustain the Learning Champions' work. This was the largest LMTF meeting to date, with more than 90 participants.

### Regional workshops

At the Kigali forum, Learning Champions met in regional groups to determine a plan of collaboration in the months between the two global conferences. These conversations resulted in four workshops that took place in 2015 and early 2016 in Kenya, India, Argentina, and Tunisia.

#### *Naivasha, Kenya*

The sub-Saharan Africa regional workshop was hosted by the Kenyan Ministry of Education, Science, and Technology (MOEST), the Association for the Development of Education in Africa (ADEA), and UNICEF's Kenya Country Office. Learning Champions from Kenya, Ethiopia, Senegal, and Zambia attended, and Rwanda participated virtually. Over three days, participants learned about Kenya's educational assessment system, including national and regional assessments, national examinations, and citizen-led assessments. They visited schools to observe and ask about the assessment practices and accompanied a team from Uwezo, a citizen-led assessment initiative, to visit households and observe the simple literacy and numeracy assessments Uwezo administers each year.

The Learning Champions also shared their projects and plans to gather feedback and spent

the final day discussing a learning assessment systems evaluation framework for Africa and plans for regional collaboration.

#### *New Delhi, India*

A small workshop was held in July 2015 to discuss the feasibility of collaboration on learning assessment in the South Asia region. Learning Champions from Nepal attended, and the Pakistan Learning Champions participated virtually. At this workshop, Brookings India and CUE presented a landscape analysis and feasibility study on regional collaboration and the development of a regional assessment for South Asia. The meeting participants, including the Learning Champions from Nepal and Pakistan and stakeholders from India, believed that while regional collaboration and peer learning could be a useful way to strengthen capacity for assessment, a new regional assessment may not be the best way to do this.

#### *Buenos Aires, Argentina*

The city of Buenos Aires and UNICEF Argentina hosted a large regional meeting in August 2016 for Latin America, which included Learning Champions from Bogotá and national government and civil society representatives from 17 Latin American countries.<sup>1</sup> LMTF 2.0 members and Learning Champions from Ontario, Ethiopia, Kenya, and Zambia also attended. The meeting included visits to schools implementing the *Nueva Escuela Secundaria* curriculum and a citywide science and technology fair. The meeting established priorities for the Latin American region on learning assessment across the seven learning domains and provided an opportunity for the Learning Champions to study the city of Buenos Aires' application of the LMTF seven domains to secondary education.

#### *Tunis, Tunisia*

The Middle East/Northern Africa (MENA) regional workshop was held in April 2016 after the sunset of LMTF and was hosted by the Arab

<sup>1</sup> Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela.



League Educational, Cultural, and Scientific Organization (ALECSO) with support from the Learning Champions team; the Tunisian ministries of Education and of Women, Family, and Children; the National Commission of UNICEF of Tunisia; and a private educational institution, ESPRIT. This meeting brought together Learning Champion delegations from Palestine, Sudan, and Tunisia, as well as LMTF members from CUE and Jordan Education Initiatives. The forum focused on the three LMTF measurement areas of (1) readiness to learn in primary school, (2) reading, and (3) global citizenship, with an additional focus on information and communication technologies (ICT). Each country presented its work as a Learning Champion, and the group discussed plans for collaboration in the MENA region, with ALECSO offering to host a regional community.

### Site visits

The Learning Champion co-chairs and the LMTF Secretariat visited nine Learning Champion countries. These visits combined technical assistance with capturing the experiences to relate in this report. For example, meetings with government officials in Kenya, Rwanda, Ethiopia, and Zambia early in the initiative helped sensitize high-level leaders to the goals of the project and gain their support for implementing the work developed by the Learning Champions teams. Visits to Botswana and Senegal in the middle of the initiative allowed the LMTF Secretariat to review the country plans and make suggestions for implementation. Toward the end of the initiative, the Secretariat visited Pakistan and Palestine to launch the national findings and meet with leaders to plan for sustainability.

### Virtual and indirect support

In addition to in-person forums, workshops, and technical guidance, a variety of virtual and indirect supports were offered to the Learning Champions. These ensured that the Learning Champions had opportunities for feedback and engagement between in-person meetings to keep momentum going and respond to urgent requests. The supports included:

**Focal points:** Learning Champions were assigned two contacts, called focal points, from within the Secretariat, one for technical questions and another for administrative issues, who would reach out to them to collect quarterly reports, check on progress, and answer questions between the in-person meetings.

**Webinars and teleconferences:** One webinar in December 2014 introduced the Learning Champions and shared presentations from several of them. It proved difficult to get everyone on the phone at the same time, and this resulted in low turnout. The quality of the audio and internet bandwidth also posed problems, so the webinars were discontinued. All Learning Champions were invited to the LMTF 2.0 quarterly member teleconferences, and each teleconference featured at least one Learning Champion that updated the group on its work.

**Identification of donor and technical support:** Although the LMTF did not assure funding for the projects, the team did its best to invite donors to the Learning Champion meetings and make connections where possible. At least three Learning Champions received funding as a direct or indirect result of their participation in the initiative, and several more received technical support.

**Regional links:** The LMTF member organizations include regional education bodies such as ADEA, ALECSO, Southeast Asian Ministers of Education Organization (SEAMEO), and regional assessment organizations such as the Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN (PASEC). Learning Champions were connected directly with these organizations, and the Learning Champion Forums and regional meetings allocated space for regional discussion and planning.

**Tools:** The Secretariat provided an assessment mapping tool to the Learning Champions to map the learning assessments in the country or jurisdiction (see Annex 6).

**Online networking:** The “Basecamp” interactive platform supported the Learning Champions’

collaboration. This was motivated by participants at the Kigali forum, who requested a virtual space to collaborate. Each Learning Champion was assigned its own page to post key project documents, ask questions, and collect feedback. The platform was used frequently by some Learning Champions but untouched by others. Based on feedback from the Learning Champions halfway through the initiative, the CUE team began sending regular “Basecamp Blasts” on recent articles and events related to learning, assessment, and the global education agenda. This increased engagement briefly.

# The Learning Champions Experience

The Learning Champions varied greatly in how they approached their plans and projects. This variety was intentional, perceived as a strength to allow the greatest learning by (1) allowing the members to focus on those aspects to which they were most committed and able to devote the greatest attention and resources while (2) maximizing the chances of covering all of the domains and measurement areas. The differences took shape in a few forms, including in particular the learning domains and measurement areas on which each focused and the nature and scope of the activities.

Throughout the initiative, the LMTF Secretariat sent periodic requests for information and a quarterly update template. Presentations from Learning Champions meetings and conferences were also informative in documenting the work. The information in this section is primarily from these sources, although published documents are referenced where available.

## LEARNING DOMAINS OF FOCUS

The LMTF recommendations presented seven learning domains, which were intended to inform policy dialogue around what an education system provides more broadly, and seven measurement areas that were more specific and pragmatic ways of capturing what students are learning (see Box 1). Thus, while most of the Learning Champions were focused on a broad set of learning domains, the measurement areas they chose as a focus were realistically more narrow.

Four Learning Champions focused on all seven LMTF domains by exploring how they could be incorporated into curriculum, pedagogy, and/or assessment. Buenos Aires incorporated the seven domains into its curriculum reform for secondary education, while Ethiopia used the domains in a continuous assessment toolkit. Kenya developed a school assessment tool aligned with all seven domains. Nepal used the LMTF framework to sensitize senior policymakers on the importance of including all seven domains in curriculum and assessment.

Of the remaining Learning Champions, almost all selected literacy and communication, numeracy and mathematics, and one, two, or three other domains as areas of focus. The exceptions were Bogotá, which was especially interested in measuring citizenship, drama, dance, and physical well-being, and Rwanda, which focused on exploring new ways to use existing data on literacy and numeracy. Table 1 shows the learning domains selected by Learning Champions as areas of focus in their projects.

## TYPES OF MEASUREMENT TOOLS USED OR DEVELOPED

While the seven learning domains covered education reforms more broadly, the measurement efforts were naturally more limited in scope in most countries. About half of the Learning Champions focused on improving the use of existing assessment efforts, while the other half developed and piloted new assessment tools during the initiative. Due to the focus of exist-

ing assessment frameworks around the world on literacy and numeracy, it is not surprising that most Learning Champions featured these in their measurement focus, but many went beyond those two areas. Other measurement areas of focus beyond the seven identified by LMTF included science and social-emotional skills. Table 2 shows the measurement areas selected by the Learning Champions as areas of focus in their projects.

Table 1. Skills and competencies and corresponding LMTF learning domains identified as areas of focus

Learning Champion	Skills and competencies emphasized through Learning Champion activities	Corresponding LMTF learning domains						
		Physical well-being	Social and emotional	Culture and the arts	Literacy and communication	Learning approaches and cognition	Numeracy and mathematics	Science and technology
<b>Bogotá</b>	Citizenship, drama, dance, and physical well-being	✓	✓	✓				
<b>Botswana</b>	Numeracy, literacy, and life skills		✓		✓		✓	
<b>Buenos Aires</b>	Communication; critical thinking, initiative, and creativity; information analysis and comprehension; conflict resolution and problem solving; social interaction and collaborative work; responsible citizenship; appreciation of the arts; and self-care, autonomous learning, and personal development	✓	✓	✓	✓	✓	✓	✓
<b>Ethiopia</b>	Language, mathematics, sciences, social studies, physical education, visual arts, and music	✓	✓	✓	✓	✓	✓	✓
<b>Kenya</b>	Language, mathematics, physical/outdoor, creative arts, science, social, life skills, music and movement, and religious education	✓	✓	✓	✓	✓	✓	✓
<b>Kyrgyz Republic</b>	Physical development and well-being, social competencies, emotional maturity, language and cognitive development, and communicative skills and general knowledge	✓	✓		✓	✓	✓	
<b>Nepal</b>	General awareness of all LMTF domains to policymakers; specific learning standards defined for English, mathematics, Nepali, and science	✓	✓	✓	✓	✓	✓	✓
<b>Ontario</b>	Creativity, citizenship, social and emotional learning, and health	✓	✓	✓	✓	✓		
<b>Pakistan</b>	Literacy, numeracy, and cognition				✓	✓	✓	
<b>Palestine</b>	Literacy, numeracy, information and communication technologies, early childhood competencies		✓		✓		✓	✓
<b>Rwanda</b>	Literacy and numeracy				✓		✓	
<b>Senegal</b>	Literacy, numeracy, sciences, and problem solving				✓	✓	✓	✓
<b>Sudan</b>	Literacy and communication, numeracy and mathematics, and science and technology				✓		✓	✓
<b>Tunisia</b>	Physical well-being, literacy, and numeracy	✓			✓		✓	
<b>Zambia</b>	Literacy, numeracy, science, physical well-being, and arts and culture	✓		✓	✓		✓	✓

Table 2. Assessment activities and corresponding LMTF measurement areas

Learning Champion	Type of assessment activity undertaken	LMTF measurement areas							
		Access and completion	Breadth of learning opportunities	Reading	Numeracy	Early childhood/readiness	Global citizenship	"Learning for All" indicator	Other
<b>Bogotá</b>	Piloting citywide observational tools						✓		✓
<b>Botswana</b>	Disseminating results from existing national assessments			✓	✓				
<b>Buenos Aires</b>	Disseminating existing municipal systemwide summative assessments to inform decisions at the school, district, and city levels			✓	✓				
<b>Ethiopia</b>	Piloting continuous assessment		✓	✓	✓		✓		✓
<b>Kenya</b>	Piloting national school-level formative assessments		✓	✓	✓	✓			✓
<b>Kyrgyz Republic</b>	Piloting national school readiness assessment					✓			
<b>Nepal</b>	Using existing national assessments			✓	✓				
<b>Ontario</b>	Piloting provincial assessments		✓				✓	✓	✓
<b>Pakistan</b>	Piloting provincial assessments			✓	✓				✓
<b>Palestine</b>	Piloting national assessments and using existing assessments	✓		✓	✓	✓			
<b>Rwanda</b>	Using existing national assessments			✓	✓				
<b>Senegal</b>	Piloting continuous assessments			✓	✓				✓
<b>Sudan</b>	Piloting national assessments			✓	✓				
<b>Tunisia</b>	Using existing national assessments and piloting early childhood assessment			✓	✓	✓			
<b>Zambia</b>	Piloting continuous assessments			✓	✓				✓

## KEY COMPONENTS OF APPROACH

The Learning Champions varied in their key activities, scope, and results. Some focused on developing or piloting new assessment tools, others concentrated on disseminating the results of previous assessments, some engaged in curriculum reform or other types of policy change, and some worked on bringing together the various actors in educational assessment to form networks. Most Learning Champions engaged in more than one activity. For example, the Kenya Learning Champions worked on uniting the different agencies involved in assessment, developing two assessment instruments, and using these experiences to influence national policy on curriculum and assessment. Some Learning Champions, such as Ontario and Pakistan, developed tools as a proof of concept in hopes of getting traction with the government to use the tools at a larger scale. Others—notably, Bogotá, Ethiopia, Kyrgyz Republic, Sudan, and Zambia—developed tools in response to a government mandate that required such instruments.

The Learning Champions used several approaches to policy change, including high-level reform, mid-level initiatives, and bottom-up efforts by teachers and civil society. Some countries combined these. In Kenya and Buenos Aires, for example, related efforts to reform the curriculum were led by top ministry officials, using the LMTF recommendations and Learning Champions experience to formulate evidence on the need for policy change. In Ethiopia, the project was carried out at the manager level within the ministry, where the piloting of a continuous assessment toolkit was intended to inform policy. In Ontario, People for Education developed new measurement tools in aspects of learning that the system had not previously assessed to provide evidence of the importance of such measures for eventual government adoption. In Pakistan, the NGO Idara-e-Taleem-o-Aagahi (ITA) brought together government assessment experts from four provinces to co-develop assessment tools for literacy, numeracy, and critical thinking, there-

by creating a network while also strengthening the quality and utility of available tools.

The scope of the projects ranged from a pilot of 500 students in Senegal to a large pilot of more than 250,000 students in Kyrgyz Republic. The Learning Champions that joined the initiative with projects already in motion tended to have a larger scope, as greater resources were already allocated to the work. Where this was not the case, the LMTF Secretariat encouraged Learning Champions to adjust their scope to the resources available, as having a small, high-quality project was better than one in which the resources were spread too thinly and compromised meaningful actions and impacts.

**Table 3. Key activities, scope, results, and planned next steps for 15 Learning Champions**

Learning Champion	Key activities	Scope	Results	Plans
<b>Bogotá</b>	Added the evaluation of three specific skill areas ("Pruebas Ser"—"To Be Tests") to the existing academic assessments ("Pruebas Saber"—"To Know Tests"), thereby also including: (1) a written test of citizenship skills; (2) an observational assessment of artistic skills; and (3) an observational assessment of physical well-being skills. The reform effort also included a survey of school climate and violence.	Grade 9 students (last year of lower secondary) in Bogotá.  Two pilots (2013 to 2014) (Sánchez Jaramillo, 2014) <ul style="list-style-type: none"> <li>500 students from 11 schools</li> <li>486 students from 16 schools</li> </ul> 2014 assessment (Celis, 2016) <ul style="list-style-type: none"> <li>Citizenship: 60,000 students</li> <li>Arts: 18,000 students</li> <li>Physical well-being: 46,000 students</li> </ul> 2015 assessment (Celis, 2016) <ul style="list-style-type: none"> <li>Citizenship: 62,700 students</li> <li>Arts: 20,000 students</li> <li>Physical well-being: 55,000 students</li> </ul>	Data on students in public and private schools for a variety of citizenship, artistic, and physical skills (Alcaldía Mayor de Bogotá D.C. & Universidad del Rosario, 2015).  Students with citizenship skills in the "superior" range increased from 59% to 73% from 2014 to 2015 (Celis, 2016).	Consolidate results and package to use as a tool for improvement of school and classroom practices.  Strengthen psychometric properties.  Use tools as part of OECD's Longitudinal Study of Children's Social and Emotional Skills in Cities, which will look at social and emotional skills in cities around the world.
<b>Botswana</b>	Conducted regional workshops to provide feedback to senior regional staff, school heads, and teachers on students' performance on the 2014 Primary School Leaving, Junior Certificate, and General Certificate in Secondary Education examinations. The Botswana Examinations Council presented information on students' performance by region, subject, and value addition in the senior secondary schools. Summaries of the examiner's reports presented major observations about students' weaknesses and strengths in responding to examination items.	Seven regional centers across the country	Identification of major challenges: <ul style="list-style-type: none"> <li>Students had difficulties answering higher order examination items.</li> <li>Lack of capacity in assessments among teachers.</li> </ul>	None given.
<b>Buenos Aires</b>	Embarked on a comprehensive education reform (previous to the Learning Champions initiative) that combines an updated secondary curriculum with innovative instructional practices, structural changes, and new approaches to assessment and information dissemination to guide improvement. The city incorporated LMTF domains into its study plans and through a Comprehensive Digital Education Plan that covers all levels of education and has an online platform with valuable resources for teachers and students. A new teaching framework was also developed with orientations for teachers on planning, teaching, professional development, and interactions with the community, aligned to the new learning approach.  Next, the city worked to empower principals and teachers to transform the plans into actual learning (Miguel, 2015).	The city mobilized stakeholders across the education spectrum—superintendents, teachers and their union, school principals, students, parents, specialists, and external actors—to help orient the design of the secondary education curriculum and support its implementation.  The process involved more than 300 in-person meetings and over 3,100 suggestions (Cruzalegui, 2016).	Expanded set of learning domains in mandatory secondary school curriculum (Gobierno de la Ciudad de Buenos Aires, 2014).  Delivery Update of Professional Development School for Teachers: Courses reviewed with a student-centered approach, and new courses for teachers developed on interdisciplinary content and skills.  Creation of a Unit of Assessment and Evaluation at the municipal ministry.  Adoption of a comprehensive, systemic approach to assessment (standardized learning outcomes assessment, self-administered school assessment, teaching practices evaluation, and school-level report with relevant data to inform decision-making).  Use of data by schools and government promoted through new courses, workshops, and tools to improve outcomes (Cruzalegui, 2016).  Digital education promoted in all primary schools through equipment and professional development.	The initial goals included revision of primary school curriculum. However, with the senior ministry leadership moving to the national government in 2016, the new government in Buenos Aires reopened the debate on secondary education. The work started in Buenos Aires during the Learning Champions initiative was subsequently applied at the national level in Argentina.  Develop strategies to deliver assessment information to the classroom level so that teachers, school principals, and superintendents fully understand how assessments are designed and implemented.
<b>Ethiopia</b>	Conducted desk research and identified the major areas of intervention required in continuous assessment; developed an outline for an assessment toolkit designed for both teachers and teacher trainers; and engaged UNICEF for technical assistance in developing the toolkit.	Validated a manual with curriculum experts and subject teachers in seven regions and one city administration (32 participants total).	Four draft manuals for continuous assessment in grades 1-4 developed: <ul style="list-style-type: none"> <li>English language</li> <li>Mathematics</li> <li>Environmental Science</li> </ul> Manuals developed in English and translated into Amharic and Oromo (Teferi, Negeri, & Beyene, 2016).  Training of Trainers conducted by UNICEF with teacher training institutions in six regions.	Continue Training of Trainers at regional centers.  Follow up with implementation (monitoring and evaluation).



Learning Champion	Key activities	Scope	Results	Plans
<b>Kenya</b>	Incorporated a variety of stakeholders, both in and out of government, to develop a comprehensive tool for institutional self-assessment, known as the National Assessment Tool for Primary Schools in Kenya. The tool was piloted in 2015 and completed in summer 2016. The team also launched the Kenya School Readiness Assessment Tool (KSRAT), a holistic tool to assess the readiness of students to enter primary school. Both tools were built on existing versions and reworked to include teacher input and pieces of the LMTF framework. Parts of the team helped to persuade the parliament to ban ranking of schools by assessment results (Kiplang'at, 2016; Wanzala, 2014). Hosted a regional workshop of African Learning Champions in summer 2015. Began nationwide projects with USAID and Global Partnership for Education (GPE).	<p>Piloted National Assessment Tool for Primary Schools in 500 schools.</p> <p>Launched the Kenya School Readiness Assessment Tool nationwide in December 2015 (Kajilwa, 2016).</p> <p>Worked with USAID to launch Tusome, a reading initiative which includes a countrywide implementation of Early Grade Reading Assessment (EGRA), training 23,500 head teachers and 70,000 teachers (USAID, 2016).</p> <p>Started Kenya Primary Education Development (PRIEDE) project, with GPE, to improve competencies in early grade math and to strengthen education management (MOEST, 2015). Distributed millions of math textbooks and trained thousands of education stakeholders by April 2017 (MOEST, 2017).</p>	<p>Completed two assessment tools: National Assessment Tool for Primary Schools and Kenya School Readiness Assessment Tool.</p> <p>Contributed to establishment of the Network for African Learning Assessment (NALA).</p> <p>Began reforming curriculum to be competency-based (Kenya, 2015).</p>	<p>Finalize and implement curriculum reform.</p> <p>Implement both assessment tools, with intention of reducing focus on rankings.</p> <p>Continue to advocate for permanent ban on rankings of schools.</p>
<b>Kyrgyz Republic</b>	Continued development of instruments for measuring three competencies: numeracy and math, literacy and communication, and social and emotional competencies. Worked with instruments developed by the German Corporation for International Cooperation (GIZ), USAID, the Offord Center for Child Studies, and the University of Virginia to undertake a wide variety of assessments. Shared LMTF information and experiences of other Learning Champions with rest of government to help build capacity.	<p>CAPSA (Reform of Educational Systems in Central Asia): With GIZ, reached 167 schools and 4,273 grade 4 students in all administrative regions (GIZ 2014).</p> <p>Quality Reading Project: With USAID, targets grade 1, 2, and 4 students in all administrative regions and expects to reach 1,300 schools, 7,200 teachers, and over 250,000 students (USAID, 2017).</p> <p>EDI (Early Development Instrument): With the Offord Center. Second pilot study occurred in late 2015, including 3,156 students and 116 teachers ("Fall 2016 EDI Newsletter," 2016).</p> <p>CLASS (Classroom Assessment Scoring System): Center for Advanced Study of Teaching and Learning (CASTL) began in 2015 to train educators to conduct classroom observation in over 2,000 schools (McNally, 2016). EDI (Early Development Instrument): With the Offord Center, a second pilot study from late 2015 that included 3,156 students and 116 teachers ("Fall 2016 EDI Newsletter," 2016).</p>	<p>United government efforts and initiatives around assessment. Disseminated information to stakeholders. Continued institutionalizing the assessment system.</p>	<p>Continue introducing formative classroom assessment into classroom instruction.</p> <p>Improve summative assessment, especially after grades 4, 9, and 11, and the school leaving exams.</p> <p>Regularly conduct national learning assessment surveys.</p>
<b>Nepal</b>	Examined the results of the National Assessment on Student Achievement (NASA) and formed a working group of stakeholders to analyze the curriculum against the LMTF recommendations. Began designing programs to disseminate NASA results to schools and a criterion-referenced assessment framework to define learning standards for each subject of grades 3, 5, and 8 and to reform overall assessment practice.	<p>Defined countrywide learning standards for grade 8 English, Nepali, math, and science (Pant, 2016).</p>	<p>Analyzed curriculum at the primary level against the LMTF domains. Began defining countrywide learning standards and aligning assessments to those standards.</p>	<p>Complete curriculum analysis for pre-primary and post-primary levels.</p> <p>Define learning standards for grades 3 and 5 in each subject.</p> <p>Continue designing criterion-referenced assessment framework for each grade.</p>

<sup>2</sup> The ranking of Kenyan schools based on examination results was abolished in 2014, reinstated in 2016, and again abolished at this writing.

Learning Champion	Key activities	Scope	Results	Plans
<b>Ontario</b>	Continued work in an existing project, Measuring What Matters, by testing the five selected competencies and skills, revising the draft set of competencies and conditions, and conducting field trials at the classroom level.	Field testing reached 80 educators in 26 public schools and 7 school boards (People for Education, 2016).	Hosted a public consultation to respond to preliminary observations from field trials. Published report of Phase 3.	Complete field trials.  Convene working groups to further develop parts of the framework.  Publish a discussion paper to form the basis of a further series of consultations with education stakeholders.  Publish final accountability and measurement framework in spring 2018.  Work with Ontario Ministry of Education to integrate the experiences, findings, and models into official policy and practice.
<b>Pakistan</b>	Mapped all available learning assessments in Pakistan and published a report called "Mapping the Universe of Learning Assessment in Pakistan" detailing findings (Idara-e-Taleem-o-Aagahi, 2015). Developed and piloted assessment tools on numeracy, literacy, and cognition for grades 3, 5, and 8.  Developed plans of building teachers' capacities to complement and support existing efforts at system level to improve national learning assessment systems.  Established National Learning and Assessment Forum, which will convene biannually to discuss improvements in assessment systems.	Held five national stakeholders meetings with a consortium of 13 assessment experts from 9 member organizations (Saeed, 2016).  Pilots for Grade 2, 5, and 8 reached 4,488 students from 394 schools.	Launched an assessment forum at the federal level, the National Learning and Assessment Forum, supported by National Education Assessment System (NEAS) to meet regularly twice a year.  Published national report on assessments in the country (Idara-e-Taleem-o-Aagahi, 2015).  Agreed to participate in Trends in International Mathematics and Science Study (TIMSS) 2019 (Kamal-Ud-Din, 2017).  Finalized tools for numeracy, literacy, and cognition for grades 3, 5, and 8 (Saeed, 2016).	Shift from piloting assessment tools to developing capacity-building programs for teachers and other education stakeholders in the established tools leading to favorable student learning outcomes in cognitive and social domains
<b>Palestine</b>	Introduced the seven LMTF learning domains, classroom assessment strategies, and school-readiness assessment concepts into the systemwide curriculum reform and associated discussions. Worked with international organizations to continue development and application of existing international assessments. Co-hosted MENA regional meeting to develop partnership with other Learning Champion countries in the region.  Formed a national team to develop a national framework for ICT literacy assessment.  Formed a national team to develop a curriculum framework for early childhood development (ECD).	Learning Champions network extended to over 40 projects, including those organized by educators, researchers, policymakers, and academics.	Established the Arab Learning Assessment Framework with Tunisia and Sudan.  Formed a national committee to reform classroom-based assessment.  Shared findings from the 2014 national assessment with schools and districts.  Initial work on a national concept paper on measuring ICT literacy.  Initial work on a national curriculum framework for ECD.	Implement national assessment on IT literacy, school readiness, and life skills.  Pilot an initiative on classroom-based assessment strategies.  Continue contributing to discussions on the national strategy for educational evaluation.  Conduct a rapid assessment for the old curriculum.
<b>Rwanda</b>	Focused on disseminating data from the Learning Achievement in Rwandan Schools national assessment to policymakers, teachers, parents, and the public with the goal of using data to inform policy and pedagogy.	Not specified.	Selected as lead country for ADEA's Inter-Country Quality Node on Teaching and Learning (ADEA, 2016b).  Launched ICQN in 2016 and hosted training on psychometrics in Kigali in September 2017.	Continue bringing together African countries on topics related to teaching, learning, and assessment through the ICQN.

Learning Champion	Key activities	Scope	Results	Plans
<b>Senegal</b>	Conducted research on continuous assessment of French, communication, and science for grade 4 students. Piloted continuous assessment tools.	Focused on 3 urban districts and 3 rural districts, totaling 12 schools and 500 grade 4 students (Ibra Bâ & Faye, 2016).	Selected as lead Francophone country for NALA (ADEA, 2016a).  Developed continuous assessment tool.	Work with sub-Saharan African region to continue development of better assessment techniques.  Continue research in continuous assessment and expand the piloting to larger areas with greater sample size.
<b>Sudan</b>	Organized meetings of national stakeholders to discuss the seven LMTF learning domains and focused on literacy and communication, numeracy and mathematics, and science and technology. Started designing national learning assessment tools for literacy, numeracy, and ICT. Co-hosted MENA regional meeting to develop partnership with other Learning Champion countries in the region.	National Learning Assessment (NLA) for ICT piloted in two schools at teacher, parent, and student levels.  Piloted the NLA in 65 schools with more than 1,000 children.  The rollout of the NLA reached about 10,000 students across 468 schools in all 18 states in January 2015 (Martinez Lattanzio, 2015).	Established the Arab Learning Assessment Framework with Tunisia and Palestine.  Conducted NLA in partnership with World Bank on a representative sample.  Developed and piloted ICT assessment tool.	Implement the ICT assessment tools in the state of Khartoum.  Design national tools for assessing life skills.  Continue developing the full National Learning Assessment (World Bank, 2017).
<b>Tunisia</b>	Disseminated analysis from existing assessments (PISA and TIMSS) to academics (Belaid Mhirs, 2015), NGOs, media, educators, and policymakers. Focused on early childhood education, particularly readiness to learn, ability to read, and ability to use numbers. Co-hosted MENA regional meeting to develop partnership with other Learning Champion countries in the region.	Presented LMTF reports and recommendations in three conferences, contributed to diagnostic report, and communicated with wide range of education stakeholders.	Established the Arab Learning Assessment Framework with Sudan and Palestine.  Collaborated with the Ministry of Women, Family, and Children for planning an assessment of school readiness.  Collaborated with civil society for introducing well-being and life skills in the new curricula (with the support of UNICEF Tunisia ).	Collaborate with the Tunisian National Commission for Education, Science, and Culture to achieve early childhood education goals.  Advocate for institution of well-developed learning indicators during the new education reform.
<b>Zambia</b>	Piloted continuous assessment tools at grade 1 level in selected priority domains: physical well-being, literacy and communication, numeracy and mathematics, and science and technology. Conducted comprehensive outcomes-based curriculum review.	Grade 1 assessment in literacy and numeracy was conducted in all schools in the country.	Developed tool for national use and shared available results with grade 2 teachers for formative purposes.  Worked to launch NALA as lead Anglophone country (ADEA, 2016a).	Develop similar assessment for grade 4.  Work with sub-Saharan African region to continue development of better assessment techniques.

## COMMON THEMES ACROSS LEARNING CHAMPIONS

Several themes emerged from the Learning Champions' experiences. First, almost all were interested in measuring learning across the full seven learning domains framework. Second, many focused on continuous assessment (or classroom-based assessment). Third, nearly half of the Learning Champions had a specific focus on early childhood or the early grades, citing the need to get learning data to teachers and students early in their educational cycle to intervene when necessary. Finally, some did not develop new tools at all but rather focused efforts on better analysis and dissemination of existing assessment results.

### Measuring across the breadth of learning

As described earlier, one of the motivating factors for many Learning Champions was investigating measurement across the full breadth of learning identified in the seven LMTF domains, especially beyond the traditional academic subjects. These included such aspects as physical well-being, culture and the arts, social and emotional competencies, learning approaches and cognition, and science and technology.

In some cases, social and political factors led the Learning Champions to embrace an even broader range of skills. In Bogotá, domestic violence, drug use, and conflict in the surrounding areas led the city to implement a citizenship and coexistence curriculum. To augment assessment of the more standard areas of academic performance, the Learning Champions in Bogotá added the evaluation of three specific skill areas ("Pruebas Ser"): citizenship skills, arts, and physical fitness. The reform effort also features a new survey of school climate and violence. Key stakeholders participating in the initiative include national and local public institutions, universities, and international organizations.

Prior to the start of the Learning Champions initiative, the city of Buenos Aires, a member of LMTF 1.0, had adapted the seven LMTF do-

mains to the city's curriculum based on consultations with diverse stakeholders of the education community. As a Learning Champion, the focus was on translating the full set of learning domains into instructional and assessment practices, especially at the secondary level. The project focused on empowering 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 now are all part of a systemwide strategy designed to achieve this goal.

Buenos Aires piloted this comprehensive initiative on "Rethinking Teaching to Achieve Significant Learning," focused on the secondary cycle. The pilot project operated in 20 state schools and 18 private schools, combining new content, new pedagogic and classroom management strategies, and new learning objectives with more holistic assessment measures and strategies. In addition to the development of a "21st-century curriculum," the project highlighted the dimensions of teacher training, school leadership development, and the adaptation of the approaches for use as well in the primary cycle.

Nepal conducted a similar exercise to Buenos Aires by translating the LMTF seven domains framework into Nepali and analyzing the curriculum against the seven domains. After conducting dissemination workshops with government stakeholders and teachers, the analysis was used to inform national learning standards and reform the use of assessment to align with those standards.

In Kenya, one focus of the Learning Champions initiative was to develop a holistic assessment of schools' levels of quality education that is measured both by school stakeholders and by quality assurance officers. Kenya discontinued school rankings in an effort to shift focus from exam results to the teaching and learning processes, as the emphasis on summative evaluation and rankings skewed teaching toward examinations to the perceived detriment of holistic learning. As part of its comprehen-

sive curriculum reform effort initiated in 2016, the policy around examinations is expected to be drastically changed. Kenya is working to implement school-based assessment and emphasize school-based solutions to support teachers in developing assessment tools. Kenya piloted the school assessment tool in late 2015. The goal was to create a school-government forum that will allow for active discussions and dialogue to address gaps and collectively develop solutions. This is a major shift from the school rankings, which served to point out merely which schools performed highest and lowest. Learners' concerns were also taken into account and have proven to be influential—the Kenyan Children's Government was consulted on the development of the tool.

In Pakistan, ITA and the National Educational Assessment System (NEAS) brought together developers from public and private assessment agencies to design common assessment tools. They devised tools for literacy and numeracy as a foundation for this collaboration, as those were the domains with which the participants were most familiar. It also included a module on critical thinking and cognition, which was previously not assessed.

In Ontario, the Measuring What Matters initiative worked with leading experts from across Canada in a sustained process of public consultation and research on cutting-edge science and practice in education to help develop meaningful ways of putting key domains of learning into operation. These domains, typically underemphasized, were (1) physical and mental health; (2) social and emotional development; (3) creativity and innovation; (4) citizenship and democracy; and (5) school climate. At the time it became a Learning Champion, People for Education was in the process of a five-year initiative to develop a set of measures that reflect these areas of capacity to demonstrate the impact of implementation within a select group of partner schools.

In Palestine, the LMTF domains and related assessment issues were discussed in large quarterly forums with stakeholders from 40

government, NGO, and international agencies. Issues identified in these forums were formulated into recommendations to the ministry. Based on these recommendations, the relevant departments in the ministry started developing strategies on various topics, including ICT literacy assessments, school readiness studies, classroom-based assessment reforms, and use of assessment findings to inform pedagogical reform.

### **Promoting and strengthening continuous assessment of learning**

National examinations make up the majority of the assessment resources in many of the Learning Champions countries. However, as one examinations council official involved in Learning Champions said, "We are tired of being the ones who tell students at the end they have passed or they have not passed. We want to think of ways to help teachers and students succeed before they get their exam results." Continuous assessment was a topic explored by many Learning Champions.

In Ethiopia, the national curriculum already included broad domains (e.g., environmental sciences, arts, and physical education), but they were not being implemented in the classroom. The Department of Curriculum within the Ministry of Education decided that one way to improve implementation of these curricular subjects was to improve continuous assessment. The ministry team conducted desk research to develop an outline for a toolkit for teachers and teacher trainers that covered all learning domains in the national curriculum. During their research, they learned that the UNICEF Ethiopia Country Office was also working on continuous assessment and was willing to provide technical assistance for developing the toolkit. Together, the ministry, UNICEF, and several consultants worked to draft the toolkit under the guidance of the ministry team.

In Pakistan, a few provincial assessment bodies involved in the Learning Champions initiative organized "LMTF Baithaks," meetings in selected districts to increase awareness about the LMTF recommendations at the school level.

Teachers and students from the schools where the survey was piloted came to learn about the recommendations of LMTF 1.0 and responded to a series of questions on how they assessed learning across several domains. Teachers were motivated and guided to conduct formative assessments in areas including and beyond literacy and numeracy and to use these findings to improve teaching and learning.

In Zambia, the Learning Champions team (coled by the education ministry and the Examinations Council) decided to use the initiative's platform to revive a previous pilot project on continuous assessment conducted from 2006 to 2010 (Kapambwe, 2010). The pilot showed promise but was not fully implemented because donor funding was discontinued. After the review, the government added a line item in the education budget for assessment to continue these efforts.

Senegal conducted a pilot of continuous assessments in 12 schools with a total of 500 fourth-grade students. The Learning Champion team selected six schools for the experimental group and six control schools to determine if an appropriate use of formative assessment by teachers in the classes improved learning. The methodology featured observing classroom instruction and assessment practices, reviewing students' notebooks and assignments, interviewing teachers, and analyzing the formative assessment tools (homework and textbook).

In Tunisia, continuous assessments are used to determine student progression to higher levels of education. However, these assessments are often developed by teachers with little training in assessment development, and this has resulted in high levels of failure and dropout. The Learning Champions organized presentations to alert government officials on these issues and advocate for standardized evaluations with item banks, teachers' training on assessment, and a more fair system of evaluating learning outcomes.

In Palestine, the ministry worked with the Leadership and Teacher Development Pro-

gram, a USAID-funded project, to conduct a series of national meetings to discuss issues related to classroom-based assessments in early grades. From these meetings, new regulations and instructions were disseminated to all Palestinian schools regarding classroom-based assessment, with more focus on authentic assessment approaches than on paper-and-pencil tests.

### **Focusing on foundational learning**

Early childhood education and early grade learning were common areas of focus across several Learning Champions. In the Kyrgyz Republic, a study was conducted using the Early Development Instrument (EDI) (Gaskin, Janus, Duku, & Webb, 2017) to examine the effects of the Kyrgyz Early Education Project (KEEP) community-based early childhood programs. During the study, the EDI, a teacher survey of children's development around the time of school entry, was adapted to the Kyrgyz language and cultural context and administered at the beginning and end of the school year to track gains in children's development and learning.

In Kenya, the Learning Champion partners developed the Kenya School Readiness Assessment Tool (KSRAT), which they adopted as the official tool for measuring school readiness. The goal was to administer the tool to every child entering school with the launch of the new national curriculum. The ministry also worked with USAID to launch Tusome, a countrywide early grade reading initiative that includes EGRA. Tusome had trained 23,500 head teachers and 70,000 teachers by early 2016 (USAID, 2016). While these initiatives were already underway when the countries joined the Learning Champions initiative, ministerial officials in these countries came together through the Learning Champions initiative to discuss the efforts and take back lessons to inform implementation.

In Palestine and Tunisia, the Learning Champions teams examined various international assessment tools to measure early learning, including the EDI, Save the Children's International Development and Early Learning As-

assessment (IDELA) tool, and the Measuring Early Learning Quality and Outcomes (MELQO) tools (UNESCO et al., 2017). Early learning was a topic of the MENA regional meeting in Tunis, and the two countries planned to further discuss potential collaboration on measurement in this area for the region.

In Palestine, multiple donors and agencies are involved in the early childhood sector. The ministry decided to consider this sector as a key pillar in the educational system, as stated in the third strategic development plan (MoEHE, 2014). Because of this emphasis, the ministry formed a national team to develop ECD-related educational documents, including a “general framework for ECD curriculum,” which will be used by all kindergartens in Palestine.

Pakistan also partnered with Save the Children to adapt the IDELA instrument to the local context and piloted it in a small number of preschool networks of ITA. In Tunisia, social issues led to a focus on early childhood. The ministry faced an increase in unsanctioned private kindergartens that did not apply the Tunisian curriculum, and instead focused on religious education. In addition to establishing laws to regulate these private kindergartens, this led to awareness of parents and citizens about improving well-being and social and emotional competencies in early childhood. The Learning Champions conducted an observational assessment of the curriculum, and they further collaborated to plan an assessment of school readiness and a strategic review of the early childhood curriculum.

In Sudan, a National Learning Assessment (NLA) was already being developed in partnership with the World Bank, funded by the Global Partnership for Education (GPE). Based on the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) tools, the NLA was administered to about 10,000 children in 468 schools in January 2015 (World Bank, 2017).

Zambia and Ethiopia also targeted their continuous assessment efforts at the early grades.

In Zambia, this was led by officials in the examinations council, who said they felt responsible for helping teachers have information on learning levels of students well before they took the national end-of-cycle examinations.

### **Improving dissemination of learning data**

While most Learning Champions developed new tools to measure student learning, some focused on improved dissemination of the data they had already collected. In Botswana, the national examinations for primary and secondary education were previously used only to recognize the learners who performed well and to determine who could progress to the next level of education. The specific questions and outcomes of the examinations remained basically a secret. Recognizing the strong formative potential of these results, the Botswana Learning Champions conducted regional workshops to disseminate details of the examinations results to senior staff, school heads, and teachers in seven regional centers across the country.

The team from the Botswana Examinations Council presented information on students’ performance by region, subject, and value addition. It also provided summaries of the examiners’ reports, which outlined major observations about common student weaknesses and strengths demonstrated on the examinations.

In Rwanda, the government was seeking ways to disseminate the data from the Learning Achievement in Rwandan Schools (LARS) assessment, finding inspiration in the Australian My School model presented at the first Learning Champions meeting. My School is a transparency and accountability initiative that makes data on school financing, student characteristics, and learning outcomes available online, providing comparisons of schools with similar financial and student characteristics. The Rwandan team investigated the feasibility of such a platform, working with development partners and the LMFT Secretariat to discuss how the model might be adapted to the Rwandan context.

## LESSONS LEARNED

Across the Learning Champions projects, several themes emerged. First, most Learning Champions started with a small pilot project while thinking about how the project could eventually be scaled. Not surprisingly, engaging teachers and head teachers was a major component of success for many Learning Champions. Bringing together a network of individuals and agencies, rather than relying on the work of one agency, was critical given the lack of funding provided in this initiative. Furthermore, this lack of funding was both a motivator and a barrier to success of the Learning Champions.

### Starting small but thinking big

Starting with a small pilot but with an eye toward eventual scaling was a theme shared by a few Learning Champions. Small pilot projects with intent to scale took place in Buenos Aires, Ethiopia, and Senegal.

Ethiopia initially planned to pilot a continuous assessment toolkit in all districts, but reduced the districts to just two. Buenos Aires began its intervention at the municipal level but used this experience to expand the reforms to the national level when the city's education minister was appointed national minister of education.

Senegal also reined in its ambitions to suit a project scope that conformed to its available resources. Not only were there not sufficient funds for a large-scale effort, but there were not yet proven models that were worthy of broad dissemination. The Learning Champions team reformulated its strategy to conduct a small action research project to pilot continuous assessments, reducing the scope, confining activities to the Dakar-Plateau education inspectorate, working with six experimental schools and six control schools, and aiming to develop and pilot effective continuous assessment methods that it could then pilot on a larger scale.

The Learning Champions team in Senegal described the qualitative research as “rich and successful.” The team did not feel constrained

by time, and the teachers identified obstacles and brainstormed with the researchers on how to overcome them. They discussed the importance of varying the types of assessment exercises according to the cognitive levels of the students, and how to organize remediation for each type of student rather than simply catering to the middle. The research team noted that involving policymakers and governmental bodies was a key element for success and sustainability.

### Engaging teachers

Engaging teachers was a key component of success for many of the Learning Champions. Botswana held workshops with teachers in seven educational regional centers where they gave detailed feedback to senior regional staff, school heads, and teachers on students' performance on the 2014 Primary School Leaving, Junior Certificate, and General Certificate in Secondary Education examinations. However, ensuing discussions with education stakeholders showed teachers lacked capacity in designing, administering, and interpreting assessments. To improve the feedback exercise, the Examinations Council suggested that teams of curriculum officers, teacher education staff, examination staff, and professional development officers should conduct workshops on this aspect.

In Kenya, the Primary Schools Headteachers Association (KEPSHA) joined the ministry and an education research NGO to collaborate in the full planning process. The Learning Champions team held several “sensitization” meetings with head teachers and teachers, including presentations to more than 10,000 head teachers at the annual KEPSHA meetings in 2014 and 2015. Teacher workshops on assessment tools also were conducted late in 2015.

In Buenos Aires, more than 20 school workshops took place during the planning phase of the secondary school curriculum. Workshops were led by principals with guidelines and discussion materials elaborated by the Ministry of Education. Teachers, students, and parents contributed to the debate. Feedback forms



were sent to the ministry, where they were compiled in consultation reports that fed the final curriculum document.

### **Bringing together a network**

Nearly all of the Learning Champion teams collaborated with multiple agencies and organizations. In Palestine, for example, 40 projects and initiatives came together under the umbrella of the Learning Champions project. In Kenya's final Learning Champions update to the LMTF Secretariat, the team described the collaborative nature of the work as follows:

Everything in Kenya's approach involved collaboration. The initial problems in our approach to quality education came from all the various "cooks" in the kitchen creating separate and disparate dishes, resulting in a muddle of assessments that weren't always relevant or used to promote good policies and practices. We used the LMTF to host several meetings, both regionally and internally, to essentially create an entity uniting civil society and government underneath the umbrella of LMTF Learning Champions.

Pakistan brought together government staff from assessment agencies in four provinces to develop common tools for literacy, numeracy, and critical thinking. With a fully decentralized education system, coherence across assessment standards and protocols was absent. Bringing together the governments was as important as the outputs themselves, as it set the groundwork for a national forum on learning assessment.

### **Allocating sufficient, consistent resources**

The lack of direct funding by LMTF to the Learning Champions had both advantages and disadvantages. An advantage was that the Learning Champions used existing resources, often collaborating with other agencies or organizations to accomplish their goals, to fashion approaches that were more likely to be sustainable and scalable. Furthermore, this model of collaboration probably contributed to more enduring partnerships. An apparent disadvan-

tage of the approach was the difficulty that some Learning Champions experienced in allocating enough staff time to the initiative. While much excitement and commitment emerged from the in-person meetings organized by the LMTF Secretariat, when the participants returned to their countries this excitement often faded as competing priorities prevailed. In some Learning Champion countries, high turnover in government positions resulted in a different team attending each program-wide meeting, creating obvious glitches in continuity and follow-through.

According to one participant, some governments also intentionally sent different representatives to each meeting to allow multiple staff members to experience the travel and professional development opportunities. As the Learning Champions represented their jurisdictions and were not invited as individuals, there was no way to prevent this. While this enables broader participation and potential buy-in within the country, it also prevents deeper engagement and capacity building within a small group of professionals.

Some of the Learning Champions leveraged their participation to apply for grant funding from other sources, including LMTF members, to do some of the related activities. Others already had activities for which the government had committed resources and used the Learning Champions experience to inform that work. Another strategy that some used was to partner with an agency that had resources and a mandate to provide technical support to the work they had undertaken as Learning Champions.

## **LIFE AFTER LMTF AND THE LEARNING CHAMPIONS INITIATIVE**

The Learning Champions initiative provided a fresh model for countries that were seeking to improve their assessment policies and systems. Recognizing the need for ongoing assistance of in-country implementation of LMTF recommendations and tools, the Learning Champions have been working to scale up their experiences at the regional and national levels.

In the Africa region, ADEA agreed to lead the Network for African Learning Assessment (NALA) with Learning Champions Zambia, Senegal, Kenya, Ethiopia, and Rwanda. An initial strategy meeting was held in Saly, Senegal, in June 2016 with the Learning Champions and an expanded group of countries that included Cote d'Ivoire and Burkina Faso. Participants emphasized the need to continue the network of developing an African learning assessment system building upon the work of PASEC and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). The NALA members met with the Inter-Country Quality Node on Teaching and Learning in September 2017 in Kigali for a capacity-building session around psychometrics. NALA has also joined the SDG 4 Regional Coordination Group for Central and West Africa.

In the Asia region, UNESCO Bangkok and SEAMEO agreed to contribute to the development of an Asian network under the auspices of the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP). Pakistan, Nepal, and Kyrgyz Republic were invited to participate in NEQMAP and form a working group on issues related to assessment.

In the Middle East and North Africa, ALECSO offered to help organize an Arab regional network supported primarily by Tunisia, Sudan, and Palestine.

Toward the end of the initiative, the education minister and staff participating as Learning Champions from Buenos Aires were appointed to the national Ministry of Education. They affirmed their commitment to being a Learning Champion for both the city of Buenos Aires and Argentina. Within the Argentine government, the same group is working on a new learning framework for a secondary education transformation.

# Conclusion

One of the biggest lessons of the Learning Champions initiative was a deeper appreciation and understanding of the significant benefits of providing a neutral space for governments, teachers, and other national education stakeholders to think and strategize around assessment in a supportive, global community of practice that they mainly led. In the first phase of LMTF, we heard repeatedly that government stakeholders were overwhelmed by the choices for assessment that were, according to some, forced on them by donors and international experts. This resulted largely in systems placing an inordinate amount of their attention and resources to measuring those narrow aspects of learning—primarily literacy and numeracy—which the donors prioritized while neglecting many important subjects and more general critical competencies that these systems (and even the donors) knew also to be crucial.

The Learning Champions initiative reversed this approach. It asked countries mainly to bring together the full range of national stakeholders involved in assessment (including those affected by it) to map who is assessing what in education and to identify any gaps between these indicators and the learning goals captured in a system's overall vision for education (as well as missing LMTF learning domains and measurement areas). The Learning Champions were then tasked with designing new strategies (or describing existing ones) to fill the measurement gaps, doing so at a scale that was feasible given their resources. In some cases, this required government and civil society to work together for the first time (at least in the area

of learning assessment). In some countries, the process compelled the government to re-examine earlier, promising approaches that it had abandoned when funding ceased. Teachers organizations have been quite involved in the rollout of new tools in several countries, contributing, according to many of the Learning Champions, to an overall spirit of collaboration and heightened commitment.

However, the Learning Champions experience did not bring countries all the way where they need to be. The remaining work is the hardest part and will require much more intensive technical assistance and financial resources. Providing this consultative (and sometimes collaborative) “think space” for countries to develop plans and experiment with models appears to have attracted funding in several of the Learning Champions and may eventually bring more resources. Perhaps most encouraging is that the process has resulted in a dynamic at the national, regional, and municipal levels that will perpetuate the aims and actions of the initiative well beyond its official “sunset.” The commitment to measuring learning across the full breadth of learning and measurement areas seems secure in most of the Learning Champions jurisdictions. Furthermore, the regional partnerships that resulted are already operating not just to concretize and advance the Learning Champions' efforts but also to enlist other systems to join. Let the learning about learning continue.

# Annex 1: LMTF Members

## LMTF Secretariat

Rebecca Winthrop, Center for Universal Education (CUE) at the Brookings Institution

Kate Anderson, Center for Universal Education (CUE) at the Brookings Institution

Tyler Ditmore, Center for Universal Education (CUE) at the Brookings Institution

Silvia Montoya, UNESCO Institute for Statistics (UIS)

## LMTF partner organizations

ActionAid

African Union Commission

Agence Française de Développement (AFD)

Arab League Educational, Cultural, and Scientific Organization (ALECSO)

Association for the Development of Education in Africa (ADEA)

Australian Agency for International Development (AusAID)

Campaign for Female Education (Camfed)

Center for International Cooperation in Education Development (CICED)\*

Children's Global Network-Pakistan\*

City of Buenos Aires, Argentina

Coalition des Organisations en Synergie pour la Défense de l'Éducation Publique (COSYDEP)

Dubai Cares/United Arab Emirates

Education Development Center (EDC)\*

Education International (EI)

FHI 360\*

Global Partnership for Education (GPE)

Government of India, Ministry of Human Resource Development\*

Government of Kenya, Ministry of Education, Science, and Technology

Inter-American Development Bank (IDB)\*

The International Baccalaureate (IB)\*

International Education Funders Group (IEFG)\*

Korea Institute for Curriculum and Evaluation (KICE)

Lab for Evaluation, Analysis, and Research in Learning (LEARN)—São Paulo School of Economics\*

Office of the U.N. Secretary General

Pearson\*

Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN\*

Pratham\*

Queen Rania Teacher Academy

Save the Children\*

Southeast Asian Ministers of Education Organization (SEAMEO)

State Students Admission Commission of the Republic of Azerbaijan\*

Tshwane University of Technology\*

U.K. Department for International Development (DFID)

Unit of Education Evaluation, City of Buenos Aires\*

United Nations Development Program (UNDP)

United Nations Educational, Scientific, and Cultural Organization (UNESCO)

United Nations Children's Fund (UNICEF)

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)\*

United States Agency for International Development (USAID)  
University of Management and Technology, Lahore, Pakistan\*  
Women Educational Researchers of Kenya (WERK)\*  
World Bank

*\*New members in LMTF 2.0*

# Annex 2: The Learning Champions Toolkit

A subset of Learning Champions developed or adapted new tools as part of their work. In most cases, these tools were developed in a collaborative way, using expertise from multiple agencies and getting feedback from end users. These tools are described below.

Learning Champion	Instrument/initiative	Location	Age or education level	Administered by	Description	Subjects assessed
<b>Bogotá</b>	Pruebas Ser	Municipality of Bogotá	Grade 9	Ministry of Education team	This series of three tests assesses the learning and meaningful appropriation of the basic elements of drama, dance, visual arts, music, and citizenship.	LMTF domains: Culture and the arts; physical well-being; and social and emotional.  Other areas: Specific areas within drama, dance, visual arts, music, and citizenship.
<b>Kenya</b>	National Assessment Tool for Primary Schools	Local	Primary school	School	This assessment tool is a comprehensive multidimensional effort to give a thorough learning audit of the school. It has 11 themes, each of which is assessed using 10 parameters with an easy scoring system that makes the tool amenable to self-assessment and external assessment alike.	Eleven themes: 1. Leadership and governance 2. Safety and protection 3. Physical infrastructure 4. Health and nutrition 5. Effective classrooms 6. Equity and equality 7. Community partnerships 8. Co-curricular activities/subjects summatively examined 9. School improvement projects 10. Integration of values in education 11. Learning outcomes
<b>Kenya</b>	Kenya School Readiness Assessment Tool (KSRAT)	National	Entry to primary school	Education Ministry	The Kenya School Readiness Assessment Tool (KSRAT) was developed by the Ministry of Education in collaboration with UNICEF. It assesses a child's school readiness during the transition from pre-primary to primary school. The tool appraises abilities, and results can help determine next steps in teaching and learning.	Competencies in language, mathematics, physical/outdoor, creative arts, science, social, life skills, music and movement, and religious education.
<b>Pakistan</b>	Mathematics Tool	Province	Grades 2, 5, and 8	Provincial assessment bodies	An assessment instrument which tests whether children are able to understand and apply mathematical concepts and techniques as well as to draw on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use as per their education level. It serves to provide an accurate measure of the mathematical skills of each respondent in order to inform a teacher's instruction and each student's learning.	LMTF domains: Numeracy and mathematics
<b>Pakistan</b>	English language tool	Province	Grades 2, 5, and 8	Provincial assessment bodies	An assessment instrument which tests whether children are able to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings, and ideas and give them order and meaning. It is designed to provide an accurate measure of the English language skill of each respondent that can be used to inform both teaching and learning.	LMTF domains: Literacy and communication

Learning Champion	Instrument/initiative	Location	Age or education level	Administered by	Description	Subjects assessed
<b>Pakistan</b>	Cognition Tool	Province	Grades 2, 5, and 8	Provincial assessment bodies	An assessment instrument which tests students' abilities to think their way through content, using discipline and skill in reasoning. It serves to provide an accurate measure of the critical thinking skills of each respondent and can be used to inform both teaching and learning.	LMTF domains: Learning approaches and cognition
<b>Palestine</b>	National achievement tests in mathematics (NAT Mathematics)	National	Grades 4 and 10	Government	A tool used to measure numeracy learning for fourth and 10th graders in Palestine. The tool also served to evaluate the impact of the "inclusion" program in 30 schools in the West Bank. The results, which evolved from NAT assessments, are used as a platform for producing policy notes and reforming early grade maths curricula as well as for improving materials and strategies for introducing this into practice.	LMTF domains: Learning approaches and cognition; numeracy and mathematics
<b>Palestine</b>	National achievement tests in science (NAT Science)	National	Grades 4 and 10	Government	The tool is used to measure science learning by 4th and 10th graders in Palestine. The tool was also used to evaluate the impact of the "inclusion" program in 30 schools in the West Bank. The results of the NAT assessments serve as a platform for producing policy notes and reforming the early grade science curricula as well as for improving materials and strategies for introducing this into practice.	LMTF domains: Learning approaches and cognition; science and technology
<b>Palestine</b>	National achievement tests in Arabic (NAT Arabic)	National	Grades 4 and 10	Government	The tool is used to measure Arabic learning for fourth and 10th graders in Palestine. The tool was also used to evaluate the impact of the "inclusion" program in 30 schools in the West Bank. The results of the NAT assessments serve as a platform for producing policy notes and reforming early Arabic language curricula as well as for improving materials and strategies for introducing this into practice.	LMTF domains: Learning approaches and cognition; literacy and communication
<b>Palestine</b>	ICT literacy national assessment	National	Grade 6	Government	The tool is used to collect national indicators on ICT use by teachers and students, and to measure levels of ICT literacy among sixth graders in Palestine. The tool includes a literacy test and performance test for students, questionnaires for students and for teachers, an ICT school readiness checklist, and an observation form for ICT's use in classrooms.  Tools were also used to establish a baseline to evaluate the impact of the "digitalization" policy adopted recently by the Ministry of Education and Higher Education (MoEHE).	LMTF domains: Learning approaches and cognition; science and technology
<b>Senegal</b>	Teacher observation of assessment in mathematics, reading, and science	Dakar-Platteau	Grade 4 Primary schools	INEADE team	This assessment evaluates the extent to which teachers are using instruments of continuous assessment. It includes regular observation of classroom practice, teacher duties, planning, pedagogical approaches, and remediation. It includes classroom observation tools, homework analysis grids, and self-assessment.	LMTF domains: Literacy and communication, numeracy and mathematics
<b>Zambia</b>	Cibemba Literacy Assessment	School	Grade 2	Teacher	None provided	LMTF domains: Literacy and communication

# Annex 3: Learning Metrics Task Force and Learning Champions timeline

Date	Event	Location	Description
July 2012	Beginning of LMTF 1.0		
August-September 2012	First public consultation period	500 people from 57 countries	Discussed, what learning is important for all children and youth?
Sept. 27-28, 2012	Learning Metrics Task Force in-person meeting	New York City	Reviewed progress and discussed plans for coming year. Decided upon seven LMTF domains.
December 2012-January 2013	Second public consultation period	600 people from 57 countries	Discussed, how should learning outcomes be measured?
Jan. 22-23, 2013	Measures and Methods Working Group meeting	Montreal, Canada	Discussed consultation feedback, addressed issues of scope, and developed approaches of learning measuring to present at February meeting.
Feb. 15, 2013	LMTF Technical Report 1 published: "What Every Child Should Learn"		
Feb. 20-21, 2013	LMTF in-person meeting	Dubai, UAE	Discussed recommendations for measuring the seven LMTF domains.
April-July 2013	Third public consultation period	700 people in 85 countries	Discussed, how can the measurement of learning improve education quality?
July 16-18, 2013	LMTF in-person meeting	Bellagio, Italy	Discussed proposal from working group on implementation.
July 31, 2013	LMTF Technical Report 2 published: "A Global Framework for Measuring Learning"		
Sept. 16, 2013	LMTF policy guide published: "Recommendations from the Learning Metrics Task Force"		
Sept. 25, 2013	UN Global Education First Initiative and LMTF Reception	New York City, USA	Celebration of GEFI anniversary and launch of the LMTF policy guide.
Nov. 7, 2013	"Raising the Bar for Education around the World: Recommendations of the Learning Metrics Task Force"	Washington, D.C., USA	Event on recommendations from policy guide.



Date	Event	Location	Description
January 2014	Beginning of LMTF 2.0		
March 2014	Call for letters of interest to join LMTF members released		
April 2014	Call for letters of interest to be Learning Champions released		
April 2014	LMTF member applicants notified of acceptance		
April 29, 2014	LMTF virtual meeting	Web	Shared updates on progress toward LMTF 2.0 results.
June 23-24, 2014	LMTF in-person meeting	Brussels, Belgium	Planned for LMTF 2.0, finalized selection of Learning Champions.
July 2014	Learning Champions applicants notified of acceptance		
July 15, 2014	LMTF Technical Report 3 published: "Implementing Assessment to Improve Learning"		
Oct. 2, 2014	LMTF virtual meeting	Web	Shared updates on progress toward LMTF 2.0 results, discussed best ways to continue launch of Learning Champions work.
Dec. 3, 2014	LMTF virtual meeting	Web	Webinar to introduce Learning Champions and new LMTF members before February in-person meeting.
Feb. 1-3, 2015	First Learning Champions Forum	Kigali, Rwanda	Set stage for Learning Champions to plan for adapting LMTF recommendations according to their national contexts and priorities.
April 21, 2015	LMTF virtual meeting	Web	Updates to members and Learning Champions on technical and institutional progress.
June 2-5, 2015	Sub-Saharan Africa Regional Learning Champions Workshop	Naivasha, Kenya	Discussed assessment policies in region and potential for further collaboration.
June 25-26, 2015	LMTF South Asian Regional Assessment Feasibility Study Launch	New Delhi, India	Discussed the feasibility of collaboration in the South Asia region.
Aug. 24-25, 2015	Latin America Regional Learning Champions Meeting	Buenos Aires, Argentina	Discussed potential regional collaboration among Learning Champions and other countries.
Sept. 1-2, 2015	LMTF in-person meeting	Washington, D.C., USA	Advisory group meeting to discuss progress and next steps for LMTF.

Date	Event	Location	Description
Sept. 9, 2015	LMTF virtual meeting	Web	Shared updates on progress toward LMTF 2.0 results and updates from in-person meeting.
Sept. 30, 2015	LMTF reception	New York City	Reception to celebrate progress of LMTF and its impending drawdown.
Feb. 3-5 2016	Second Learning Champions Forum	Livingstone, Zambia	Reviewed results from LMTF 2.0 and potential steps forward for Learning Champions and LMTF members. Officially "sunset" the LMTF.
April 26-28, 2016	Arab Regional Meeting on Learning Assessments	Tunis, Tunisia	Discussed potential regional collaboration among Learning Champions after the end of the LMTF.

# Annex 4: Learning Champions call for letters of interest

## Learning Champions

Call for letters of interest

**Deadline for submissions: 15 May 2014**

### Contents:

I. Background

II. Terms of Reference

III. Letters of Interest

See section III for detailed instructions on submitting a letter of interest to become an LMTF Learning Champion. **Please email your letter of interest using the subject line “Learning Champion Submission” to [learningmetrics@brookings.edu](mailto:learningmetrics@brookings.edu) by no later than 15 May 2014.** Letters of interest will be evaluated by the LMTF Advisory Committee and accepted on a rolling basis.

### I. Background

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

1. What learning is important globally?
2. How should it be measured?
3. How can measurement of learning improve education quality?

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

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

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

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

To address these challenges, the LMTF is asking “Learning Champion” partners to join LMTF 2.0 to work together to advance the goal of more effective assessment systems that can help improve learning outcomes. The LMTF envisions most Learning Champions will be national ministries of education, but we also encourage states, provinces, districts, and cities to join. In special cases, non-governmental education programs serving marginalized children in fragile or conflict-affected states may also adapt the LMTF recommendations to their work and sign on as a Learning Champion, provided they have an explicit strategy to engage with and support government efforts to take ownership of learning and assessment.

## II. Terms of Reference

### What are Learning Champions asked to do?

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

- **Mapping.** Map the learning assessment landscape and the ways that assessment data are or are not being used to help improve learning outcomes. This exercise should be undertaken (if it has not already been done) using a multistakeholder approach that engages all relevant actors from the different constituencies within the education system (e.g., assessment, curriculum, teacher training) to the different players working on improving assessment and learning (e.g., teachers organizations, civil society, donors).
- **Defining.** Define what is needed to improve learning assessments and the use of assessment data to improve student outcomes, including a clear appraisal of various assessment options (e.g., the relative merits and costs of using different assessment schemes). This exercise should leverage existing diagnostic tools (e.g., The World Bank’s SABER – Student Assessment, UNESCO’s General Education Quality Analysis/Diagnostic Framework (GEQAF), and the UIS’s Observatory of Learning Outcomes).
- **Planning.** Develop a plan to address the identified needs, working closely with the wide range of partners on the ground. The plan should clearly articulate the types of support (e.g., technical, financial, political) needed to succeed.
- **Sharing.** Champions are expected to share their experiences regularly and, when relevant, to provide feedback on the process, including reviewing and providing feedback on initial drafts of indicators being developed for global tracking and possibly piloting instruments.

## What are the benefits of participating as a Learning Champion?

In joining the Task Force, Learning Champions will receive:

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

## Who is eligible to become a Learning Champion?

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

## How will Learning Champions work together?

Learning Champions will form the core membership of the Country Support Working Group, together with other LMTF partners (e.g., regional bodies, multilateral institutions, civil society organizations). Working group members will regularly share information on their experiences and help develop a set of tools/products (see below) and documented experience (i.e., case studies) that will be made publicly available after the two years for others to use. In doing this work, Learning Champions agree to the following principles of engagement, which apply to all LMTF partners:

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

**What tools will the Country Support Working Group produce?**

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

**III. Letters of interest**

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

1. Name of agency or organization and lead contact.
2. What are the key learning challenges in your country, state, province, city, etc.?
  - a. In particular, what is the role of data and assessment in the education system? Please describe the role of:
    - i. Classroom-based/continuous assessment
    - ii. National assessments
    - iii. End-of-cycle examinations
  - b. What are the major barriers to developing a robust system of measuring learning? (e.g., political, technical, institutional, cultural, financial and human capacity, etc.)
3. Does your country have a national vision, plan or strategy document for education?
  - a. Does the document include assessment of learning outcomes?
  - b. Who developed this plan? Who else was consulted?
  - c. How often is the plan reviewed or updated?
4. Have you or your organization participated in LMTF 1.0 and/or read any of the reports?
  - a. Based on the recommendations of the Learning Metrics Task Force, in particular the seven domains of learning and indicators for global tracking, please describe what you view to be the key priorities for your country.

5. Are there high-level champions and competent leaders committed to improving learning, both in the government and non-governmental sectors?

a. Please list key leaders committed to this process (heads of state, education ministers, permanent secretaries, assessment and examinations directors, heads of teachers' organizations, influential non-governmental actors).

6. Is there an existing national body focused on improving learning?

a. Does this group's mandate include assessment of learning?

b. Who is part of this body?

c. Is this group working with a broad range of education stakeholders, including government officials, civil society, teachers, parents, students, academia, private sector/employers, and donors to set priorities for measuring learning? If not, are members of the group willing to include other stakeholder groups in the future?

d. Please list key organizations and stakeholder groups interested in participating in a national steering committee or community of practice and contact information for each.

7. Is your agency willing to devote additional resources to this effort? Please describe the potential resources your agency and other partner agencies will offer, including but not limited to: financial resources, staff time and expertise, meeting space, travel costs for staff, etc.

8. Will your agency/organization commit to sharing the results of its dialogue and implemented assessments, and regularly share information with other cities, states, provinces and countries implementing LMTF recommendations?

9. Is your agency/organization willing to participate in an annual in-person symposium of LMTF partners (including other Learning Champions) and virtual meetings over the two years?

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

## Annex 5: Recruiting a global cohort of Learning Champions

In April 2014, the LMTF Secretariat released a call for applications for Learning Champions in English, French, Spanish, and Arabic (see Annex 4). It was distributed to the LMTF network of more than 1,500 individuals. After a six-week period, the Secretariat received 32 applications from governments, NGOs, and individuals in 22 countries. The table below summarizes the types of applicants.

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

The LMTF Secretariat and three advisers from the task force evaluated all submissions based on pre-determined criteria. These featured broadly the level of commitment and capacity demonstrated in the letter of interest and the degree to which the proposal aligned with the LMTF recommendations and principles of engagement. Specifically, each application was assessed on the basis of the following criteria, which had been identified in the call for letters of interest:

- Deep understanding of responsibilities and obligations related to becoming a Learning Champion.
- Commitment to working with a wide range of partners (including government officials, civil society, teachers, parents, and students, among others) articulated in a clear strategy.
- Commitment to devoting human and/or financial resources to enable participation as a Learning Champion.
- National or local education priorities highly aligned with LMTF recommendations.
- Willingness/availability to participate in LMTF in-person and virtual meetings.
- Active involvement in LMTF 1.0 or explicit endorsement and understanding of LMTF recommendations.
- Clear strategy to engage government agencies and support government efforts to take



ownership of learning and evaluation (in the case of nongovernmental applications).

The evaluators also considered feedback on the applications from task force member organizations. Based on the applications, feedback from task force members, and consultation with the LMTF Advisory Committee, the working group co-chairs and Secretariat selected 12 countries, two cities, and one province as Learning Champions (See list on page i). The original plan was to involve just 10 applicants. However, all 15 candidates had submitted strong applications, meeting at least most of the criteria described in the Terms of Reference and appearing ready to start working on the project with other stakeholders. The decision to accept more than 10 was also made to have greater chance of covering all of the domains and areas, to have greater comparability across Learning Champions, and to protect against attrition and thereby not having an adequate sample. In seven of the candidate Learning Champion countries, multiple applications were submitted, coming from civil society and/or individuals as well as from government agencies. In these cases, the Secretariat asked the individuals and/or organizational applicants to engage under the lead of the government agency. In three countries, multiple government agencies submitted applications, and the Secretariat also asked them to work together.

**Table 4. Description of jurisdictions and application summaries**

Country / jurisdiction	Agency/agencies	Description of activities at beginning of project (2014)
Bogotá, Colombia	Secretary of Education	Bogotá has initiated several programs to increase the quality of education with a focus on equity. While the municipality has measures in place for citizenship, literacy, numeracy and sciences, they are hoping to expand to other domains such as physical well-being, social and emotional, and culture and the arts. In addition, Bogotá is currently working with civil society groups and youth. In particular, it has worked with civil society groups to convene the Alliance for Quality and Equitable Education and a group of youth organized as "Todos por la Educación/All for Education" that work at the local and national levels.
Botswana	Botswana Exams Council	The key learning and assessment challenges faced by Botswana according to this application are: (a) Inexistent courses on classroom assessment in teacher training programs, (b) Low performance of students based on the low grades obtained by higher proportions of the students at the end of the cycles. Botswana is planning to develop a national assessment for primary and would like guidance, so this could be a good opportunity to ensure the assessment includes a broad range of competencies. Existing education policy decisions involve a multi-stakeholder approach, and the application states that they are committed to engaging a wide range of actors.
Buenos Aires, Argentina	City of Buenos Aires City of Buenos Aires and the Bapro Group of the Province of Buenos Aires	The City of Buenos Aires application identifies the following key challenges to building a robust system of evaluation at the national level: (a) Lack of political commitment to assess learning and publicize results, (b) Limited use of data to guide policymaking and monitor the progress of learning outcomes, (c) Resistance to evaluation, especially coming from teacher unions. The City of Buenos Aires' priorities are very much aligned to LMTF, including learning across the seven domains, equity, and assessment as a public good. Two other applications were submitted by a proposed partnership of City of Buenos Aires and the Bapro Group of the Province of Buenos Aires and UNICEF Argentina.
Ethiopia	Ministry of Education	The vision of the Ministry of Education is "Building an education and training system which assures quality and equity education by the year 2020 that aims at producing competent citizens." They have a strategy document for the Education and Training Policy, which includes assessment of learning since it is one of the key factors in quality of education. The major barriers in implementing national, end of cycle and continuous assessments are related to technical and human capacity problems. The Ministry is currently working with regional education bureaus, civil society, teachers (teachers association), parents, students and various donor organizations.

Country / jurisdiction	Agency/agencies	Description of activities at beginning of project (2014)
Kenya	Ministry of Education, Women Educational Researchers of Kenya (WERK), and Kenya Primary Schools Headteachers Association	This application proposes a partnership between the education ministry, a teachers' organization, and a civil society organization. Currently, there are multiple organizations conducting experiments to improve learning outcomes in Kenya. Yet there exists no link among these initiatives, and their joint potential to influence thinking at local, national, and global levels remains unexploited. According to this application, the National Assessment Centre established by Ministry of Education (MOE) to coordinate learning assessments has been ineffective in serving this purpose due to lack of funding and technical expertise. Through the Learning Outcomes Network (LON), WERK is providing leadership by coordinating organizations involved in assessment and learning outcomes. The agency is very aligned to LMTF recommendations in the areas of early grade reading/numeracy, end of primary reading/numeracy, and global citizenship. The applicants plan to create a partnership with the MOEST to connect government and non-governmental efforts on learning and assessment.
Kyrgyz Republic	Ministry of Education and Science	Informed by the lessons from PISA, the government set in motion a process of reforms aimed at improving learning. While the national assessment system in Kyrgyz Republic is emerging, there are significant barriers to make the system more effective in measuring learning outcomes at the system, school and classroom levels. To support the government priority of improved learning outcome as specified in the National Education Development Strategy for 2020, MOES is in the process of developing a new vision and strategy for strengthening the national assessment system. Top priorities include early childhood development, literacy, numeracy, and social emotional domains.
Nepal	Education Review Office  Samunnat Nepal	The major barriers for measuring learning in the context of Nepal are political will, lack of reliable information, skill to use data, ownership, technical capacity and resources. Moreover, students have problems of unfamiliar work requests, and peaking of workloads. For teachers, problems arise in schools with low staff/student ratios because continuous assessment is more time-consuming. Examiners have problems in interpreting marks, and the role of the external examiner needs to be reconsidered. The ERO indicates that there are a broad range of domains important for learning in Nepal beyond literacy and numeracy, such as social/emotional, learning approaches, and elements of Breadth of Learning. The application proposes to go through a national priority-setting exercise to determine domains to emphasize with multiple stakeholders. Existing group of stakeholders includes government and donors but no other key stakeholders. However, they are willing to include teacher organizations, parents, and curriculum development agencies, among others.
Ontario, Canada	People for Education	The NGO People for Education describes current goals for education in Canada as narrowly focused on achievement (usually in only two or three subjects) and graduation rates, and disconnected from child and youth development goals in other sectors. While literacy and numeracy are important, and relatively easy to measure, they are not an adequate measure of the success of a school system. In this regard, they are interested in global citizenship and quality/breadth of learning. The organization has a large and diverse Advisory Committee of government and non-government institutions as well as representatives from civil society.
Pakistan	Idara-e-Taleem-o-Aagahi; Aga Khan University Institute for Educational Development; Dubai Cares; and provincial governments of Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan  Aga Khan University Examination Board  Province of Khyber Paktunkhwa	The main challenges in Pakistan in regards to assessment are a fragmented assessment system that is not aligned to curriculum. There is a lack of political will to assess learning across all seven LMTF domains. Literacy and Communication and Numeracy and Mathematics are the only two domains assessed regularly. Additionally, there is a lack of resources and technical skills and the absence of coordination between organizations conducting assessments. Finally, there are cultural and social constraints in measuring some of these dimensions, particularly "culture and the arts." Idara-e-Taleem-o-Aagahi proposes to lead a multi-stakeholder effort including Aga Khan University Institute for Educational Development, Dubai Cares, and four provincial governments—Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan. The coalition plans to engage in three activities: (1) identify good practices within the country and facilitate shared learning; (2) advocate for better measurement of learning and create regional communities of practice to share technical and financial resources; (3) research robust education systems that use data to improve learning outcomes. ITA has secured financial resources from Dubai Cares and letters of support from all four provinces to carry out the work, and was highly involved in LMTF 1.0. Two other applications were submitted from AKU Examination Board and the Province of Khyber Pakhtunkhwa.

Country / jurisdiction	Agency/agencies	Description of activities at beginning of project (2014)
Palestine	Palestinian Commission for Mathematics	This application identifies the following key learning challenges in Palestine: (a) Improving quality of education, (b) Mastering native tongue, math and science, (c) Very little return on investment in education (underqualified teachers), (d) Absence of strategic vision for education, (e) Absence of investment data in guiding policy decisions, (f) Inadequate funding. In addition, the agency identifies literacy and numeracy, science and technology, learning approaches and cognition as priorities. The application states the submission has the support from the prime minister, national universities, research centers and independent education experts.
Rwanda	Ministry of Education	This application identifies the following key learning and assessment challenges in Rwanda: (a) Gap in systematizing the use of evaluation results to inform policy and practice, (b) Limited human capacity at the country level to develop continuous assessment tools, (c) Insufficient capacity of in-country technicians to gather evidence on the state of learning outcomes and then effectively communicate these findings to decision makers, (d) Need to strengthen school leadership to support work around continuous assessments. The Government of Rwanda since 2000 has adopted the Sector Working Group (SWG) approach which includes all actors in education locally and internationally and this is a successful mechanism to manage all educational actors in terms of capacity and skills coordination. The Ministry is in process of establishing a national community of practice on learning assessment.
Senegal	Ministry of Education – INEADE	This application identifies the following key learning and assessment challenges in Senegal: (a) Insufficient resources allocated to the strategic area of measurement and assessment of quality of learning; (b) Lack of an evaluation culture at the local and central level; (c) Lack of diversity of the human resources; (d) Lack of logistical capacity.
Sudan	Ministry of Education: Evaluation Department  Ministry of Education: Director General of Technical Education	Sudan’s national education strategy is renewed every 5 years based on consultation with national and international education experts, development partners—e.g., World Bank, UNICEF and UNESCO. The 2012-2016 Plan includes learning as a key priority in the national strategy. In particular, the application focuses on learning priorities in science and technology, 21st-century skills, global citizenship, literacy and numeracy, learning approaches and cognition, culture and the arts. The agencies commit to working with teachers.
Tunisia	Ministry of Education	National Center for Pedagogical Innovation and Research in Education (CNIPRE), on behalf of MOE, submitted a strong application aligned to the LMTF recommendations. This application identifies the following key learning and assessment challenges in Tunisia: (a) Scarce use of results of national and international assessments for policymaking; (b) Lack of ongoing monitoring and effective communication; (c) Scarce data analysis and limited consideration of data for decision-making; (d) Focus on the means and not on results; (e) Lack of planning. In addition, the CNIPRE shows interest in all seven domains.
Zambia	Ministry of Education  USAID Read to Succeed Project	The ministry application identifies technical and institutional barriers to developing a robust system of measuring learning outcomes. Politically, there is a willingness and urgency to improve the quality of learning in Zambia from the senior management of the Ministry. There is not an inclusive data collection system that maintains all assessment data. The three systems in place are not currently compatible and therefore it is difficult to share data across departments and different parts of the education system. In addition, the Education Management Information System does not have sufficient financial and human resources to effectively deliver its mandate. Currently, national education planning is government driven but there is broad consultation taking place.

# Annex 6: Learning Champions mapping tool

## Instructions for LMTF Learning Champion learning assessment mapping

**Overview:** The tool is aligned with the UIS Observatory of Learning Outcomes (OLO) and the World Bank's Systems Approach for Better Education Results – Student Assessment module (SABER-SA). If your country has participated in OLO or Saber, these questions may overlap. This tool should be useful for your country first and foremost so feel free to add in fields as necessary. The purpose is to make sure we have a thorough landscape as a basis of discussion. The mapping covers three sections: General, Content, and Institutional.

**Directions:** Starting with Column A, fill in the row according to the section titles. A new row should be started for each assessment included in this mapping. Report each assessment only once, even if it covers more than one grade or subject.

**Options for input:**

**Drop-down:** Scroll over the designated entry box and select from options. *All drop-down lists have the option to input multiple selections.* Click on each option that best suits your context. If you cannot find your option, directly write answer into drop down box. **Write-in:** Directly type in answers into the entry box.

**Definitions:** Please find definitions for each section on the Tab 3.

No	Variable	General
1	<b>Type of assessment</b>	Select the form of assessment that you will be describing.
2	<b>Level of assessment</b>	Select where the assessment is administered.
3	<b>Name of assessment</b>	Write in full name of the assessment without using acronyms.
4	<b>Frequency</b>	Select how often the assessment is administered.
5	<b>Education level covered</b>	Select which level of education the assessment covers.
6	<b>Exact age/grade covered</b>	Write in the exact ages and grades covered.
7	<b>Last year administered</b>	Write in the year or date that the assessment was last administered.
8	<b>Population covered</b>	Select whether the assessment covers participants who are in school, out of school or both.
9	<b># of participants in last year administered</b>	Write in the number of participants who participated in the assessment during the last time it was administered.
10	<b>% of total population assessed</b>	Write in what percent of the population being covered by the assessment actually participated.
11	<b>Geographical setting</b>	Select the area that where the assessment is administered in terms of rural and urban settings.
12	<b>Lead institution/test developer</b>	Write in the institution or individuals who developed the assessment.
13	<b>Implementing institution/actor</b>	Write the institution or individuals helping to implement the assessment (administer, collect data, etc.).

14	<b>Cost per child</b>	Write in the estimated cost of the developing, administering and analyzing the assessment per child.
15	<b>Funding source(s)</b>	Write in where the funding for the development/administration and analysis of the assessment comes from (donors, minister budget, etc).
16	<b>Purpose of assessment</b>	Select the reasons for administering the assessment.
<b>No</b>	<b>Variable</b>	<b>Content</b>
17	<b>LMTF domains</b>	Select the LMTF domain or domains that the assessment covers.
18	<b>LMTF measures</b>	Select the LMTF measurement area or areas that the assessment covers.
19	<b>Curriculum alignment</b>	If the assessment is aligned to the curriculum, select which curriculum/curricula.
20	<b>Mechanisms for curriculum alignment</b>	Select how assessments are made to align with the curriculum.
21	<b>Administration of assessment</b>	Select how the assessment is delivered to the participants.
<b>Institutional</b>		
22	<b>Data transmission</b>	Select how is the data is sent for analysis once it is collected.
23	<b>Main use of data</b>	Select how the data is primarily used once it has been collected.
24	<b>Other use of data</b>	Write in additional ways data is used once it has been collected.
25	<b>Levels of reporting</b>	Select at what level data analysis is reported on.
26	<b>Results disaggregation</b>	Select the different ways results are disaggregated.
27	<b>Results dissemination</b>	Select the different formats in which results are shared.
28	<b>Trained administrators</b>	Select whether administrators are trained on how to collect and analyze data.
29	<b>Types of training and qualification</b>	Write in the types of trainings and qualifications administrators are required to have as well as the reality of what kind of trainings/qualifications trainers actually have.
30	<b>Fairness</b>	Write in whether assessments and the results are seen as fair. Write in any issues there are with fairness.
31	<b>Challenges/areas of improvement</b>	Write in any challenges with assessments and data collection as well as any areas you think need improvement.

## MAPPING TOOL (PRESENTED TO LEARNING CHAMPIONS AS AN EXCEL DOCUMENT WITH DROP-DOWN OPTIONS)

To complete for each Learning Assessment modality or program that happens in the country/jurisdiction

Information requested:	1. Type of assessment	2. Level of assessment	3. Name of assessment	4. Frequency: How often administered?	5. Education level covered
Drop-down options:	Exam Continuous Standardized test Classroom test Peer assessment Self-reporting Project assessment Competition Classroom observation Other	Classroom Sub-national National Regional International Other	Write-in	Daily Weekly Bi-weekly Monthly Every year Every 2 years Every 3 years Every 4 years Every 5 years Other	Early childhood Primary only Lower secondary only Primary and lower secondary Lower and upper secondary
Information requested:	6. Ages or grades covered	7. Population covered	8. Latest year administered	9. # participants in latest year	10. % of total population assessed
Drop-down options:	Write-in	Out of school children only In school children only Out of school and in school children	Write-in	Write-in	Write-in
Information requested:	11. Geographical setting	12. Lead institution/ test developer	13. Implementing institution/actor	14. Cost per child	15. Funding source(s)
Drop-down options:	Urban only Rural only Peri-urban only Urban and rural Urban and peri-urban Rural and peri-urban Rural, urban, and peri-urban	Write-in	Write-in	Write-in	Write-in

Information requested:	16. Purpose of assessment	17. Which LMTF domains (1-7) are covered by the assessment?	18. Which LMTF measurement areas (1-7) are addressed in the assessment?	19. Is the assessment aligned to the curriculum? If so, which one?	20. What mechanisms are in place to ensure alignment with the curriculum and instruction?
<b>Drop-down options:</b>	Student certification Student selection Instructional plan design Training support to teachers School or education accountability Promoting competition among schools Regional level monitoring of school outcomes Monitoring education quality levels Planning education policy reforms Other:	Physical well-being Social and emotional Culture and the arts Literacy and communication Learning approaches and cognition Numeracy and math Science and technology	Learning for all Age and education matter for learning Reading Numeracy Ready to learn Citizen of the world Breadth of learning opportunities	National State/province/territory Not curriculum based Other:	Regular independent review by qualified experts Regular internal review when content framework or assessment system is updated Ad hoc review Unknown Other:
Information requested:	21. Administration of assessment	22. How is the data transmitted for analysis?	23. Main use of data	24. Other uses of data	25. Level of results reporting
<b>Drop-down options:</b>	Paper and pencil Computer fixed test Computer adapted test Oral Portfolio Systemic observation Practicum Other	Face-to-face On-line Mail Other	Tracking the impacts of reforms on student achievement levels Informing curriculum improvements Informing teacher training programs Producing school reports to the planning by principals at school Training workshops for in-service teachers Informing allocation of teachers into schools Informing allocation of other resources to schools Funding for (independent) research or studies Organizing debates on the results and their consequences for the education system International data tables National data tables Policy Reform Others	Write-in	Student Family School Local Regional National International

Information requested:	26. How are results disaggregated?	27. How are results disseminated?	28. Are trained administrators used?	29. If trained administrators are used, what are their qualifications/training?	30. Are the assessment and results perceived as fair? Are there any issues with fairness?
Drop-down options:	Sex Urban Area Rural Areal Major Cities Type of School Institution Others Please Specify:	Printed report only Both printed and online report Online report only Online database Radio coverage of results Television coverage of results Newspaper coverage of results Other please specify:	Yes No I don't know	Write-in	Write-in
Information requested:	31. Challenges and areas for improvement				
Drop-down options:	Write-in				



# Annex 7: Illustrative timetable

Action	Month (from July 2014 through December 2015)																	
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1. Identify education stakeholders	■	■																
2. "Map" current national learning metrics efforts	■	■																
3. Comprise country Learning Champions teams	■	■																
4. National stakeholder meetings		■	■	■	■													
5. Select and negotiate with LMTF Secretariat target learning domains and measurement areas			■	■														
6. Prepare Learning Champions initiative plan; December Meeting				■	■	■												
7. Implement Learning Champions initiative plan						■	■	■	■	■	■	■	■	■	■	■	■	
8. Finalize tools and guides						■	■	■	■	■	■	■	■	■	■	■	■	■
9. Monitor, document, and share the experience, findings, and results						■	■	■	■	■	■	■	■	■	■	■	■	■
10. Participate in sharing events organized by LMTF Secretariat											■							■
11. Share experience, findings, and products with ministry and other education stakeholders																		■

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