Global Forum: Roundtable 5

Measuring and Strengthening Capacity for Learning Measurement

Introductions

Fergal Turner is a senior consultant with Oxford MeasurEd. Oxford MeasurEd is Schools2030's global learning assessment coordination partner. In this role Fergal works to coordinate and facilitate learning across the partners developing learning assessment tools for the Schools2030 programme.

Clay Westrope is a senior advisor on Save the Children's evidence and learning team. In Schools2030 Save the Children is supporting the adaptation and use of the International Development Early Learning Assessment (IDELA). Clay is working with all of the Schools2030 teams on adapting and piloting the IDELA tool.

Agenda

Introduction
(10 Minutes)

- The need for assessment
- Reframing our approach to assessment in Schools2030

Reflections
(20 Minutes)

- Reflections from colleagues on the generation and use of data

Breakout
(45 Minutes)

- Goals for evidence generation and use
- Enablers and lever for strengthening capacity
- How capacity is influenced by capacity in other parts of system

Walk and talk
(15 Minutes)

- Review outputs on colleagues' posters
- Summarize and reflect

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Ground Rules

Discuss and Share

Listen to your colleagues

Always ask questions

Introduction:
Systemic Capacity for Measuring Learning

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1. The Need

Understanding where and how children are learning is essential for achieving SDG 4.

Actors across the education system need to understand learning to play their part in improving learning.

Building this understanding means broadening and deepening the capacity of systems to **generate and use evidence on learning outcomes.**

Communities will use data on learning to support schools and advocate for education improvement

Governments will use data on learning to evaluate policy and make planning and budgeting decisions

Teachers will use data on learning to support learners and adapt their pedagogies to support learning

Civil Society will use data to conduct research, develop programmes, and support governments

International Partners will use data on learning to amplify best practices, and target support to governments and civil society
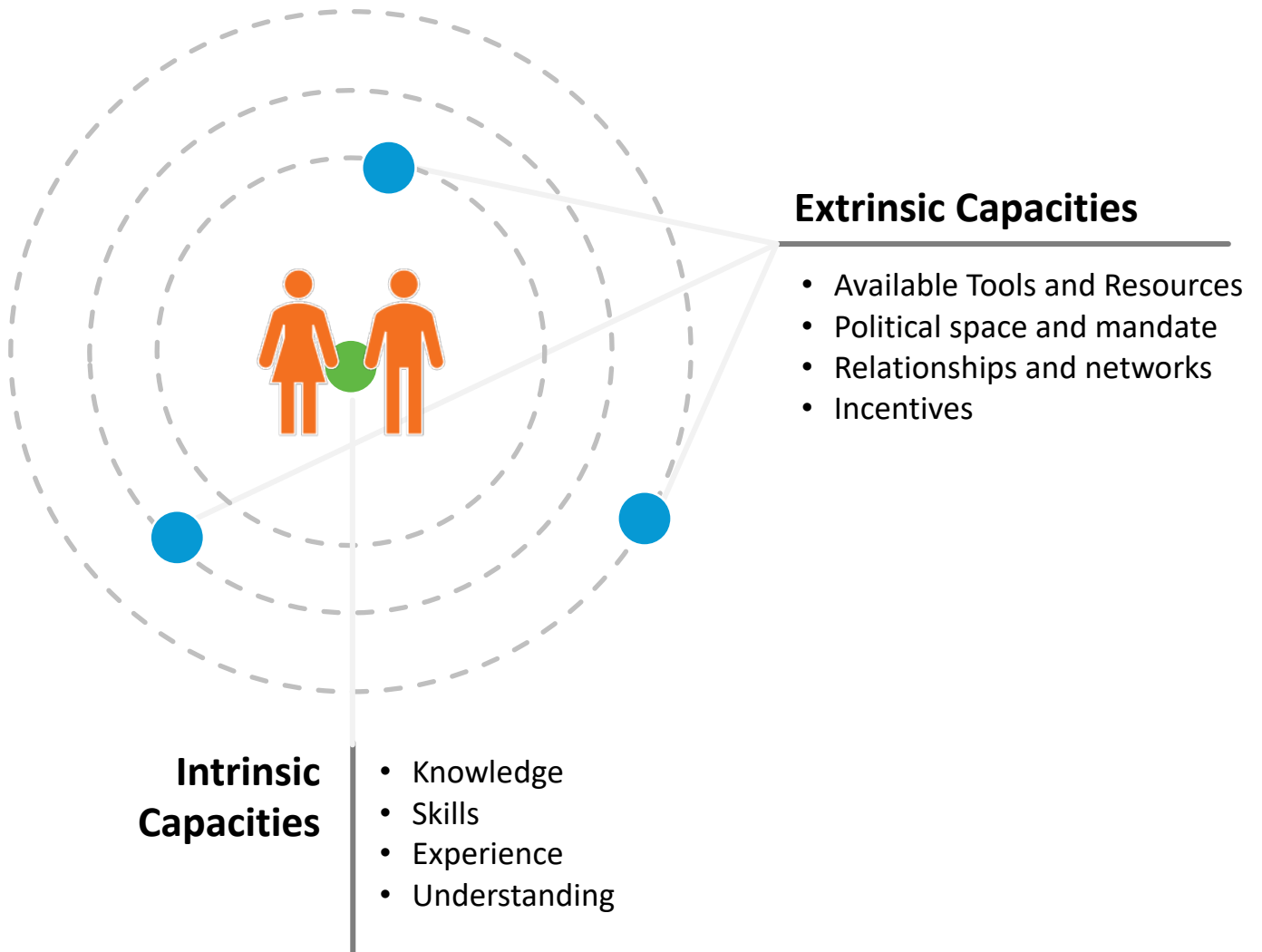
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2. The re-framing

Capacity has been traditionally viewed as a static trait, held by individuals or organisations.

Instead we can view it as a dynamic view of **what needs to be in place to fulfil a specific role.**

This includes things **intrinsic** to individuals or organisations, but also external or **extrinsic** capacities that need to be in place for the role to be fulfilled

Extrinsic Capacities

- Available Tools and Resources
- Political space and mandate
- Relationships and networks
- Incentives

Intrinsic Capacities

- Knowledge
- Skills
- Experience
- Understanding

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3. The Measurement Question

Many robust and evidence based approaches exist for looking at capacity for learning assessment ⟶ **However**, many of these approaches are limited by….
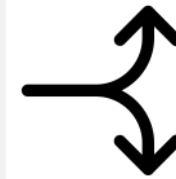
1. Focusing only on technical capacity, and missing the political and relational dimensions

2. Capturing national level capacity (e.g. for national assessments), without looking at the role of teachers and civil society

Can we build on existing tools, to create a broad framework which looks at the **whole system**, with a focus on both technical and political dimensions of capacity.
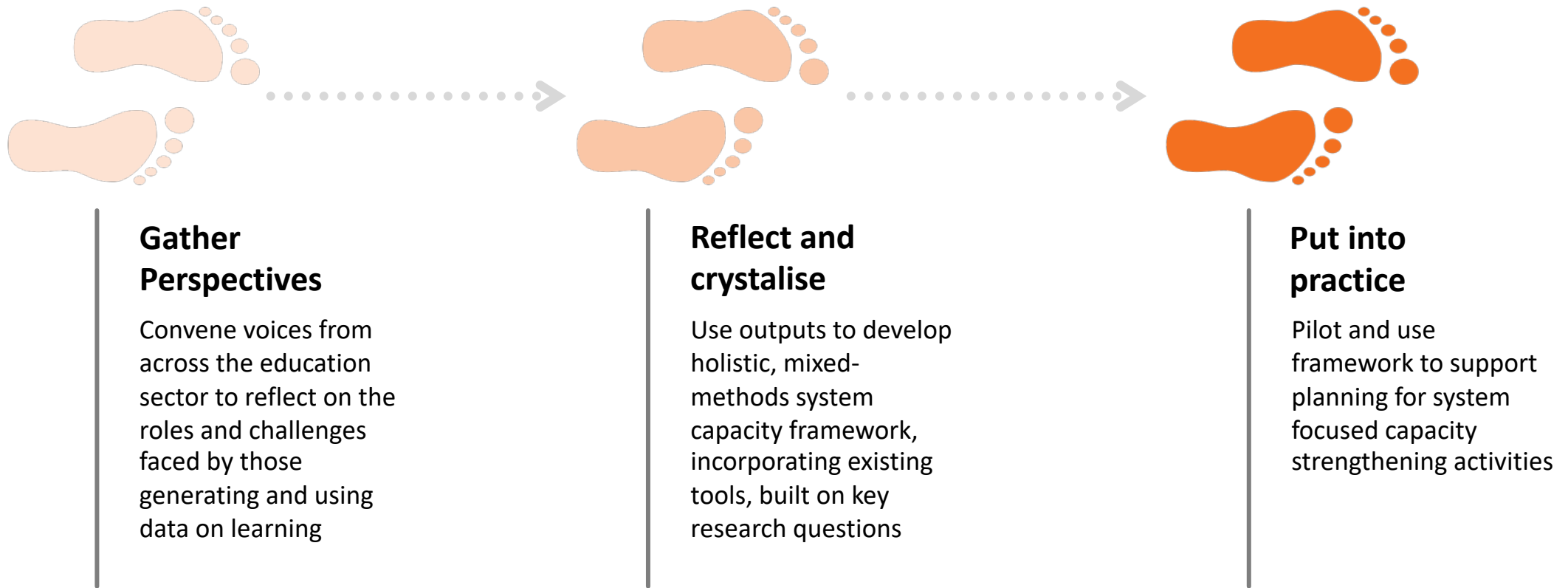
4. The Opportunity

The **Schools2030 Global Forum**, is a unique platform, bringing together educators, civil society, government agencies, research organisations and development partners.
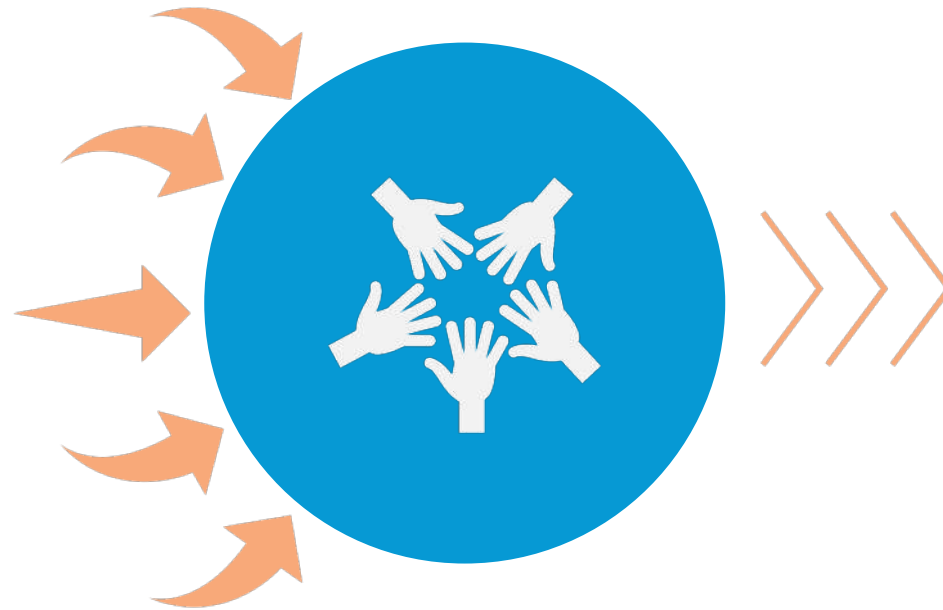
We can use this opportunity to **begin the process of re-thinking** how we measure systemic capacity for generating and using data on learning outcomes

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5. The Way Forward

Gather Perspectives

Convene voices from across the education sector to reflect on the roles and challenges faced by those generating and using data on learning

Reflect and crystalise

Use outputs to develop holistic, mixed-methods system capacity framework, incorporating existing tools, built on key research questions

Put into practice

Pilot and use framework to support planning for system focused capacity strengthening activities

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6. The Goals For Today

Set clear next steps for developing a "whole system" framework for measuring and strengthening capacity to generate and use evidence on learning

Define the intrinsic and extrinsic capacities that need to be in place and the modes of support that can help these actors fulfil their roles.

Develop a shared understanding of the roles of various education sector actors in generating and using evidence on learning
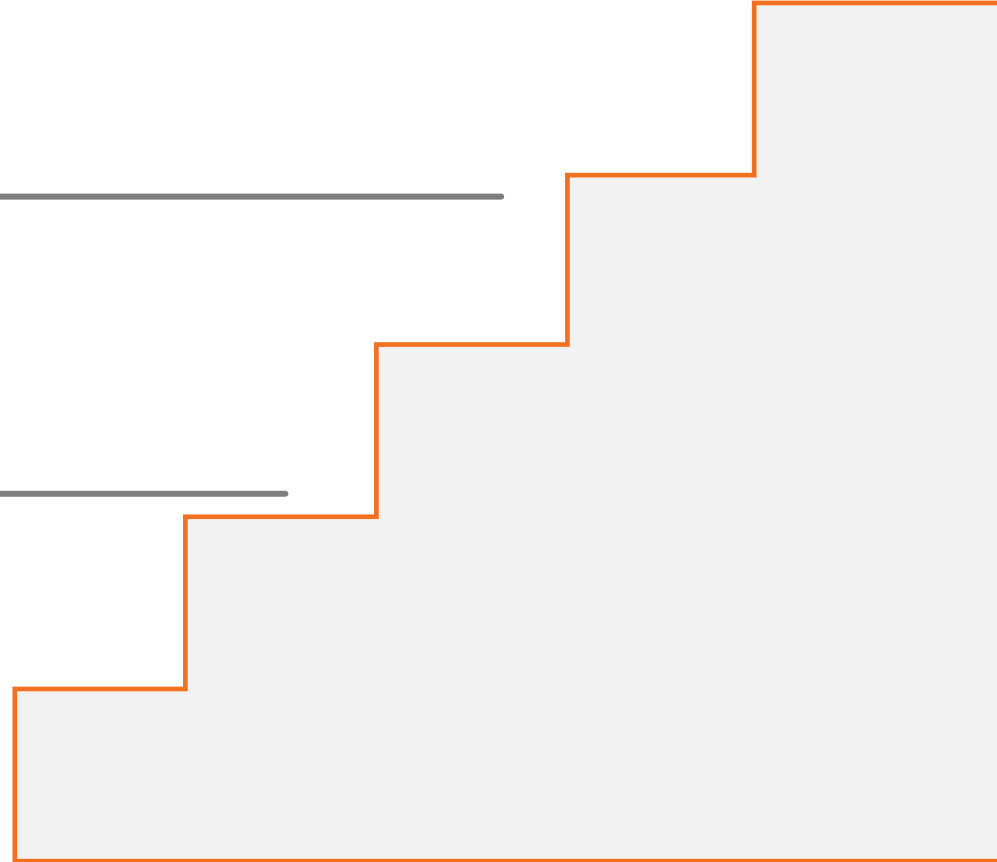
Breakout Discussions

Instructions

Get into assigned breakout groups
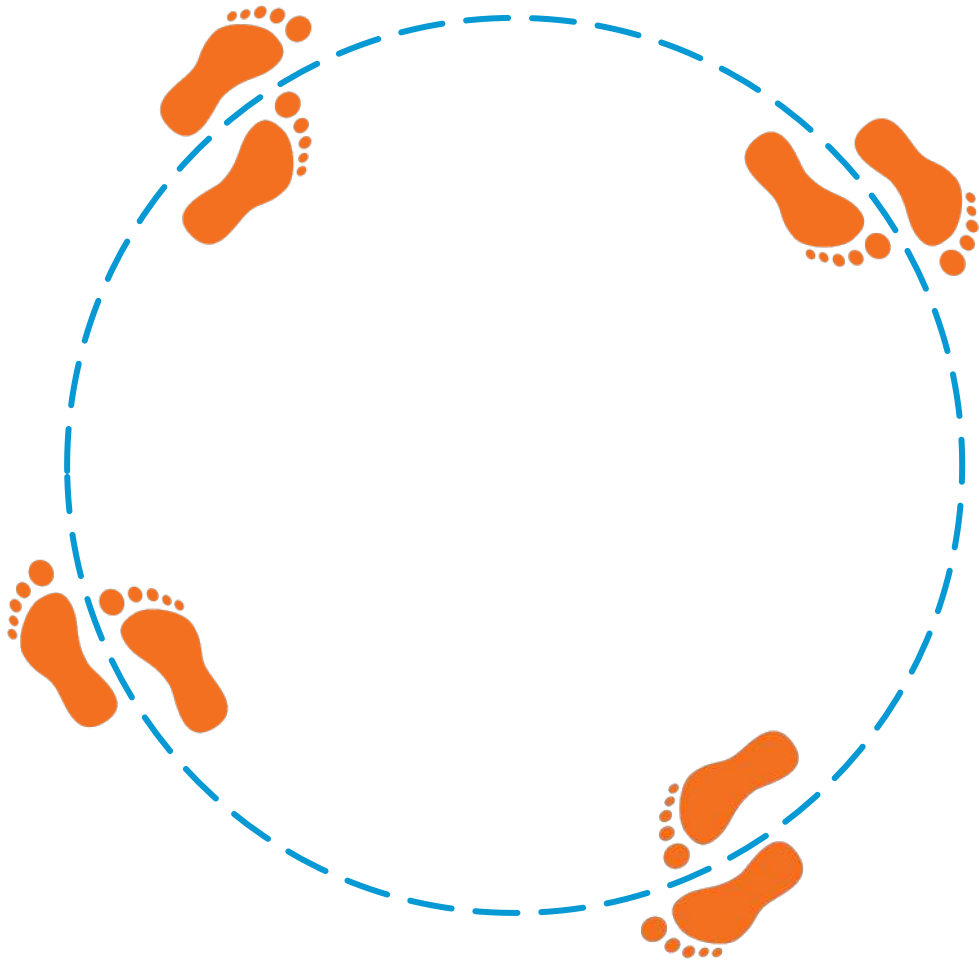
Review and volunteer for breakout groups roles

Review poster sections

- Role in generating data on learning outcomes

- Why generating data on learning is important

- Challenges you face

- Support needed

Discuss and record consensus

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Walk and Talk

Now that you have finished your work with your poster, take some time to look at the work other groups have done. Think:

- Is this how you would have formulated the answers?
- Is there anything here that surprises you?
- How does the other groups' reflections relate to your reflections?

Remember to leave someone at your table to answer any questions other people may have

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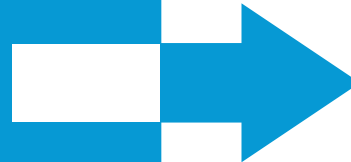# Closing

Have we achieved our goals?

Where have we gotten to?

Reflections?

- Is this a useful framing?
- How would this impact how we assess and support stronger assessment systems?
- What challenges does it present?

Next Steps

- What are some useful next steps?
- Who needs to take them?
- What is one thing we can each take away with us to our work?

Thanks and See you Soon!

Thanks for attending and contributing. For any follow up questions or thoughts e-mail

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