

Learning for a Better Future

The Learning Metrics Task Force

April 2013

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

Center for
Universal Education
at BROOKINGS

Project Overview

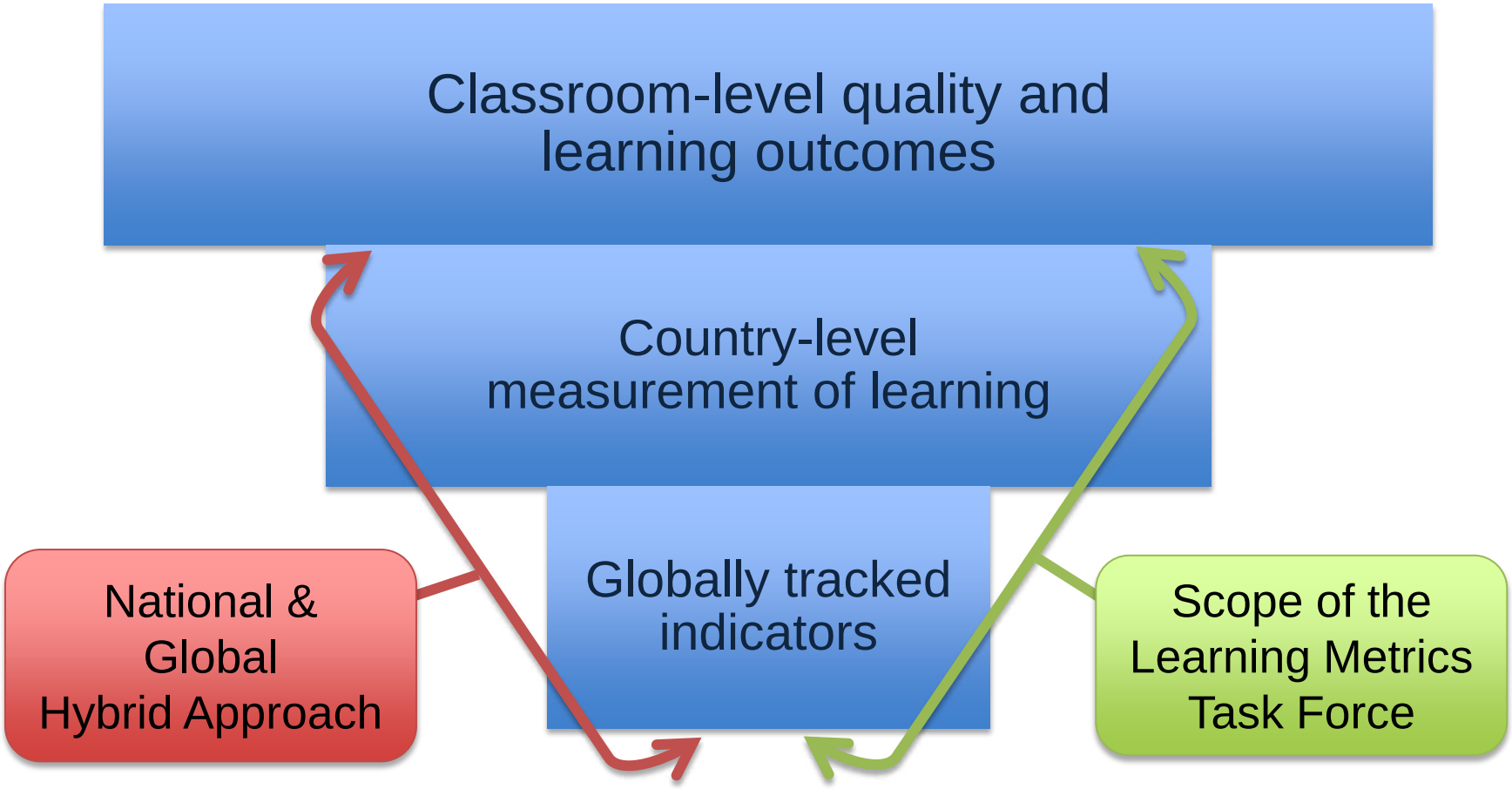
Overarching Purpose of the Project

In service of EFA Goal 6

"…ensuring excellence so that **recognized and measurable learning outcomes** are achieved by all…"



Project Scope



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What does the task force aim to accomplish?

Build consensus on improving and measuring learning outcomes among the global education community

Develop concrete recommendations for measuring learning at the global and national levels

Have recommendations translated into action (including *but not only* to inform the post-2015 agenda)

Long-term: Shift the conversation on education from access alone to access *plus* learning, and improve learning outcomes for children and youth

Equitable Learning for All

A focus on learning must include a focus on equity, with particular attention to rising inequality within countries.

All children and youth should have equal opportunity to learn the skills and knowledge required to succeed in the 21st century, regardless of:

- The country in which they were born
- The community in which they grew up
- Their gender
- Their family's income level
- Their physical or mental health status

Learning outcomes and opportunities must be tracked to ensure progress in learning is equitable among all sub-populations.

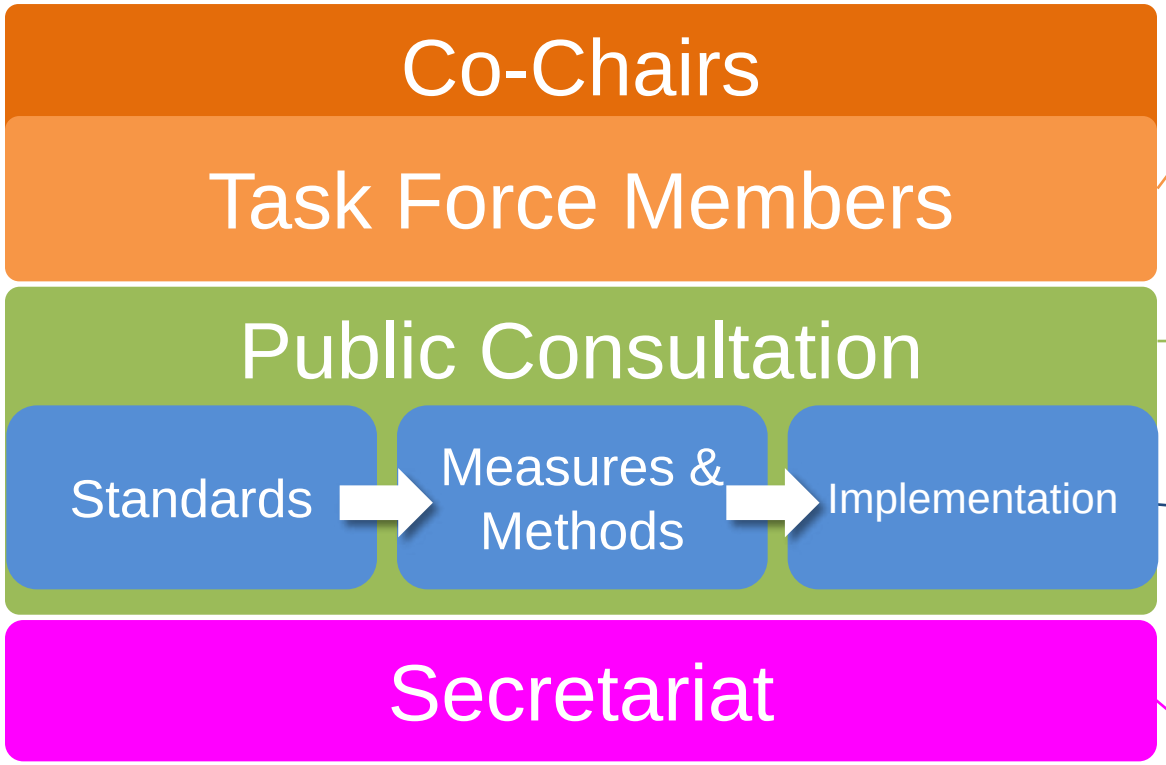
Three Core Questions

The task force engages high-level political actors, technical experts and practitioners in a highly consultative, 18-month-long process in order to build global consensus around three questions:

1. Standards: What learning is important for all children and youth?
2. Measures & Methods: How should learning outcomes be measured?
3. Implementation: How can measurement of learning improve education quality?

Consultative Project Structure

Input through consultation: 1,000 people in 84 countries to date



Nat'l govts, regional bodies, civil society, donors, EFA-convening agencies

Open, global, online and in person

3 Working Groups of technical experts

UNESCO's Institute for Statistics; Center for Universal Education at the Brookings Institution

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30 Task Force Member Organizations

Civil Society:
- ActionAID, representing Northern Civil Society
- Camfed, representing Southern Civil Society
- Education International
- Pratham
- Queen Rania Teacher Academy, Jordan

National Governments:
- City of Buenos Aires, Argentina
- Government of India
- Kenyan Ministry of Education
- Korea Institute for Curriculum and Evaluation

Private Sector:
- Pearson

UN Agencies:
- UNESCO
- UNICEF
- Office of the UN Secretary General
- UNDP

Regional Bodies:
- African Union
- Association for Education Development in Africa (ADEA)
- Arab League of Educational, Cultural, and Scientific Organization (ALECSO)
- Southeast Asian Minister of Education Organization (SEAMEO)
- Organisation of Ibero-American States (OEI)

Donors:
- AusAID
- DFID
- Dubai Cares/United Arab Emirates
- French Agency for Development (AFD)
- Global Partnership for Education
- Inter-American Development Bank (IADB)
- International Education Funders Group
- USAID
- World Bank

Secretariat:
- UNESCO Institute for Statistics (UIS)
- Center for Universal Education at Brookings

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The Consultation Process

In Phases I and II, the voices of nearly 1,000 people in 84 countries have informed task force recommendations.



About two-thirds of consultation feedback came from the Global South.

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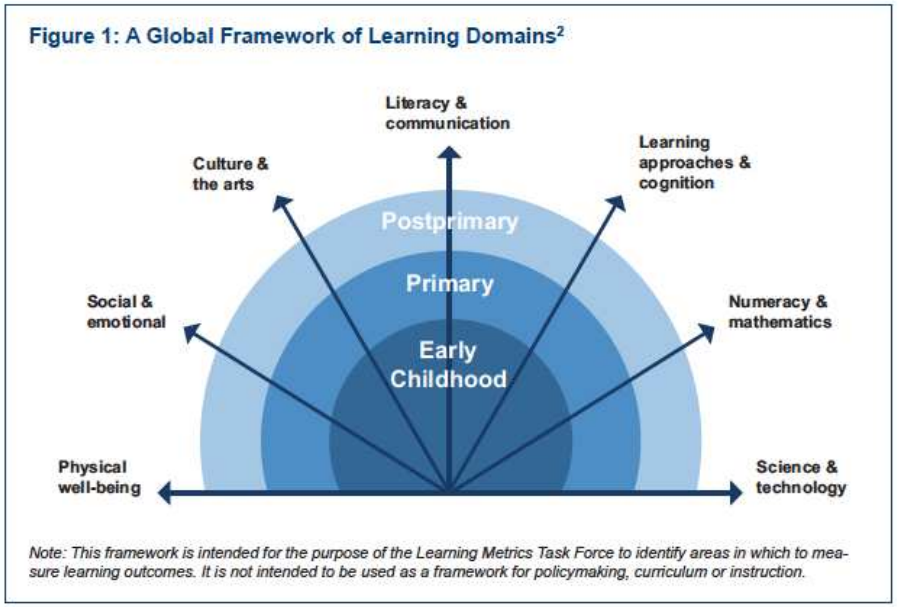
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Phase I

What learning is important for all children and youth?

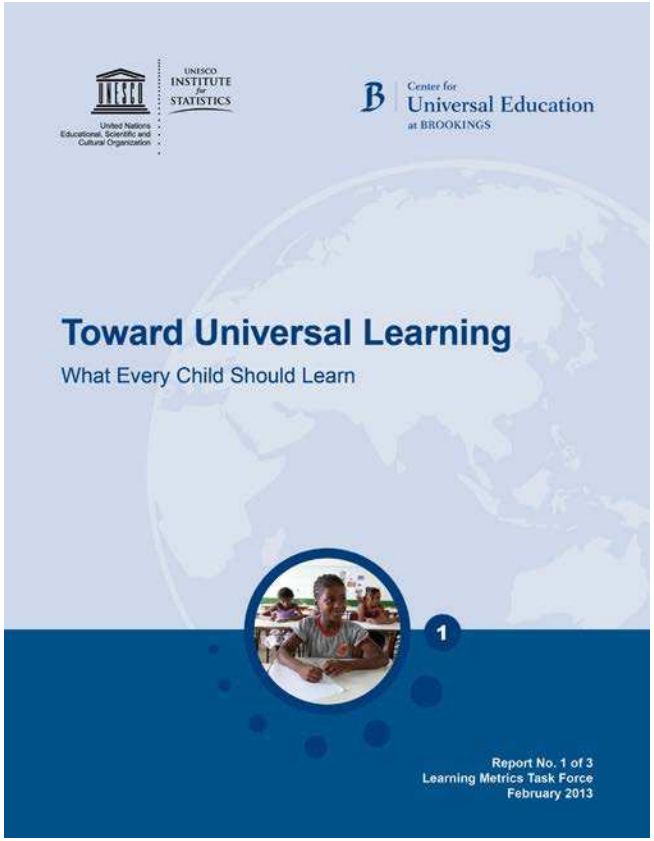
Key Decisions from Phase I

- A broad, holistic definition of learning with 7 domains
- Hybrid approach (national and global)



- The task force will consider existing and to-be-developed measures
- Recommendations will cover early childhood through lower secondary

Report No. 1: Toward Universal Learning



- TF response to what learning is important for all children and youth?
- Presents vision for what every child every child everywhere should learn.
- Based on task force consensus, working group expertise and research, and input from more than 500 participants in 57 countries.

Available online: http://www.brookings.edu/research/reports/2013/02/learning-metrics

Phase II

How should learning outcomes be measured at the global and national levels?

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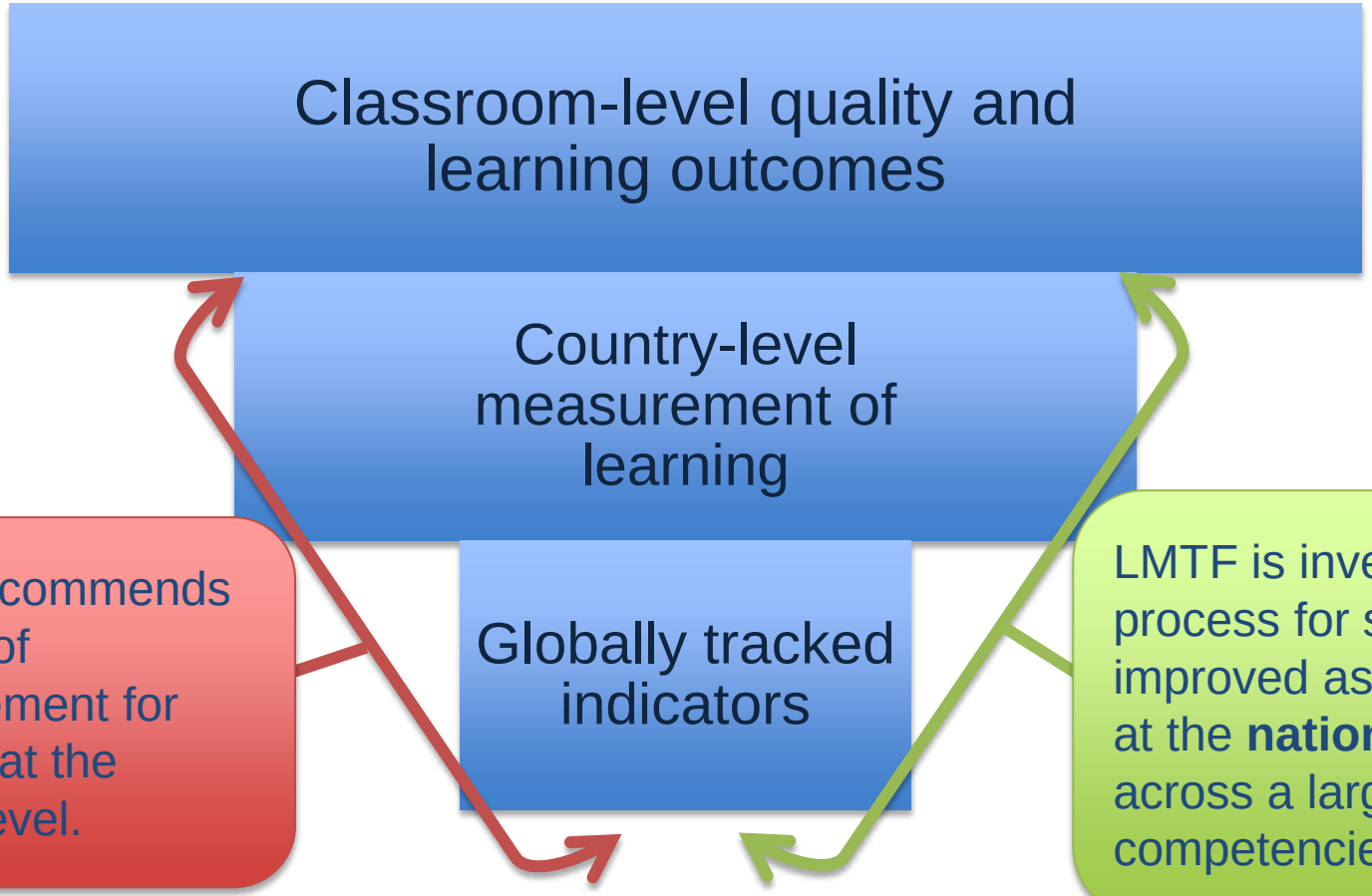
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Subset of Competencies To Track Globally

Seven Domains:	Physical Well-Being	Social & Emotional	Culture & the Arts	Literacy & Communication	Learning Approaches & Cognition	Numeracy & Mathematics	Science & Technology
Early Childhood	•Physical health & nutrition •Health knowledge & practice •Safety knowledge & practice •Gross, fine, and perceptual motor	•Self-regulation •Emotional awareness •Self-concept & efficacy •Empathy •Social relationships & behaviors •Conflict resolution •Moral values	•Creative arts •Self- & community-identity •Awareness of & respect for diversity	•Receptive language •Expressive language •Vocabulary •Print awareness	•Curiosity & engagement •Persistence & attention •Autonomy & initiative •Cooperation •Reasoning & problem solving •Early critical thinking skills •Symbolic representation	•Number sense & operations •Spatial sense & geometry •Patterns & classification •Measurement & comparison	•Inquiry skills •Awareness of the natural & physical world •Technology awareness
Primary	•Physical health & hygiene •Food & nutrition •Physical activity •Sexual health	•Social & community values •Civic values •Metal health & well-being	•Creative arts •Cultural knowledge	•Oral fluency •Oral comprehension •Reading fluency •Reading comprehension •Receptive vocabulary •Expressive vocabulary •Written expression/composition	•Persistence & attention •Cooperation •Autonomy •Knowledge •Comprehension •Application •Critical thinking	•Number concepts & operations •Geometry & patterns •Mathematics application	•Scientific inquiry •Life science •Physical science •Earth science •Awareness & use of digital technology
Lower Secondary	•Health & hygiene •Sexual & reproductive health •Illness & disease prevention	•Social awareness •Leadership •Civic engagement •Positive view of self & others •Resilience/"grit" •Moral & ethical values •Social sciences	•Creative arts •Cultural studies	•Speaking & listening •Writing •Reading	•Collaboration •Self-direction •Learning orientation •Persistence •Problem solving •Critical decision-making •Flexibility •Creativity	•Numbers •Algebra •Geometry •Everyday calculations •Personal finance •Informed consumer •Data & statistics	•Biology •Chemistry •Physics •Earth science •Scientific approaches •Environmental awareness •Digital learning

A Global/National Hybrid Approach



LMTF recommends 6 areas of measurement for tracking at the **global** level.

LMTF is investigating a process for supporting improved assessment at the **national** level across a larger set of competencies.

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Six Areas for Global Measurement*

Data should show achievement levels, progress over time, and equity disparities

Proposed Areas of Global Measurement	Rationale
1. Access to and completion of learning opportunities through enrollment and completion indicators	Addresses the unfinished access agenda for out-of-school children and youth and emphasizes the importance of tracking completion, which currently is not done systematically.
2. Exposure to a breadth of learning opportunities across all seven domains (indicator to be developed).	Children and youth should have a breadth of learning opportunities that, at a minimum, covers the seven learning domains.
3. Early childhood experiences that result in readiness for primary school, through a school readiness indicator	Because of the varying rates at which young children develop, a holistic measure across multiple domains is the best way to capture learning at this stage.
4. The ability to read and understand a variety of texts through: (1) a set of "learning to read" indicators at the early primary level; and (2) a set of "reading to learn" indicators at the end of primary and lower secondary levels.	Foundational reading skills necessary for learning to read are critical for functioning in modern society, in addition to the ability to comprehend and analyze complex texts through a variety of media.
5. The ability to use numbers and apply this knowledge to real-life situations through numeracy indicators at the primary and secondary levels.	Children must be able to count and understand mathematical concepts both to make informed economic choices and to pursue advanced learning in such disciplines as science, engineering, economics, research, technology, etc.
6. An adaptable, flexible skill set to meet the demands of the 21st century (indicator to be developed).	Children and youth need a variety of skills across the seven learning domains to succeed in the 21st century.

Key Decisions from Phase II

1. Measure six areas at the global level.
2. Support countries to improve learning measurement and outcomes.
3. Develop a process to operationalize points #1 and #2, including exploring the potential role of a multi-stakeholder advisory group
4. Move forward collectively to improve learning outcomes, but also inform the post-2015 process by sharing LMTF recommendations with decision-makers.

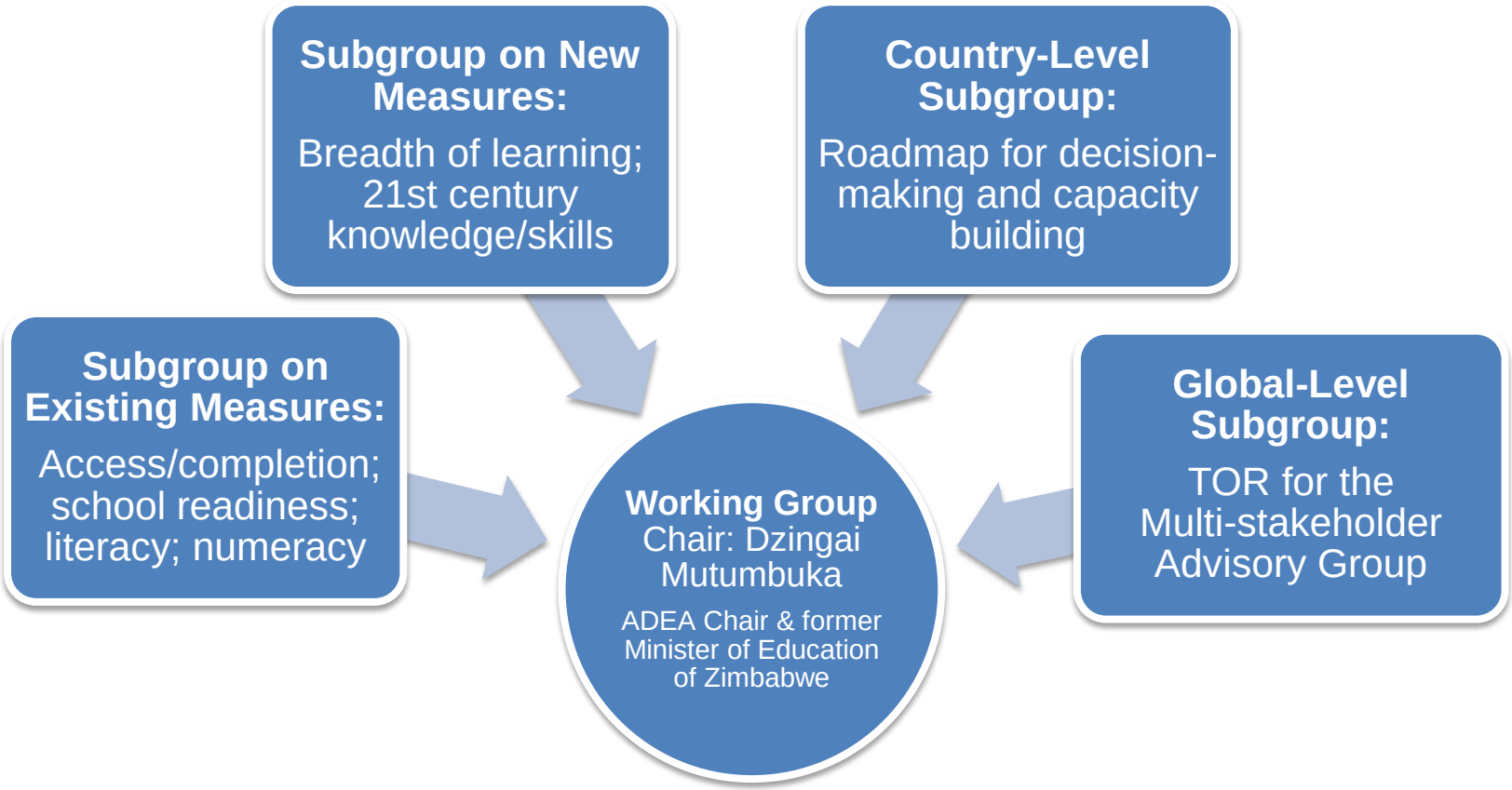
Phase III

How can measurement of learning improve education quality?

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Implementation Working Group Structure

Four Subgroups



Phase III Consultation Period

- From 30 April – 15 June 2013
- Proposals of the Implementation Working Group will be considered by the task force at its third in-person meeting on 16-18 July 2013.
- Consultations on proposals from the subgroups on existing and new measures will be conducted virtually.
- Consultations on proposals from the country-level and global-level subgroups will be conducted both online and in person.

Sample of In-Person Consultations

April – June 2013



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Thank you!

For updates on the Learning Metrics Task Force and information about working groups and consultations, please visit http://www.brookings.edu/learningmetrics

To receive email updates on the Learning Metrics Task Force, please send your name, organization, and email address to: LearningMetrics@brookings.edu.



On Twitter follow @RebeccaWinthrop

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