



Education  
Sector

United Nations  
Educational, Scientific and  
Cultural Organization



# Regional technical workshop within the framework of the Measuring Early Learning Quality and Outcomes initiative (MELQO)

## Summary report

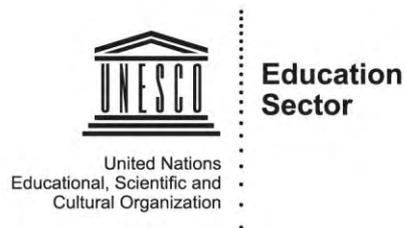
Dakar-Senegal, 27-28 July 2016



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### **UNESCO Education Sector**

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



### **The Global Education 2030 Agenda**

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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## Background

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The Measuring Early Learning Quality and Outcomes (MELQO) Regional Technical workshop was organized by UNESCO Headquarters and Multisectoral Bureau in Dakar and the UNICEF West & Central Africa Regional Office (WCARO) 27-28 July 2016, in Dakar Senegal.

MELQO, led by UNESCO, UNICEF, the World Bank and Brookings Institution since 2014, is a multi-stakeholder initiative, designed to address a need for population-based measurement at the country level, with parallel goals of informing country-level and global measurement. Through the initiative, modules have been developed using existing measures, to develop a common core. Field-testing of the measures was conducted in eight countries on modules to assess children's development and learning, as well as the quality of children's learning environments. As the first cycle of MELQO is ending, the workshop was designed to discuss how countries in the region could be best supported to produce and use reliable data on early learning through MELQO and other similar initiatives.

Considering the emphasis on early childhood development in the Sustainable Development Agenda to reach goals in education, health, nutrition, protection, poverty reduction and gender equity, the workshop provided a unique opportunity to share global and regional initiatives and country experiences with measurement of early childhood development. It showcased a wide variety of assessment initiatives, including the MELQO and the West African Early Learning Assessment (ELA) that was developed and implemented through the UNICEF WCARO.

The meeting was set to provide insights on the following key issues: the role and added-value of early learning assessments; the importance of adaptation of assessment instruments in the implementation process; and the necessity of using assessment results effectively for policy change.

Some 60 country delegates, civil society representatives, academics, and representatives from international and regional organizations engaged in dialogue. Participants included: representatives from government Ministries (Cote d'Ivoire, Cabo Verde, Mali, Senegal, Tanzania, Togo), UN agencies (UNESCO, UNICEF and the World Bank), public policy organizations (Centre for Universal Education, Brookings Institution), civil society regional organizations (ADEA, ERNWACA/ROCARE), regional assessment programmes (PASEC, SAQMEC), citizen-led assessments (Programmes of the PAL network) and experts. A full list of participants is annexed to this report (Annex III).

This report summarizes the key points of discussion of the Regional Technical Workshop. Its outcomes are expected to feed into follow-up regional dialogue on learning assessments, as well as enable regional partnerships and joint programming. It may also contribute to further dialogue and action at the global level to support the improvement of measurement in early learning and development.

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**The main messages from the meeting are:**

1. **Early childhood development, care and education is a cornerstone of the Sustainable Development agenda.** The Sustainable Development Goals (SDGs) and particularly SDG4 on education recognizes the importance of investing in the early years of life through quality early childhood care and education.
2. **Target 4.2 of SDG4 on education** commits governments and the global education community to provide quality early childhood development and care, with access to at least one year of quality pre-primary education and to ensure school readiness for all children.
3. **Measuring child development and early learning outcomes matters.** Reliable early learning assessments help monitor progress towards early learning goals, provide support to quality improvement efforts and capacity-building for SDG4 implementation, instigate policy change and more investment to early learning and development, and inform programs and practice.
4. **Strengthening the capacity at country level** to design, implement and analyze assessment results is key to ensuring sustainability and ultimately enabling positive policy change.
5. **Coordinating the various early learning assessment tools should be part of actions for implementing SDG4-Education 2030.** The focus on early childhood development and learning in SDG4-Education 2030 is a unique opportunity to better coordinate measurement efforts at global, regional and national levels. However, the multi-sectoral services of early childhood care and education, the diverse modes of delivery (public, private, community-based etc.), and the disparities in the nature, quality, and scope of provision pose challenges in terms of coordinating efforts, providing a comprehensive picture of early learning outcomes and ensuring that assessment results are used efficiently.
6. **Early learning assessments should not only focus on cognitive skills.** Most existing early learning assessments tend to focus primarily on cognitive skills, while other important dimensions of learning and development including socio-emotional development, moral development, cultural aspects of development and language issues do not get the necessary attention.
7. **Early learning assessments must be part of the education policy and planning process within a country.** While early learning assessment results yield important information on the quality of early learning experiences and inequities in terms of provision, greater impact could be achieved if measurements are an integral part of assessment systems and included into cross-sector policy and planning.
8. **Assessments should be demand-driven** and aligned to country priorities and SDG targets. The experiences of existing assessment efforts have a lot of elements to lend lessons to draw from, including the need to build national capacities for the design of measurement tools, data collection, analysis and effective use of assessment results, as countries are becoming more engaged in early learning assessment initiatives.

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## SYNTHESIS OF DISCUSSIONS

### 1. The need for coordinated measurement in the era of the SDGs

The meeting acknowledged that with the emphasis of the SDGs on early childhood development, care and education, and the focus of SDG4-Education 2030 on quality lifelong education and improving learning outcomes, the role of measurement is increasingly important. Monitoring mechanisms at country, regional and global levels are necessary for measuring learning outcomes of children to ensure quality and equity. This in turn requires innovation and more investment in measurement initiatives, and increases the need for capacity development and for better coordination at different levels. While the contribution of assessments to monitoring was duly recognized, participants underscored that the purpose of assessing early learning outcomes should not be confined to global comparability, and stressed that the primary role of assessments is to improve the quality of programmes and services for all children.

The meeting also recognized the numerous initiatives on early learning assessment that are being driven by international and regional organizations, and the existing capacity that lies at national and global levels. In order to maximize the efficiency of these types of assessments and make the best use of existing capacity, participants underscored the key role of coordination in facilitating the links between actions taken at country and global levels. Moreover, country-level coordination mechanisms were identified as critical in ensuring longevity and sustainability of data collection and use. In this regard, the contextualization of assessments and their relevance to local contexts and national realities was noted as crucial.

### 2. Approaches to measurement and adaptation

The meeting emphasized that several early learning assessments, focusing on both pre-primary age-levels and the early grades of primary, have a common denominator as far as coverage of disciplines and learning/content areas is concerned. The MELQO initiative, the WCAR ELA assessment, regional (PASEC and SAQMEC) and citizen-led assessments all assess cognitive skills among others. Some assessments, such as MELQO and the WCAR ELA, are giving prominence to learning domains and competencies of children that are more difficult to measure (socio-emotional), given that these competencies are context-specific and culturally-sensitive, thus making the definition of these domains especially challenging. Countries expressed their support and called for assessments that assess learning in a more holistic way and go beyond the traditional areas of measurement, namely literacy and math/numeracy.

The need for flexible measures that can be applicable to diverse education systems and contexts and to national or sub-national priorities was also underscored. The meeting showed that the process of adaptation is key in ensuring that assessment exercises are fit for purpose in terms of country-level ownership and usability of results. The discussions highlighted that the adaptation process enables stakeholders to review the assessment areas and ensure their alignment to national or sub-national standards, curricula and policies. In turn, it was stressed that valid assessments may also be useful in informing policy and curricula revisions, and help countries set better standards.

### 3. Policy change through learning assessments

The workshop explicated the number of purposes that learning assessment/s serve, including the role of assessment as means of system accountability and quality assurance enabling education systems to assess and take remedial measures to ensure equitable and quality service provision and outcomes. The role of assessments was also highlighted as a means to inform policy decisions and to create evidence-based interventions, particularly in relation to budgetary decisions.

Specific examples of countries' expectations from conducting assessments, and the types of policy decisions that have been made on the basis of assessment results were provided. Tanzania, for instance, where a national assessment through the MELQO adapted tools is underway, anticipates that the results of the evaluation will be used as a baseline for the implementation of its Education and Training Policy (ETP), informing the implementation of a new curriculum, the development of teaching and learning materials and ongoing pre-service and in-service training of pre-primary teachers.

In Togo, the experience of implementing the Early Learning Assessment (ELA)-UNICEF WCARO-a specially-designed tool used to assess pupils' skills on entering the primary cycle-demonstrated a number of policy decisions emanating from data analysis. Some important results to be noted are the establishment of additional pre-primary units which in turn have increased the enrolment rates in pre-primary within a period of 2 years, as well as language immersion programmes for pupils who haven't benefitted from any type of pre-school programme. In Cabo-Verde, the results of the ELA undertaken in 2012, have contributed to instituting 2 years of pre-primary education as compulsory as of 2016.

Results from citizen-led assessments conducted in Mali and in Senegal, notably Bèekunko and Jàngandoo, which basically assess competencies of children in reading and math at a certain age-range corresponding to early primary grades, have also made significant impact at the sub-national level and at the school/community level. As a result of the evaluations, Education Committees have set up measures to mitigate teacher absenteeism, while at the school level, school management committees have taken steps to monitor school attendance and have initiated programmes ensuring the provision of textbooks to all pupils and professional development of teachers. These assessments have also worked favorably towards creating conducive learning environments in the home and have encouraged positive parental attitudes towards schooling.

Through these discussions it was agreed that data emerging from early learning assessments can shape effective policies at different levels, depending on their use and scope, and ultimately benefit the learning experiences of children.

### 4. Capacity development

The meeting addressed the element of capacity in the development and implementation of learning assessments, particularly in view of the great disparities that exist in the nature, quality, coverage, costs and provision of pre-primary education services. While valuable data on early childhood development and learning have been produced through "supply-driven" measurement efforts, funded and/or conducted in close partnership with external partners,

discussions pointed towards the need for more “demand-driven measurement”, instigated and maintained by governments, with adequate capacity to carry assessments forward in a systemic and systematic manner. Participants noted that “demand-driven” assessments that are comprehensive and contextually adapted are more likely to be utilised for sustained system-level and policy improvement. There were many examples confirming that capacity development is and should be (if it is not) an integral component of “external” assessment initiatives. It was noted that education stakeholders from relevant Ministries, national directorates and institutes are usually involved in the survey design and data collection process, and form part of the country teams leading the assessments. Yet it was underscored that due to the decentralised nature and coverage of ECCE services in many countries in the sub-region, capacity building initiatives sometimes do not reach stakeholders at the local level where capacity is lacking and mostly needed.

It was also suggested that the capacity-building element is often absent when it comes to analysing and disseminating the data in a way that is meaningful for policy change. On the account of country experiences presented at the meeting, it was noted that assessments should ensure strengthening the capacities of first line national actors in taking ownership of data and analysis, as well as in the elaboration of the final study. Likewise, it was indicated that partners conducting assessments should be able to accompany and support countries in operationalising and disseminating assessment results so that the analysis of results leads to policy change. The role of international and regional assessments in monitoring the implementation of recommendations of assessment studies, in keeping with national plans and priorities, was also mentioned as an important aspect of capacity-development.

## CONCLUSIONS

The national, regional and international perspectives presented at the meeting provided important regional perspectives and views on early learning measurement.

Different approaches towards measurement were debated, capturing many points of convergence, particularly with regards to: common areas of measurement, the centrality of capacity-building aspects in assessment initiatives and the potential of early learning assessments in bringing about policy change across sectors.

Global initiatives, such as MELQO, which build on existing assessments, with instruments that may be adapted and used to measure holistically both children's development and learning and the quality of learning environments, add value to the early learning assessment landscape.

At the regional and sub-regional levels, a comprehensive mapping of existing experiences in the field of early learning assessments, including lessons learnt in terms of capacity development and dissemination of assessment results could be useful for countries embarking on new initiatives and timely for those engaged in the implementation and monitoring of SDG4.

Knowledge-sharing among government Ministries, local and global experts and global/regional organizations supporting measurement efforts is key in ensuring planning for effective measurement and providing insight on how assessment results have influenced system-level decision-making.

The discussions at the regional technical workshop provide the first basis for taking forward and enabling a coordination mechanism, including through the work of the Teaching and Learning Educator's Network for Transformation (TALENT), a task team of the Regional Coordination Group on SDG4-Education 2030 in West and Central Africa (WCA-RCG4) led by UNESCO.

At the global and regional level, concerted efforts aiming at expanding the focus of measurement areas in early learning, ensuring coordination of different initiatives and opportunities for knowledge-sharing, and providing guidance and technical support for designing and implementing assessments are required.

## ANNEX I- WORKSHOP AGENDA



### **Regional Technical Workshop within the framework of the Measuring Early Learning Quality and Outcomes initiative (MELQO) (Dakar Senegal, 27-28 July 2016)**

#### Final Agenda

This Regional Technical workshop will create opportunities for dialogue among representatives from countries (both at institutional and civil society level) with experience on early learning measurement, and representatives from global and regional organizations focused on supporting countries' efforts on measurement. The meeting will have two main purposes:

- 1) to engage dialogue among participants on past experiences and future plans to measure early learning and;
- 2) to discuss possible options on how best to support countries in producing and using reliable data on early learning.

The workshop will provide opportunities for all participants to provide thoughts and perspectives on the process of defining and collecting data on early learning. To guide discussion, the agenda reflects three main areas of activity in measuring early learning:

- planning for effective measurement,
- adapting to local context, aligning measures with local standards and priorities; field-testing and data collection, the process of collecting data
- applying results to policy, and how the results have influenced policy decisions.

For each area, a short panel will outline key issues to discuss and country work groups and other meeting attendees will then have time to address questions. The final session will allow the group to share conclusions and outline next steps to support countries in measurement of early learning.



## Wednesday 27 July 2016 (Day 1)

8:30 –9:00	Registration	
	<b>Opening</b>	
9 : 00 – 09:45	<p>Welcome and opening remarks Introduce workshop objectives/modalities and presentation of participants (projects underway and their hopes for the meeting) Overview of four main questions to address during the meeting:</p> <ul style="list-style-type: none"> <li>• Why is measurement of early learning important? What policy decisions can it help inform?</li> <li>• What can we learn from past experiences using data to inform early learning policies?</li> <li>• What adaptations are required to ensure that the content of measurement works well to inform policy decisions?</li> <li>• What capacity can be leveraged to measure early learning?</li> </ul>	<p>Speakers:</p> <ul style="list-style-type: none"> <li>• Ann-Therese Ndong-Jatta, Regional Director UNESCO</li> <li>• Manuel Fontaine, Regional Director UNICEF WCARO(15 min)</li> <li>• Mr. Mame Ibra BA, on behalf of ADEA(10 min)</li> <li>• Abbie Raikes , MELQO Technical Lead (20 min)</li> </ul>
	Plenary session: Setting the scene: Taking Early Learning into the SDG era	
09:45 – 11:00	<p>Early learning measurement in the global agenda: What role will data on early learning play? Short presentations followed by panel discussion:</p> <ul style="list-style-type: none"> <li>• Early child development in the Sustainable Development Agenda</li> <li>• SDG 4-Education 2030</li> <li>• Monitoring SDG4 (with focus on Target 4.2): national, regional and global data</li> </ul> <p>Question and answer: 15 minutes</p>	<p>Presenters:</p> <ul style="list-style-type: none"> <li>• Pia Britto, UNICEF</li> <li>• Jordan Naidoo, UNESCO,</li> <li>• Silvia Montoya, UNESCO Institute of Statistics</li> </ul> <p>Moderator: Nicolas Reuge, UNICEF</p>
11:00-11:30	Coffee Break	
	<b>Session I: Leveraging the demand for early learning measurement</b>	
11: 30 – 13:00	<p>Measurement of Target 4.2: Existing experiences of measurement in Sub Saharan Africa</p> <ul style="list-style-type: none"> <li>• MELQO (15 min)</li> <li>• Early Learning Assessment/WCARO (15 min)</li> </ul> <p>Panel discussants: Representatives of Assessment initiatives (PASEC, SACMEQ and PAL Network): 30 minutes</p>	<p>Presenters:</p> <ul style="list-style-type: none"> <li>• MELQO</li> <li>• Nicolas Reuge, UNICEF WCARO</li> </ul> <p>Moderator: Jordan Naidoo, UNESCO</p>
13 :00 – 14 : 00	Lunch	

14:00 – 15 : 00	<p>Why Measure Early Learning: Why do we measure early learning? What policy decisions can measurement of early learning help inform?</p> <p>Presentations followed by Q&amp;A:</p> <ul style="list-style-type: none"> <li>Country process: Engaging stakeholders and identifying key questions to inform (10 min)</li> <li>National perspectives on the planning process: Mali and Tanzania (10 min each)</li> </ul> <p>Group discussion: 1 hour</p> <p>Output: Summary of why early learning measurement is important for policy and practice</p>	<p>Presenters:</p> <ul style="list-style-type: none"> <li>Pablo Stansbery, UNICEF;</li> <li>Country Representatives from Mali and Tanzania</li> </ul> <p>Moderator: Abbie Raikes, MELQO Technical Lead</p>
15:30 – 16:00	Coffee Break	
16:00 – 17 : 00	<p>Adaptation of Global Early Learning Measures: Measuring in a culturally-appropriate way</p> <p>Presentations followed by small group work:</p> <ul style="list-style-type: none"> <li>Key domains to include in early learning measurement and adjustments needed for cultural adaptation (15 min)</li> </ul> <p>Questions for groups (45 min of group time):</p> <ul style="list-style-type: none"> <li>How do the items compare with your sense of what is most important for young children to know and be able to do?</li> <li>How would you describe a child who is ready for school, and how well do the items capture this? What is covered and what is missing?</li> <li>Report from groups (30 min)</li> </ul> <p>Output: Key issues and strategies for cultural and national adaptation</p>	<p>Presenters:</p> <ul style="list-style-type: none"> <li>Magdalena Janus (Mac Master University)</li> <li>Linda Platas (San Francisco State University)</li> </ul> <p>Moderator: Abbie Raikes, MELQO Technical Lead</p>

### Thursday 28 July 2016 (Day 2)

Session II: Exchanges on the use and implementation of measurement tools		
9 : 00 – 9: 30	Recap of Day 1 and outline of agenda	
9:30 – 11 : 00	<p>Building country capacity for field-testing and data collection: What technical capacity is required at the country level to successfully administer measurement of early learning, and how best to build it? What technical capacity already exists?</p> <p>Presentations followed by Q&amp;A:</p> <ul style="list-style-type: none"> <li>Results from MELQO on institutional assessments (Fabiola Lara, Brookings) (15 min)</li> </ul>	<p>Presenters:</p> <ul style="list-style-type: none"> <li>Brookings Institution;</li> <li>PASEC and SACMEQ</li> <li>Representatives from Cote d'Ivoire; Senegal;</li> </ul>

	<ul style="list-style-type: none"> <li>• Role of regional assessments in capacity building (PASEC and SACMEQ) (20 min)</li> <li>• How to get the work done: Country perspectives on what is required to measure early learning (Cote D'Ivoire and Senegal) (20 min)</li> </ul> <p>Group discussion for 30 minutes Output: Outline of what technical capacity exists and can be devoted to early learning measurement, and what is required?</p>	Moderator: Silvia Montoya, UNESCO Institute for Statistics
11:00-11:30	Coffee Break	
11:30:13:00	Group discussions on questions addressed to date: Tables for French, English	TBC
13:00-14:00	Lunch	
14:00 – 16 :00	<p>Application to policy: How have early learning measurement results been used to influence policy and what are the challenges to inform policy dialogue? Presentations followed by Q&amp;A:</p> <ul style="list-style-type: none"> <li>• Leveraging data for policy change: Experiences from countries participating (Cabo Verde, Togo and Tanzania) (45 min)</li> <li>• Use of learning assessment data to inform education sector planning (15 min)</li> <li>• Citizen-led assessments and policy impact (Mali and Senegal) (20 min)</li> </ul> <p>Group discussion: 40 minutes Output: Examples of how results have been used to inform policy</p>	<p>Presenters:</p> <ul style="list-style-type: none"> <li>• Delegates from Tanzania and Togo</li> <li>• UNICEF Cabo Verde</li> <li>• Guillaume Husson UNESCO IIEP-Pole de Dakar</li> <li>• PalNetwork Mali and Senegal</li> </ul> <p>Moderator: Gwang-Chol Chang, UNESCO</p>
16:00-16:30	Coffee Break	
	<b>Plenary Session</b>	
16:30-17:30	<ul style="list-style-type: none"> <li>• Reporting back from group discussions</li> <li>• Meeting closure and way forward</li> </ul>	<p>Presenter: Abbie Raikes Chair : UNESCO and UNICEF</p>

## ANNEX II - LIST OF PRESENTATIONS

<b>Opening</b>
<b>Plenary session</b>
<p>Setting the scene: Taking Early Learning into the SDG era</p> <ul style="list-style-type: none"> <li>• <b>Early Childhood Development in the SDG Era</b>, UNICEF, Pia Rebello Britto</li> <li>• <b>SDG4-Education 2030</b>, UNESCO, Jordan Naidoo</li> <li>• <b>Monitoring SDG4</b>, UNESCO Institute for Statistics, Silvia Montoya</li> </ul>
<b>Session I</b>
<p>Leveraging the demand for early learning measurement</p> <ul style="list-style-type: none"> <li>• <b>Measuring Early Learning Quality and Outcomes (MELQO) initiative</b>, MELQO technical lead, Abbie Raikes</li> <li>• <b>Early Learning Assessment/WCARO</b>, UNICEF, Nicolas Reuge</li> <li>• <b>L'évaluation PASEC2014 de début de scolarité primaire</b>, PASEC, Antoine Marivin</li> </ul> <p>Why measure early learning ?</p> <ul style="list-style-type: none"> <li>• <b>Early Childhood Development-Early Learning Assessments</b>, UNICEF, Pablo Stansbery</li> <li>• <b>Measuring Early Learning Sharing Experience – Tanzania</b>, National Examinations Council of Tanzania, Angela Jackson Mham Kitali,</li> <li>• <b>Présentation de la Petite Enfance</b>, Directrice Nationale de l'Education Préscolaire et Spéciale, Maria Sangaré Coulibaly</li> <li>• <b>Why Measure Early Learning?</b> Education International, Pedi Anawi</li> </ul> <p>Adaptation of Global Early Learning Measures</p> <ul style="list-style-type: none"> <li>• <b>Adaptation of measures</b>, Linda Platas and Magdalena Janus (EN)</li> <li>• <b>Adaptation des mesures</b>, Linda Platas et Magdalena Janus (FR)</li> </ul>
<b>Session II</b>
<p>Building country capacity for field testing and data collection</p> <ul style="list-style-type: none"> <li>• <b>Findings from MELQO Institutional Assessments</b>, Center for Universal Education The Brookings Institution, Fabiola Lara</li> <li>• <b>Le rôle des évaluations régionales dans le renforcement des capacités</b>, PASEC, Priscilla Gomes</li> <li>• <b>Role of SACMEQ in building capacity</b>, Ministry of Education and Skills Development, Botswana G.K Chabaditsile</li> <li>• <b>Expérience de la Cote d'Ivoire sur la mesure de l'apprentissage préscolaire</b>, Ministère de l'éducation nationale, Kouame Aka Jeannette</li> <li>• <b>Bilan des compétences au Sénégal</b>, Département de l'éducation préscolaire, Ousmane Diouf</li> </ul> <p>Application to policy</p> <ul style="list-style-type: none"> <li>• <b>Application Politique des mesures d'apprentissages-CABO VERDE</b>, UNICEF, Sandra Martins</li> <li>• <b>Exploitation des données pour le changement de politique au Togo</b>, Direction des enseignements préscolaire et primaire, Tinka Batolimba Samah</li> </ul>

- **Application to Policy & Practice**, Tanzanian Ministry of Education, Science and Technology, Sarah Mlaki
- **Impact des évaluations citoyennes sur les décideurs et les politiques : Expérience de Jàngandoo au Sénégal**, LARTES/IFAN – Université Cheick Anta Diop, Abdou Salam Fall and Rokhaya Cissé
- **Impact des évaluations citoyennes sur les décideurs et les politiques : Expérience de Bεεkunko au Mali**, NGO OMAES, Massaman SINABA
- **The use of learning assessment results to better integrate pre-primary education development in education policies planning in Africa**, UNESCO-IIEP/Pole de Dakar, Guillaume Husson (EN)
- **L'utilisation des résultats d'évaluation des apprentissages pour mieux intégrer le développement de l'enseignement préscolaire dans la planification des politiques éducatives en Afrique**, UNESCO-IIEP/Pôle de Dakar, Guillaume Husson (FR)

## ANNEX III – PARTICIPANTS LIST

	Country/ Institution	Participant Name	Title	email
<b>National delegates and NGOs</b>				
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