

# Measuring Child Learning at School Entry: The Learning Metrics Task Force

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# 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

# 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?

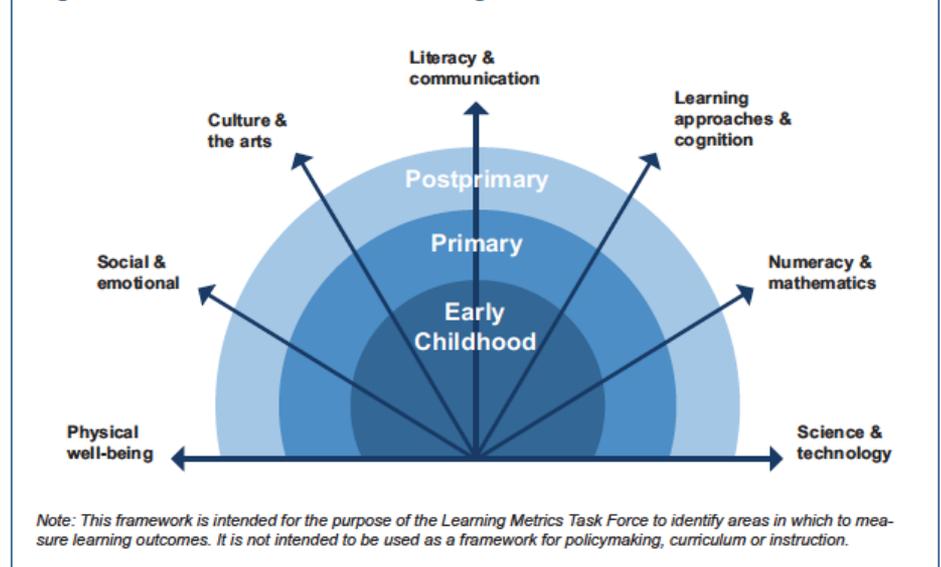
# Phase I

What learning is important for  
all children and youth?

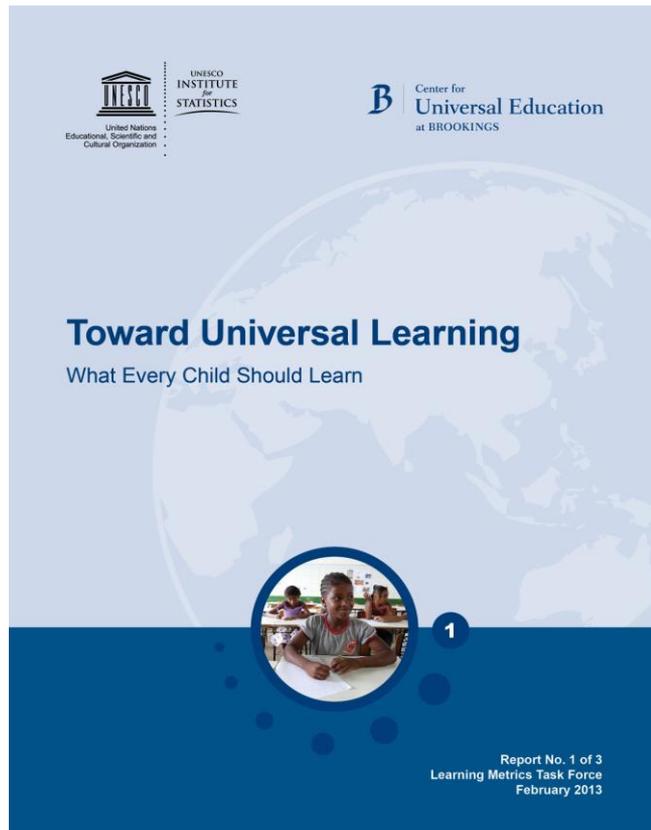
# Key Decisions from Phase I

- Seven domains of learning
- Hybrid approach (national and global)
- The task force will consider existing and to-be-developed measures
- Recommendations will cover early childhood through lower secondary

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



# 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?

# 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	<ul style="list-style-type: none"> <li>Physical health &amp; nutrition</li> <li>Health knowledge &amp; practice</li> <li>Safety knowledge &amp; practice</li> <li>Gross, fine, and perceptual motor</li> </ul>	<ul style="list-style-type: none"> <li>Self-regulation</li> <li>Emotional awareness</li> <li>Self-concept &amp; efficacy</li> <li>Empathy</li> <li>Social relationships &amp; behaviors</li> <li>Conflict resolution</li> <li>Moral values</li> </ul>	<ul style="list-style-type: none"> <li>Creative arts</li> <li>Self- &amp; community-identity</li> <li>Awareness of &amp; respect for diversity</li> </ul>	<ul style="list-style-type: none"> <li>Receptive language</li> <li>Expressive language</li> <li>Vocabulary</li> <li>Print awareness</li> </ul>	<ul style="list-style-type: none"> <li>Curiosity &amp; engagement</li> <li>Persistence &amp; attention</li> <li>Autonomy &amp; initiative</li> <li>Cooperation</li> <li>Reasoning &amp; problem solving</li> <li>Early critical thinking skills</li> <li>Symbolic representation</li> </ul>	<ul style="list-style-type: none"> <li>Number sense &amp; operations</li> <li>Spatial sense &amp; geometry</li> <li>Patterns &amp; classification</li> <li>Measurement &amp; comparison</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry skills</li> <li>Awareness of the natural &amp; physical world</li> <li>Technology awareness</li> </ul>
Primary	<ul style="list-style-type: none"> <li>Physical health &amp; hygiene</li> <li>Food &amp; nutrition</li> <li>Physical activity</li> <li>Sexual health</li> </ul>	<ul style="list-style-type: none"> <li>Social &amp; community values</li> <li>Civic values</li> <li>Mental health &amp; well-being</li> </ul>	<ul style="list-style-type: none"> <li>Creative arts</li> <li>Cultural knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Oral fluency</li> <li>Oral comprehension</li> <li>Reading fluency</li> <li>Reading comprehension</li> <li>Receptive vocabulary</li> <li>Expressive vocabulary</li> <li>Written expression/composition</li> </ul>	<ul style="list-style-type: none"> <li>Persistence &amp; attention</li> <li>Cooperation</li> <li>Autonomy</li> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Number concepts &amp; operations</li> <li>Geometry &amp; patterns</li> <li>Mathematics application</li> </ul>	<ul style="list-style-type: none"> <li>Scientific inquiry</li> <li>Life science</li> <li>Physical science</li> <li>Earth science</li> <li>Awareness &amp; use of digital technology</li> </ul>
Lower Secondary	<ul style="list-style-type: none"> <li>Health &amp; hygiene</li> <li>Sexual &amp; reproductive health</li> <li>Illness &amp; disease prevention</li> </ul>	<ul style="list-style-type: none"> <li>Social awareness</li> <li>Leadership</li> <li>Civic engagement</li> <li>Positive view of self &amp; others</li> <li>Resilience/"grit"</li> <li>Moral &amp; ethical values</li> <li>Social sciences</li> </ul>	<ul style="list-style-type: none"> <li>Creative arts</li> <li>Cultural studies</li> </ul>	<ul style="list-style-type: none"> <li>Speaking &amp; listening</li> <li>Writing</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Self-direction</li> <li>Learning orientation</li> <li>Persistence</li> <li>Problem solving</li> <li>Critical decision-making</li> <li>Flexibility</li> <li>Creativity</li> </ul>	<ul style="list-style-type: none"> <li>Numbers</li> <li>Algebra</li> <li>Geometry</li> <li>Everyday calculations</li> <li>Personal finance</li> <li>Informed consumer</li> <li>Data &amp; statistics</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Earth science</li> <li>Scientific approaches</li> <li>Environmental awareness</li> <li>Digital learning</li> </ul>

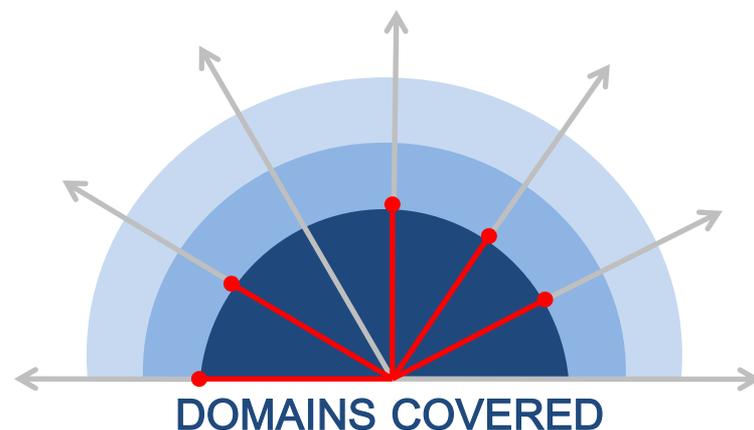
# Six Areas for Global Measurement\*

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 21 <sup>st</sup> century (indicator to be developed).	Children and youth need a variety of skills across the seven learning domains to succeed in the 21st century.

### 3. Early childhood experiences that result in readiness for primary school, through a school readiness indicator.

- A holistic measure across at least 5 domains:
  - Physical well-being
  - Social and emotional
  - Literacy and communication
  - Learning approaches and cognition
  - Numeracy and mathematics
- Feasibility: Emerging – Currently there is no global measure, but there are several promising efforts that could be scaled up to the global level



# Several important next steps ...

- Identify a range of possible measures that countries can use to measure child development, birth to 8 years (WHO, UNICEF as partners)
- Identify how best to use assessment data to inform practices and policies

# 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](mailto:LearningMetrics@brookings.edu).



On Twitter follow @RebeccaWinthrop

# 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