

A contextual background for Gap Analysis: Linking the global efforts to national situation

August 4, 2017





The World wide Issue

At least **250 million (one third)** primary school age children around the world are **not able to read, write or count well** after four years in school.

- 2013/4 EFA Global Monitoring Report.

Learning Metrics Task Force (LMTF)

-A Global Vision for Measuring Learning

- Convened by the UNESCO Institute for Statistics and the Center for Universal Education (CUE) at the Brookings Institution in July 2012
- More than 1700 personnel from 118 countries, comprising of 39 working groups with 186 technical members
- to build consensus on global learning indicators and actions to improve the measurement of learning in all countries



Overarching Purpose:

To achieve EFA Goal #6: “..... ensuring excellence so that **recognized and measurable learning outcomes** are achieved by all, especially in literacy, numeracy and essential life skills.”

Continued by SDG # 4: Ensure inclusive and quality education for all and promote lifelong learning

Three Core Questions

To build consensus around three questions:

Phase I

- What learning is important for all children and youth?

Phase II

- How should learning outcomes be measured at the global and national levels?
- How can measurement of learning improve education quality?

UNICEF's Program

Goal

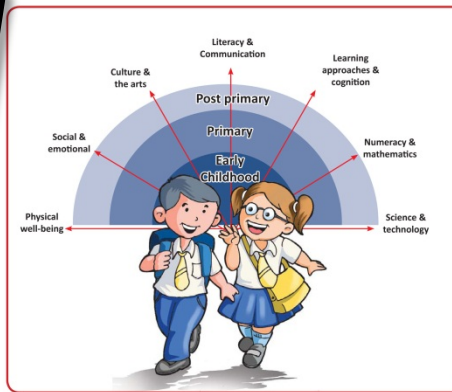
- To support the government line agencies for disseminating the recommendations of the global LMTF and provide a vision to align Post 2015 Education Agenda and develop future education policy in Nepal.

What have we done?

1. Consolidated LMTF Report (2015)



TOWARDS UNIVERSAL LEARNING



What Every Child Should Learn
A Global Framework for Measuring Learning
Implementing Assessment to Improve Learning
Recommendations from the Learning Metrics Task Force (LMTF)

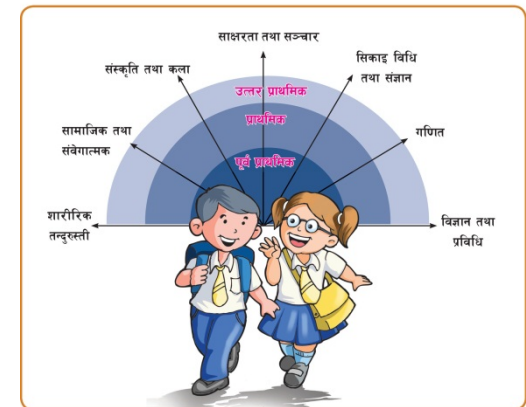
A Concise Report of Various Reports of LMTF

March 2015

Prepared by Samunnat Nepal in coordination with Curriculum Development Centre and Supported by Unicef Nepal



विश्वव्यापी सिकाइतर्फ



प्रत्येक बाल बालिकाले के सिक्नुपर्छ
सिकाइ मापनको विश्वव्यापी ढाँचा
सिकाइ सुधार गर्न भुक्त्याङ्कनको प्रयोग
सिकाइ मापन कार्य दलका सिफारिसहरू

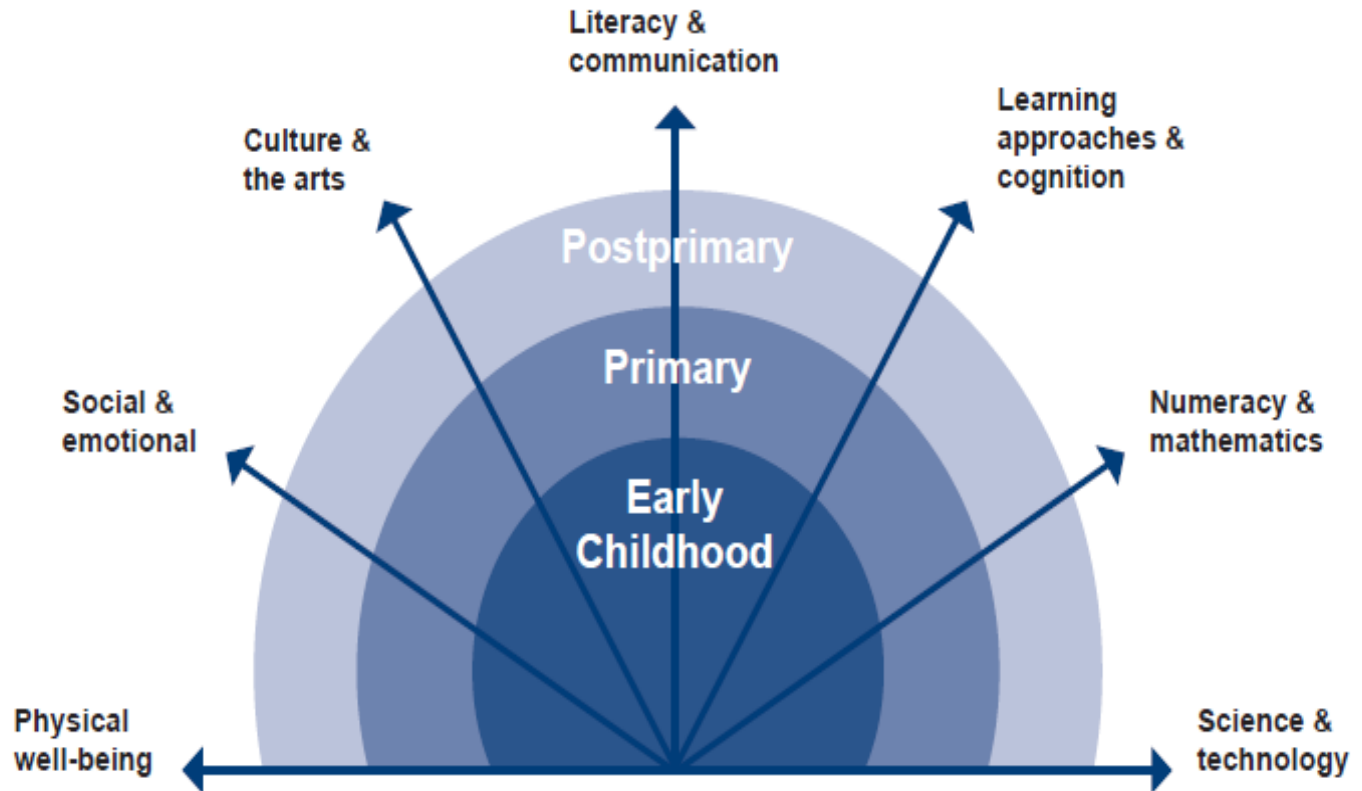
सिकाइ मापन कार्य दलका विभिन्न प्रतिवेदनको सार सङ्क्षेप

फागुन २०७१



युनिसेफ नेपालको सहयोगमा पाठ्यक्रम विकास केन्द्रसँगको सहकार्यमा समुन्नत नेपालद्वारा तयार गरिएको

What learning is important for all children and youth?: The Seven Domains of learning



What have we done?

2. Gap Analysis Report of Primary curriculum (Grades I to V, 2016)



NEPAL'S PRIMARY LEVEL CURRICULUM AND TEACHER
TRAINING PACKAGES GAP ANALYSIS BASED ON
LEARNING METRICS TASK FORCE'S GLOBAL
LEARNING DOMAINS FRAMEWORK"

December 2015

*Prepared by Samunnat Nepal in coordination with Curriculum
Development Centre, National centre for Educational Development
and Supported by Unicef Nepal*



What have we done?

2. Gap Analysis Report of Basic curriculum (Grades VI- VIII, 2017)

**A Report on the Gap Analysis:
Nepal's Curriculum
(Basic Education : VI-VIII)
And
Post-primary Level of
Global Learning Domains Framework**

July 2017



*Prepared by Samunnat Nepal in coordination with Curriculum
Development Centre and Supported by UNICEF Nepal*



unicef 



THANK YOU!

