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सिकाइ मापन कार्यदलको प्रतिवेदन

**प्रबोधीकरण कार्यक्रम**

**Dissemination Programme on LMTF Report**

पाठ्यक्रम विकास केन्द्र, सानोठिमी, भक्तपुर

२०७१ चैत १ गते



# Learning for a Better Future

The Learning  
Metrics Task Force  
Meeting

# Learning Metrics Task Force (LMTF): How did it start?

- In the past decade worldwide, emphasis has been on access with most countries reaching NER < 95%  
*(source: EFA-GMR 2013/14)*
- At least 250 million (one third or 38.5%) primary school age children around the world are not able to read, write or count well even after four years in school.

*(source: EFA-GMR 2013/14, page 191)*

***The above issue points out that access alone is not enough; learning should also be focused.***

# Task Force Members

## Civil Society:

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

## 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)

## Private Sector:

- Pearson

## National Governments:

- City of Buenos Aires, Argentina
- Govt. of Assam, India
- Kenyan Ministry of Education
- Korea Institute for Curriculum and Evaluation

## UN Agencies:

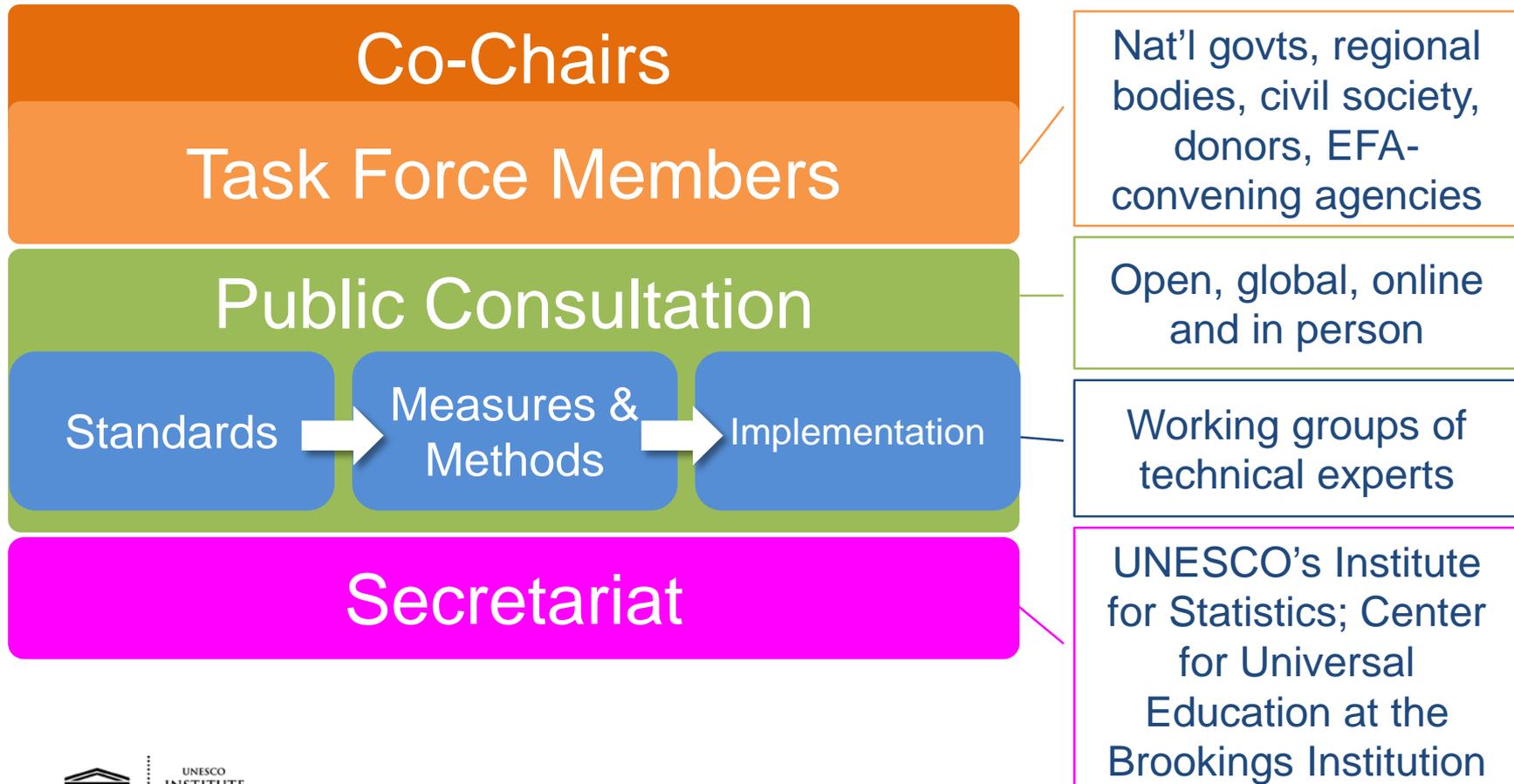
- UNESCO
- UNICEF
- Office of the UN Secretary General
- UNDP

## 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

# Project Structure

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



# Overarching Purpose of the Project

## To achieve EFA Goal 6

“...ensuring excellence so that **recognized and measurable learning outcomes** are achieved by all...”



Improved Learning Outcomes for  
Children & Youth

Improved System Quality &  
Classroom Practice

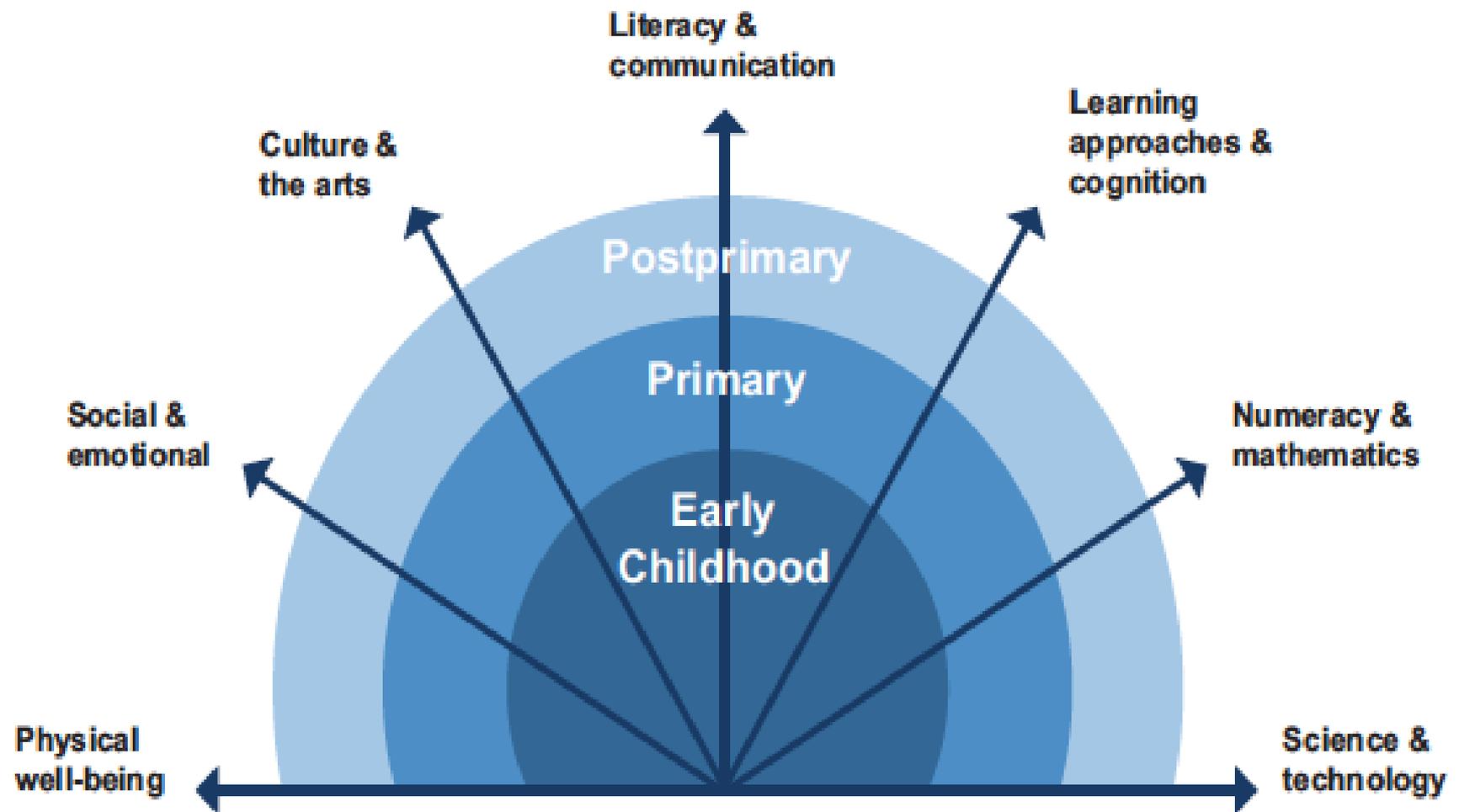
National Policies,  
Priorities &  
Capacity for  
Measurement

Learning  
Measured  
Globally

National &  
Global  
Hybrid Approach

Scope of the  
Learning Metrics  
Task Force

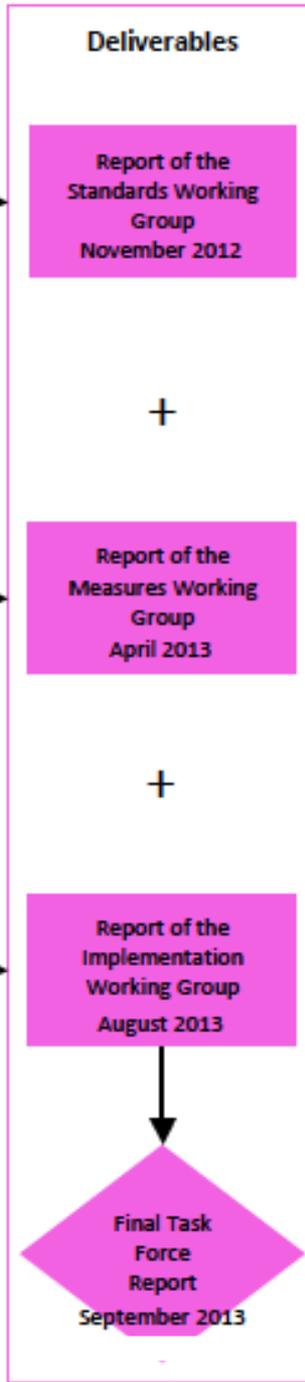
**Figure 1: A Global Framework of Learning Domains<sup>2</sup>**



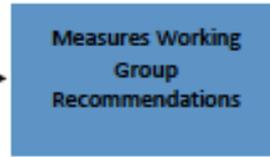
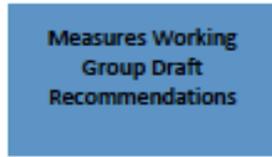
*Note: This framework is intended for the purpose of the Learning Metrics Task Force to identify areas in which to measure learning outcomes. It is not intended to be used as a framework for policymaking, curriculum or instruction.*

# Project Process

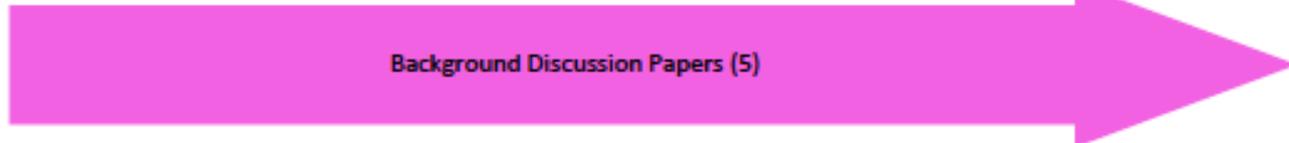
Phase I:  
What learning?



Phase II:  
What measures?



Phase III:  
How to do this?



# Three Core Questions

The task force engages high-level political actors, technical experts and practitioners in an 18-month-long global consultation process in order to build 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?

# National efforts: UNICEF

- consultations with national level stakeholders (ERO, CDC, MoE) consultations with national level stakeholders (ERO, CDC, MoE)
- workshop with high level national stakeholders in the presence of LMTF members (MoE, DoE, NCED, CDC, ERO, USAID, JICA,
- output report of the workshop sent to the LMTF secretariat.
- LMTF Secretariat endorsed the report of the workshop and annexed it in the Third LMTF recommendation report
- Recognizing the importance of the efforts of LMTF, Unicef Nepal allocated some budget for this program.
- Consequently with support from Samunnat Nepal a program has been developed.

# Thank You!