

Champions for Learning The Legacy of the Learning Metrics Task Force

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STATISTICS

**NETWORK FOR AFRICAN LEARNING
ASSESSMENT HOW CAN WE
CONTRIBUTE TO MEASURING SDG 4?**

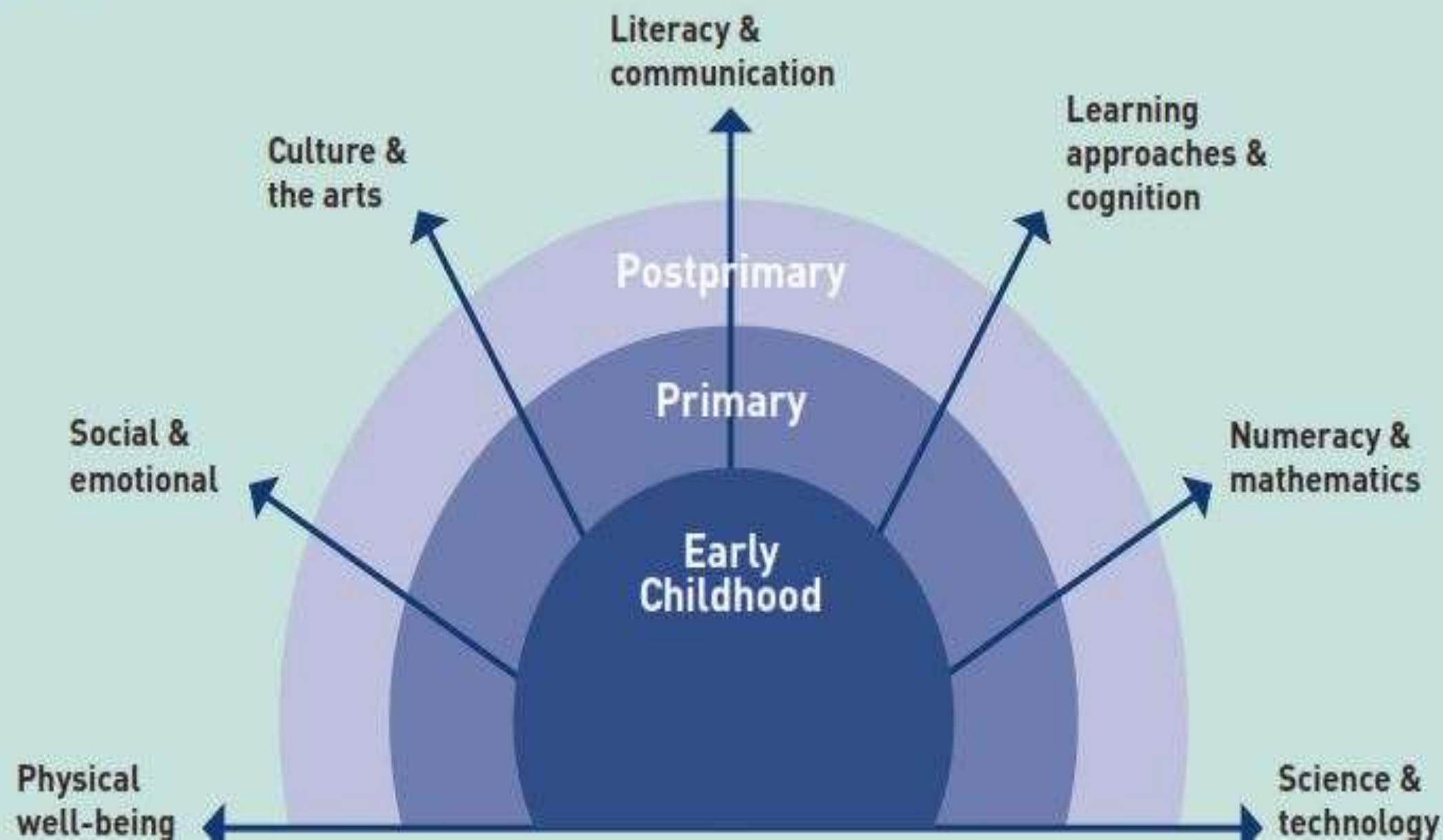
From LMTF to NALA

- In 2010 great progress made following Jometien meeting with the Cadre de Dakar (2000): number out school 62 million children, greatest progress made in Asia where the number of OOS surpassed **73.5 million to 37.5 million** in 2010.
- In 2012 Secretary General of UN launches GEFI (Global Education First Initiative) : Bring all children to school, improve the quality of education and encourage global citizenship.
- In September 2012 The learning Metric Task organised its opening in New York during the General Assembly of the UN
- In September 2013 the LMTF launches its first report following consultation processes in New York during the General Assembly of the UN meetings.

- (In January 2014) in the month of December 2015, LMTF 2.0 implemented
- LMTF worked on two phases: the first: catalysing dialogues and developing the dialogues and recommendations for improving learning assessment
- The second phase: introducing the principal recommendations
- LMTF invited several experts to give answers to its questions: How is learning important for all children?

- How should the results of learning be measured?
- During the first phase 1700 teachers, students, researchers, and experts from 118 countries and 50 national education ministers answered these questions.
- The report published, « Toward universal learning : What every child should learn », produced a global framework for seven domains of the foundation stage.

Report #1: What learning is important for all children and youth?



LMTF 2.0 IMPLEMENTATION

City/Country	Organization
Botswana	Botswana Examinations Council
City of Bogotá, Colombia	Secretary of Education
City of Buenos Aires, Argentina	Ministry of Education* UNICEF Argentina
Ethiopia	Department of Curriculum, Ministry of Education
Kenya	Ministry of Education, Science and Technology (MoEST)* Kenya Primary School Headteachers Association/Teachers Service Commission Women Education Researchers of Kenya (WERK)
Kyrgyz Republic	Ministry of Education and Science
Nepal	Education Review Office, Ministry of Education Sammunat Nepal
Ontario, Canada	People for Education
Pakistan	Idara-e-Taleem-o-Aagahi (ITA) Inter Board Committee of Chairmen, Ministry of Inter-Provincial Coordination Policy Planning and Implementation Unit, Secondary Education Department School Education Department (Punjab Province), Consultant Reform Support Unit (Sindh Province), Aga Khan University Institute for Educational Development (Sindh Province), Provincial Institute for Teacher Education (Khyber Pakhtunkhwa Province)
Palestine	The Palestinian Commission for Mathematics (RAFA’H) Assessment and Evaluation Center, Ministry of Education
Rwanda	Ministry of Education Department of Examination and Accreditation, Rwanda Education Board
Senegal	Institut National et d’Action pour le Développement de l’Education (INEADE)
Sudan	Department of Technical and Vocational Education,Ministry of Education. Evaluation Department, Ministry of Education
Tunisia	Department of Evaluation, Ministry of Education
Turkey	Ministry of Education, Science, Technology and Innovation and Early Education Foundation, Council of Teachers

Kigali Forum, Rwanda, 4 - 6 February 2015

- Learning Champions met in regional groups to determine a collaborative plan for important global conferences for the following months.
- The main objective of the Kigali Forum was to prepare the field for Learning Champions to be able to finish validation plans of assessment tools and strategies in diverse domains and domaines selected from LMFTF documents
- Exchanges took place in four workshops in 2015 and at the beginning of 2016 in Kenya, India, Argentina, and Tunisia.

Naivasha Regional Workshop, Kenya,

- The regional sub saharan Africa Workshop was held in Naivasha, Kenya, organised by the Kenyan Minister for Education, Science, and Technology (MOEST), ADEA and the Kenyan UNICEF country office.
- Learning Champions from **Kenya, Ethiopia, Senegal and Zambia** included participation in person, and Rwanda, virtual participation.

- For three days, more than 70 participants learnt about the educational assessment systems in Kenya, including national and regional assessments, national exams, and assessments led by citizens.
- Schools were visited to observe and ask questions about assessment practices
- A team from Uwezo accompanied participants to visit households and observe simple literacy and numeracy assessments that Uwezo carry out each year.
- Projects were shared
- Finally, the last day was dedicated to an assessment framework for African learning assessment systems.

NALA : Zambia, 3 - 5 February 2016

For Africa, the Learning Metric Task Force (LMTF) then became the Network African for Learning Assessment (NALA), translated to French by the African network for learning assessment.

Senegal chosen as leader from the group of francophone Africa countries to direct and coordinate activities.

Tunisia chosen as leader from the group of Arabic Middle Eastern countries to direct and coordinate activities;

Group from Asia and East Pacific;

Group from America.

ADEA to contact some Head of States in the African union in order to facilitate the functioning of the African group.

A meeting, ADEA to confirm the date, will be organised in Senegal in two (2) or three (3) months.

Results and realisation of NALA

- **15 to 18 June 2016** First planning meeting of the Pôle de Qualité Inter-Pays sur l'Enseignement et l'Apprentissage (PQIIP) and the Réseau d'Evaluation de l'Apprentissage Africain (NALA) took place in Saly Portudal: **Creation of NALA plan of action**
- **From 25 to 29 September 2017** workshop in Kigali in Rwanda, joining Burkina Faso, Senegal, Zambia, Ivory Coast, Botswana, Zimbabwe and the host nation.

1. Psychometric test training ;
2. Continuous assessment training;
3. Training in educational programming based on competences;
4. Exam and validation of PQIP-EA strategic plan;
5. Presentation of the evaluative report on learning assessment and revised framework.
6. A comparative study on teacher motivation and reward. This research exercise targets male and female teachers in a group selected from public and private secondary schools in Kenya, Rwanda and Senegal, taking into account economic (urban/rural) and linguistic (French/English) considerations.

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)