

National Learning Assessment Systems in Sub-Saharan Africa: Knowledge Sharing and Needs Assessment

Regional Workshop

Final Report

Dakar, Senegal
6-8 December 2017

Contents

Introduction 2

Outcome 1: Enhance understanding of the SDG 4 targets, the learning situation in sub-Saharan Africa and the role of TALENT 3

Outcome 2: Enhance understanding of the characteristics of an effective learning assessment system and identify the strengths and weaknesses of participating countries in this field 5

Outcome 3: Identify capacity and knowledge gaps with regard to learning assessment systems, which need to be addressed in the GPE-A4L/TALENT programme..... 6

Outcome 4: Better understanding of ongoing programmes in the region to support countries in their efforts to improve learning achievements 8

Annex I: Link to Workshop material and presentations 11

Annex II: List of participants 12

Annex III - Workshop Concept Note..... 16

Annex IV: Workshop Programme..... 20

Introduction

The UNESCO-coordinated TALENT network (Teaching and Learning: Educators' Network for Transformation)¹, organised a regional workshop on national learning assessment systems in sub-Saharan Africa, in collaboration with the Swedish International Development Cooperation Agency (SIDA) and the Global Partnership for Education (GPE), from 6 to 8 December 2017.

The workshop brought together 17 sub-Saharan African countries² and the major learning assessment programmes operating in the region (PASEC, SACMEQ³, ADEA-NALA PAL-Network, PISA-D⁴, TIMSS, PIRLS⁵, etc.), as well as development partners who are active in this area.

The workshop had four objectives:

- A. Enhance understanding of SDG 4 learning targets;
- B. Enhance understanding of the status of learning systems in sub-Saharan Africa and the programmes underway in the region to support countries in their efforts to improve learning outcomes;
- C. Enhance understanding of the characteristics of an effective learning assessment system and identify the strengths and weaknesses of participating countries in this field;
- D. Participate in the identification of capacity and knowledge gaps and needs with regard to learning assessment systems, which should be addressed in the GPE-A4L/TALENT programme.

The workshop was held over a 3-day period, with presentations and discussion sessions focusing on the following topics:

- Learning in Sustainable Development Goal No. 4 (SDG 4) and in Education 2030;
- Understanding of national learning assessment systems of participating countries and their experiences in developing such systems;
- Identification of capacity building and research/knowledge gaps in (i) classroom assessment, (ii) national examinations, (iii) large-scale or systemic assessments, (iv) alignment of learning objectives, curricula and teacher training and (v) quality and use of learning assessment data
- Overview of the main international, regional and multi-country learning assessment programmes operating in sub-Saharan Africa;

1 For more information on the TALENT network, please refer to the presentation on page 3 and consult the network's internet page at <http://www.education2030-africa.org/index.php/en/talent-en>

2 Burkina Faso, Burundi, Cabo Verde, Côte d'Ivoire, Ethiopia, The Gambia, Kenya, Mali, Mozambique, Niger, Nigeria, Democratic Republic of Congo, Sao Tome and Principe, Senegal, Somalia, Tanzania, Zambia.

3 Southern and Eastern Africa Consortium for Monitoring Educational Quality

4 Programme for International Student Assessment adapted to middle and low-income countries.

5 Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS)

At the end of the workshop, each participant received a certificate of attendance in recognition of their contribution to this important task of defining the gaps and needs that will guide the activities of TALENT and GPE/A4L⁶ over the next two years.

The main outcomes of the 3-day workshop are described in the following sections

Outcome 1: Enhance understanding of the SDG 4 targets, the learning situation in sub-Saharan Africa and the role of TALENT

Learning is central to the realization, by 2030, of the Sustainable Development Goals (2030 Agenda) adopted in 2015 by 193 States.

« SDG 4 on Education includes a series of targets to be reached by 2030. A review of these targets shows that there are clearly concerns about learning outcomes and the requisite elements for producing these results»

Learning is central to SDG 4

 **5 of the 7 targets under SDG 4 call for effective and relevant learning outcomes:**

Target 4.1: Relevant and effective learning outcomes in primary and secondary education

Target 4.2: Readiness for primary education

Target 4.4: Technical and vocational skills for employment, decent jobs and entrepreneurship

Target 4.6: Youth and adult literacy and numeracy

Target 4.7: Skills for global citizenship and sustainable development

 **2 of the 3 additional targets related to the means of implementation of SDG 4 also refer to the outcomes and consequences of educational processes:**

Target 4.a: Safe and inclusive learning environments

Target 4.c: Teacher training and working conditions

Source: PowerPoint presentation by Ms. Maya Prince, UNESCO-Headquarters (ED/PSR)

⁶ “Assessment for Learning” programme

« In sub-Saharan Africa, a total of 202 million children and adolescents have not achieved minimum proficiency levels in reading and mathematics»⁷

The concern about the quality of education and learning outcomes in SDG 4 is a reflection of the urgent need to deal with the "global learning crisis". This concept refers to the fact that today, according to data collected by the UNESCO Institute of Statistics (UIS), a large proportion of children, youth and adults do not acquire basic reading, writing and numeracy

skills due to the lack of or inadequate access to education as well as the poor quality of learning opportunities available to them. In sub-Saharan Africa, a total of 202 million children and adolescents have not achieved minimum proficiency levels in reading and mathematics. They represent a large portion of the estimated 617 million people concerned around the world⁷.

And yet, there is a considerable amount of data available on learning assessments: national, regional (e.g. PASEC, SACMEQ, TIMSS, PIRLS, PISA-D) and citizen-generated (Uwezo, Beekunko, Jàngandoo, etc.). It is however clear that the information provided by these data are not used optimally to improve the quality of education.

Today many development stakeholders (inter-governmental institutions, bilateral stakeholders, civil society organisations, etc.) are involved in addressing the learning crisis in sub-Saharan Africa. Their initiatives very often focus on curricula review, teacher training and learning assessment. There is however, a lack of coordination among the various interventions and the contributions of the various stakeholders are not built upon for the benefit of all countries in the region. **TALENT**⁸ was thus set up in June 2016 within the **Regional Coordination Group on SDG 4-Education 2030 in West and Central Africa (RCG4-WCA)**⁹ to address these shortcomings.

TALENT is a platform for coordination, collaboration and thematic support, aimed at improving teaching and learning with a view to meeting the SDG 4 targets. It is coordinated by the UNESCO Office in Dakar and comprises to date seven international and regional organizations as well as institutions in charge of learning assessment and teacher training in 28 sub-Saharan African countries. It works with a Steering Team currently comprising ADEA-NALA¹⁰, ANCEFA¹¹, CONFEMEN¹² and its PASEC programme, REESAO¹³, UNICEF and UNESCO

⁷ UIS Fact Sheet No. 46 September 2017

⁸ Teaching and Learning: Educators' Network for Transformation

⁹ For more information on the RCG4-WCA, please visit their website: <http://www.education2030-africa.org/index.php/en/>

¹⁰ ADEA Network for African Learning Assessment

¹¹ Africa Network Campaign on Education For All

¹² *Conférence des ministres de l'éducation ayant le français en partage* (Conference of Ministers of Education of French-speaking countries); *PASEC: Programme d'analyse des systèmes éducatifs de la Confemem* (Confemem Education Systems Analysis Programme)

¹³ *Réseau pour l'excellence de l'enseignement supérieur en Afrique de l'Ouest* (Network for Excellence in Higher Education in West Africa)

(including IIEP-Pole de Dakar¹⁴ and the UIS¹⁵). While TALENT is currently based in West and Central Africa, the activities of the network are open to all stakeholders from all sub-Saharan countries involved in SDG 4.

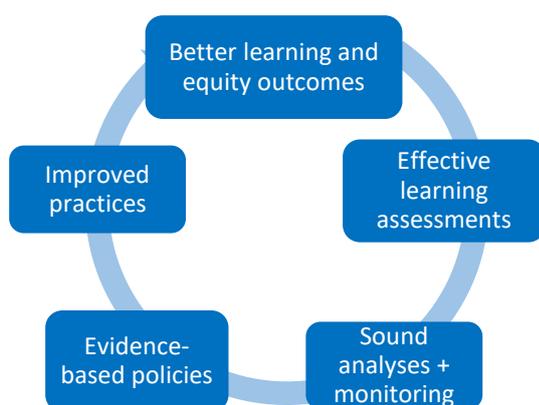
As far as learning assessment is concerned, TALENT intends to develop three major activities between 2018 and 2020, in partnership with the Global Partnership for Education (GPE). This will include support to countries in analysing their learning assessment systems, setting up of a platform for knowledge sharing and organisation of thematic and capacity building workshops to support national learning assessment systems, including in assessing non-cognitive skills, otherwise referred to as "21st century skills".

“Over the period 2018-2020, TALENT intends to develop three major activities, including support for the diagnosis of national learning assessment systems, facilitation of a knowledge-sharing platform and thematic capacity-building workshops»

Outcome 2: Enhance understanding of the characteristics of an effective learning assessment system and identify the strengths and weaknesses of participating countries in this field

A learning assessment system is defined as "the policies, structures, practices and tools for generating and using information on student learning and achievement.

Effective assessment systems are those that provide information of sufficient quality and quantity to meet stakeholder information and decision needs in support of improved education quality and student learning outcomes".¹⁶



Assessments alone are not enough to improve learning, as was underscored by Ms. Ramya Vivekanandan of the GPE in her presentation. Strong national learning assessment systems are essential for completing the feedback loop between assessment and learning (see figure beside).

While assessments can be divided into three categories (classroom assessments, examinations and large-scale assessments), the World Bank's

¹⁴ UNESCO International Institute for Educational Planning - Pôle de Dakar

¹⁵ UNESCO Institute for Statistics

¹⁶ Ravela et al., 2009 cited in Clarke, Marguerite. 2012. What Matters Most for Student Assessment Systems: A Framework Paper. Systems Approach for Better Education Results (SABER) student assessment working paper: no. 1. World Bank, Washington, DC

SABER research programme¹⁷ identifies three quality drivers of learning assessment systems, namely:

- **Enabling context:** this refers to the broader context in which an assessment activity takes place and the extent to which the context is conducive to the assessment.
- **System alignment:** this refers to the coherence between assessment and other components of the education system, in particular learning goals, standards, curricula and opportunities for pre-service and in-service teacher training.
- **Assessment quality** refers to the psychometric quality of the instruments, processes and procedures used for the assessment activity.

A learning assessment system is defined as "the policies, structures, practices and tools for generating and using information on student learning and achievement»¹⁶

The GPE has also drafted quality criteria or standards for each of these determinants. A situational analysis of the learning assessment systems of 38 developing countries (GPE partners) reveals that the vast majority of these countries do not yet have adequate assessment systems to support improved learning outcomes in basic education.

Quality of learning assessment systems	Established	Currently being developed	Nascent	No information	Total
GPE partner countries in sub-Saharan Africa	13	10	10	5	38

Source: PowerPoint presentation on "Assessment for Learning" by Ramya Vivekanandan of GPE/A4L

Outcome 3: Identify capacity and knowledge gaps with regard to learning assessment systems, which need to be addressed in the GPE-A4L/TALENT programme.

During the workshop, delegates from the 17 participating countries worked in teams to identify the strengths and weaknesses of their national learning assessment systems, mainly with regard to their institutional and organisational capacities and information/knowledge needs.

The TALENT Secretariat undertook to include the priorities identified by the 17 countries in its programme of assistance to the network's partner countries, particularly as part of the

¹⁷ Clarke, Marguerite. 2012. What Matters Most for Student Assessment Systems: A Framework Paper. Systems Approach for Better Education Results (SABER) student assessment working paper no. 1. World Bank, Washington, DC

“Support needs expressed include capacity building and knowledge to develop an enabling context for learning assessment in each country and to strengthen alignment of the national assessment system and the quality of assessments»

regional support programme to be signed with the GPE in early 2018 and which aims to strengthen learning assessment systems in sub-Saharan Africa.

**Knowledge and capacity building needs
(Summary of workshop discussions and countries presentations)**

Enabling context	System alignment	Assessment quality
<ol style="list-style-type: none"> 1. Strengthen policy frameworks and assessment strategies at all levels (transnational, national, examinations, classroom tests) 2. Establish alternative means of cost-effective and sustainable financing (for all forms of assessment) 3. Develop or strengthen the capacity of education managers at all levels to monitor assessment processes and assist teachers in developing corrective strategies 	<ol style="list-style-type: none"> 1. Strengthen existing national assessment networks [e.g. policy makers and data analysis units; curriculum designers and assessment institutes/departments, national learning assessment technical units] 2. Develop or strengthen the capacity of assessment managers and curriculum designers 3. Capacity building for teachers (pre- and in-service training) in the following areas: <ol style="list-style-type: none"> a) Integration of the assessment process into teaching (including in large classes where children have varying needs) b) Construction of items; data analysis and use for feedback and to improve teaching b) Effective integration of the national curriculum in teaching (lesson plans, classroom tests, etc.) 	<ol style="list-style-type: none"> 1. Training on the use of statistics software (e.g. SPSS, STATA) for education analysts, statisticians and planners so that data is used for policy planning and design 2. Design of items to measure/assess different types of skills, including 21st century skills 3. Capacity building in the use of assessment frameworks and guides for the design, administration and analysis of learning assessments (sampling vs. census, norms and standards, target audiences, desired outcomes, etc.)

Outcome 4: Better understanding of ongoing programmes in the region to support countries in their efforts to improve learning achievements

In the course of the workshop, participants were able to enhance their knowledge about the various international and regional learning assessment programmes being implemented in sub-Saharan Africa.

The key aspects of presentations on these programmes are described below:

ADEA/NALA: The Network for African Learning Assessment is an umbrella programme that arose from the Learning Metric Task Force (LMTF) initiative. NALA, which was established in 2016, is research programme seeking to promote SDG 4-related assessments with an emphasis on the assessment of non-cognitive skills. ADEA/NALA also implements capacity building programmes for LMTF champion countries.

Brookings Institution: This think tank is launching the Optimizing Assessment for All (OAA) initiative, which is designed to change mentalities and practices around the use of assessment, change perceptions on how assessment relates to the broader education structure and develop new methods for assessing 21st century skills. The main objectives of the OAA initiative include: enhancing the capacity of stakeholders to teach and assess 21st century skills (or transferable skills), aligning skills assessment with the established curriculum and strengthening the capacity of education systems to integrate 21st century skills into their teaching so as to better promote the objectives of professional integration and lifelong learning.

ELAN: The *Ecole et Langues Nationales* programme of the International Organisation of La Francophonie (OIF) is based on bilingual (French and mother tongue) teaching as a means for improving the quality of education. Its areas of intervention include the definition of language policies for education, training of education stakeholders, drafting of teaching materials, awareness raising to promote basic education and formative assessment.

«A dozen evaluation and research programmes on learning assessment operate in sub-Saharan Africa. The workshop was an opportunity to review them and understand how to benefit from them »

Global Partnership for Education (GPE) is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in 65 developing countries. The GPE supports governments and their partners in drafting and implementing credible education sector plans, based on sound data. With a view to enhancing the ability of national learning assessment systems to measure and improve learning, the GPE and its partners have developed the "Assessment for Learning" (A4L) initiative. This initiative works at national levels to ensure that investments in learning assessment systems are based on a needs analysis, linked to policy processes and mainstreamed into education sector plans. At the global and regional levels, A4L promotes capacity building, knowledge sharing among countries and stakeholders and the development of new assessment and research tools. The GPE seeks to work with TALENT in this particular area.

IEA/TIMSS, PIRLS and LaNA: The Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) are two international assessments that monitor system level trends in student performance in 4th and 8th grades (in the case of TIMSS). The objectives of these programmes are to collect and provide information and data to enable countries to make informed decisions, to improve the teaching of maths and reading and to compare the results of different education systems in order to understand them better

The LaNA (Literacy and Numeracy Assessment) is intended for countries where it may be difficult to implement the TIMSS and PIRLS programmes. Targeting Grade 4 students, it allows countries to obtain information that can reveal important policy-relevant variables, understand the relationship between the specificities of a context and achievements between various regions of a country, and how to conduct comparisons with other countries.

PISA-D: The Programme for International Student Assessment (PISA) of the OECD evaluates the reading, mathematics and science skills of 15-year olds worldwide. It also gathers information about students' experience and the way their schools are managed, with the aim of identifying which factors influence student performance. The PISA-D (PISA for development) project adapt the design and implementation of the PISA study to the needs of a broader variety of developing countries and contribute tangible elements for policy development.

RAMAA: The Action-Research programme on Measuring Learning Outcomes of Literacy Programme Participants aims to provide decision-makers and development partners with sound and reliable indicators of the actual levels of skills acquired by participants (15 years and above) in various literacy programmes. RAMAA is based on a methodological framework that takes into account cultural, educational and linguistic specificities, as well as the knowledge and capacities of national experts from the participating countries in the design, management and implementation of programmes at the local level. RAMAA uses skills acquisition measurement tests and basic questionnaires to carry out three levels of analyses: i) Learning basic instrumental skills (reading, writing, numeracy and understanding); ii) Functional use of acquired skills, and iii) Effects of literacy on beneficiaries.

PAL Network: The People's Action for Learning Network (PAL) brings together citizen barometers from 14 countries in Asia, Africa and Central America to assess basic reading, mathematics and general knowledge skills of over 1 million children each year. The assessment includes a median test calibrated to the 3rd grade in the formal curriculum and a complementary test designed for children who pass the median test. The results are shared with families and communities, and at the national level.

The Bɛɛkunko (meaning "All involved" in Bamanankan language of Mali) and Jàngandoo (meaning "Let's learn together" in the Wolof language of Senegal) Programmes are members of the PAL network. They are carried out verbally in homes (not at school) and targets all

children aged between 6 and 14 years, regardless of whether they attend school, have left school or never attended school. The assessments are done in both French and the national languages used in teaching. The programmes are also involved in designing assessment tools, informing and raising awareness among stakeholders, training assessors, supervising survey implementation and recording and analysing data. Following assessment, the results are reported back and discussed with all stakeholders.

PASEC: The Educational Systems Analysis Programme of CONFEMEN (Conference of Ministers of Education of French-speaking States and Governments) was created in 1991. The programme organizes large-scale evaluations learning outcomes at primary education, inform CONFEMEN countries on the evolution of the performance of education systems. PASEC assessments serve as tool to help diagnose education quality and to guide the formulation and monitoring of education policies. To date, PASEC has carried out 35 evaluations using a value-added methodology (pre and post-test in reading and maths)

In 2014, the PASEC organized the first international evaluation in 10 countries (PASEC 2014). The evaluation helped to build country capacity through support for analysis, interpretation of results and reporting, as well as the restitution and dissemination of national results. PASEC has initiated the preparation of its second international assessment, PASEC2019, covering 15 countries. The database and the international report will be available by the end of 2020.

SEACMEQ: The Southern and Eastern Africa Consortium for Monitoring Education Quality (formerly known as SACMEQ) is an independent development network of 16 ministries of education. SEACMEQ has developed a questionnaire for both students and teachers whose most recent version includes reading, math and health knowledge tests. The test is designed and administered in the three regional languages of instruction, namely, English, Portuguese and Kiswahili.

The results obtained are used to guide the design of regional and national strategies for the development of education systems of member countries and enhance human resources development programmes of the Southern Africa Development Community (SADC), thus facilitating the advancement of knowledge on learning assessment.

Annex I: Link to Workshop material and presentations

All presentations made during the workshop are available on the workshop's internet page at: <http://education2030-africa.org/index.php/en/atelier-6122018-en>

Group Photo of participants



Annex II: List of participants

	Country/ Institution	Title	First and last names	Position held
National delegates				
1	Burkina Faso	Mrs	Marie-Paule Yameogo Sawadogo	Primary School Inspector, Director of the Primary and Non-Formal Education Examinations and Tests Bureau
2	Burkina Faso	Mr	Mangawindin Guy Romuald Ouedraogo	Primary School Inspector, Head of the Assessment Division
3	Burundi	Mr	Patrice Manengeri	Director, Office of Assessments and the Education System, in charge of assessments
4	Burundi	Mrs	Chantal Bajinyura	Managing Director, Educational Bureau, in charge of teacher training
5	Cabo Verde	Mrs	Sofia Figueiredo	National Director of Education
6	Cabo Verde	Mrs	Rosa Maria Paulette Fortes Silva	School Management Cluster, National Department of Education
7	Côte d'Ivoire	Mr	Kouadio Mea	General Inspector, Technical Adviser to the Minister of Education
8	Côte d'Ivoire	Mr	Joseph François Désiré Kauphy	General Inspector, Director of the Programme Supervisory and Monitoring Office
9	Ethiopia	Mr	Gismie Mulualem Tasew	Senior expert on teacher development and education leaders
10	Ethiopia	Mr	Asefa Leta Eman	Senior expert on education assessment
11	The Gambia	Mr	Ousmane Senghor	Head of the Assessment Unit, Ministry of Basic and Secondary Education, Secretary General of the Gambia National Commission for UNESCO
12	The Gambia	Mr	Momodou Jeng	Senior Education Officer – Head of the INSET Unit
13	Kenya	Mrs	Olive Wambui Mbutia	Senior Examinations Specialist – Teacher Education
14	Kenya	Mr	George Gathungu	Senior Examinations Specialist - Teacher Education
15	Mali	Mr	Mohamed Maiga	Director, CNECE
16	Mali	Mrs	Diallo Fadimata Bintou Toure	Director, Department of Education

17	Mozambique	Mrs	Glória Pedro Manhiça	Head of Department, National Institute for Educational Development - INDE
18	Niger	Mrs	Aïchatou Koussou Aboubacar	Senior Officer, Department of pre- and in-service training
19	Niger	Mr	Djibo Adamou Hassane	Director, School Assessments and Professional Examinations
20	Nigeria	Mr	Salawu Asimi	Desk Officer – Deputy Director (Monitoring of Study Programmes / Monitoring of Learning Achievements)
21	Nigeria	Mrs	Florence Egbeke Oguah	Deputy Director (National Commission for UNESCO)
22	Democratic Republic of Congo	Mr	Kasang Nduku Juvance	Technical Assistant in charge of Training, General Inspector of Primary, Secondary and Vocational Education – Permanent Secretariat for Education Support and Coordination (SPACE)
23	Democratic Republic of Congo	Mr	Jovin Mukadi Tsangala	Adviser on International Cooperation, Ministry of Primary, Secondary and Vocational Education
24	Sao Tomé and Príncipe	Mrs	Isaulina D'Araujo Rita dos Santos Barbosa	Head of the Assessment Bureau
25	Sao Tomé and Príncipe	Mrs	Madalena Dias Pinto do Nascimento	Technical Adviser, Assessment Bureau and Teacher Training School
26	Senegal	Mr	Massar Diop	Head of the Assessment Division, National Institute of Studies and Action for Educational Development (INEADE)
27	Senegal	Mr	Mouhamadou Moustapha Diagne	Director of Training and Communication
28	Senegal (INEADE)	Mr	Cheikhna Lam	Director a.i. National Institute of Studies and Action for Educational Development (INEADE)
29	Somalia	Mr	Mohamed Hassan Mukhtar	Director of Curriculum
30	South Korea	Mrs	Jimin Cho	Vice President, Global Education Division, Korea Institute for Curriculum and Evaluation
31	Tanzania	Dr	Septimi Reuben Kitta	Professor, Mkwawak University College of Education, Iringa, Tanzania
32	Tanzania	Mr	Shaibu Afeli Mada	Director, Mtwara Technical Teachers College, Mtwara Region, Tanzania
33	Zambia	Mrs	Maria Chanda Nyirenda	Senior curriculum specialist – Research and Evaluation
34	Zambia	Mr	Luckson Malambo	Senior education officer – Pre-service teacher training
Learning Assessment and Research Programmes				
35	Brookings Institution	Dr.	Esther Care	Senior Fellow

36	Brookings Institution	Dr.	Helyn Kim	Post-Doctoral Fellow
37	CONFEMEN	Mr	Labass Lamine Diallo	Technical Adviser
38	CONFEMEN	Mr	Hilaire Hounkpodoté	Coordinator, PASEC
39	IEA	Mrs	Clara Beyer	Research Analyst
40	LARTES (Senegal)	Mr	Kaba Diakhate	Assessment Specialist and Co-Head of the Department of Pedagogy at the Jàngandoo Barometer on the quality of education
41	SEACMEQ	Prof.	Kgomotso Gertrude Garegae	SEACMEQ Representative
42	OECD (PISA D)	Mr	Michael Ward	Senior Policy Analyst, OECD Development Co-operation Directorate & Directorate for Education and skills
43	OMAES (Mali)	Mr	Massaman Sinaba	Programme Manager, OMAES
44	ADEA-NALA	Mr	Mame Ibra Bâ	Learning assessment specialist
45	RAAMA (UNESCO-UIL)	Mrs	Madina Bolly	RAMAA Coordinator and Programme Specialist, UNESCO Institute for Lifelong Learning (UNESCO-UIL)
46	OIF-ELAN	Dr.	Hamidou Seydou Hanafiou	Senior Programme Specialist of the ELAN Programme, International Organisation of La Francophonie
Technical and Financial Partners				
47	ANCEFA	Mr	Robert Agnanamba Badji	Programme Officer
48	GPE	Mrs	Ramya Vivekanandan	Senior Education Specialist, Learning Assessment
49	OIF/IFEF	Mr	Papa Youga Dieng	Coordinator IFADEM
50	REESAO	Mr	Emanuel Faye	Lecturer/Researcher
51	UNICEF (WCARO)	Mrs	Inge Vervloesem	Senior Education Specialist
52	UNESCO Offices and Units	Mr	Mbawa Mwenyebatu	Coordinator Education 2030 Programme (CapEFA), UNESCO-Bujumbura
53	UNESCO Offices and Units	Mrs	Maya Prince	Associate Project Officer, Division for Education 2030 Support and Coordination, Partnerships, Cooperation and Research Section, UNESCO headquarters (Paris)

54	UNESCO specialized institutions	Mr	Mame Omar Diop	Senior Project Officer, UNESCO International Institute for Capacity Building in Africa (UNESCO-IICBA)
55	UNESCO specialized institutions	Dr.	Mioko Saito	Programme Specialist in the Education Programme Unit, UNESCO International Institute for Educational Planning (UNESCO-IIEP)
56	UNESCO specialized institutions	Mrs	Leva Raudonyte	Associate Project Officer, UNESCO-IIEP
57	UNESCO specialized institutions	Mr	Alain Patrick Nkengne	Education policy analyst, UNESCO-IIEP/Pôle de Dakar
58	UNESCO specialized institutions	Mr	Marcelo Souto Simao	Education policy analyst, UNESCO-IIEP/Pôle de Dakar
59	UNESCO Offices and Units	Mrs	Fatoumata Barry Marega	Education Programme Specialist, UNESCO-Kinshasa
60	UNESCO specialized institutions	Mr	Marc Bernal	Regional Adviser, UNESCO Institute for Statistics (UNESCO-UIS)
61	UNESCO Offices and Units	Mr	Albert Mendy	Education Programme Specialist, UNESCO-Yaoundé
Organisers				
62	UNESCO- Dakar	Mr	Gwang-Chol Chang	Director a.i. UNESCO Regional Office in Dakar
63	UNESCO- Dakar (TALENT Secretariat)	Mrs	Valérie Djoze-Gallet	Education Programme Specialist, TALENT Coordinator
64	UNESCO- Dakar (TALENT Secretariat)	Mr	Jésus Pérez Campos	Junior Professional Officer in Education
65	UNESCO- Dakar (TALENT Secretariat)	Mr	Davide Ruscelli	Junior Professional Officer in Education
66	UNESCO (Dakar)	Mr	Dame Dieng	Education Programme Assistant
67	UNESCO (Dakar)	Mr	Daniel Mukidi	Programme Assistant

Annex III - Workshop Concept Note

Regional Workshop on National Learning Assessment Systems in sub-Saharan Africa: Knowledge sharing and needs assessment

Venue: Ndiambour Hotel, Dakar (Senegal)

Hosts: UNESCO and TALENT

Dates: 6-8 December 2017

Context:

The Regional Coordination Group on SDG4-Education 2030 for West and Central Africa (RCG4-WCA) was created on 19 May 2016 and it aims to create a framework for dialogue on policies and practices likely to support the attainment of Sustainable Development Goal No. 4 (SDG4) on Education 2030 and its targets adopted by the international community.

The RCG4-WCA is chaired by UNESCO and brings together several regional representations of UN agencies, other multilateral and civil society organisations active in sub-Saharan Africa (SSA).

One of RCG4-WCA's priority issue is improving learning outcomes. A thematic working group was therefore set up in June 2016 to address it and support countries in the region. This is the TALENT (Teaching and Learning - Educators' Network for Transformation). This network is coordinated by UNESCO with the support of a Steering Group made up, at this stage, of ADEA-NALA¹⁸, ANCEFA¹⁹, CONFEMEN and its PASEC Programme²⁰, REESAO²¹ and UNICEF.

Since its creation, TALENT has focused on teacher training, curricula for extended basic education, the measurement of learning outcomes and more generally on standards and norms for ensuring quality education. TALENT does not intend to replace the many specialized organizations working in sub-Saharan Africa countries, but rather to bring them together in a collaboration framework in order to improve the synergy and complementarity of their interventions and share knowledge. In its activities, TALENT promotes cooperation and exchange of experience with other regions of Africa and other continents.

It is in this context that the TALENT is organizing in collaboration with the Swedish International Development Cooperation Agency (SIDA) and the Global Partnership for Education (GPE), from 6 to 8 December 2017 in Dakar, a ***regional workshop to initiate knowledge-sharing and assess gaps in capacities and knowledge pertaining to national learning assessment systems.***

This workshop will bring together 19 sub-Saharan African countries and the main learning assessment programmes operating in the region (PASEC, SACMEQ, ADEA-NALA PAL-Network, PISA-D, TIMSS, PIRLS, etc.) as well as development partners active in this field. The list of participants is presented at the end of the concept note.

¹⁸ Association for the Development of Education in Africa- Network for African Learning Assessment

¹⁹ Africa Network Campaign on Education For All

²⁰ Conference of Ministers of Education of French-Speaking Countries (CONFEMEN); Programme for the Analysis of Education Systems of CONFEMEN Countries (PASEC)

²¹ Network for Excellence in Higher Education in West Africa (REESAO),

Rationale: "From learning assessment to assessment for learning"

Several regional and national international assessments are being implemented in sub-Saharan Africa (e. g. TIMSS, PIRLS, PISA-D, PASEC, SACMEQ, etc.). These provide a considerable amount of data, which are unfortunately not sufficiently exploited by policy makers, the research community and teachers in the region. However, research has shown the importance of these assessments in identifying drivers for quality, including parental involvement, teachers' expectations of learning outcomes, student-teacher relationships, and the climate of discipline in the classroom (Gamoran, 1986 and 1987; Ho and Willms, 1996; Pallas, 1988; Plewis, 1991; Slavin, 1990). In addition, the use of multi-level models has found that in richer countries, results varied more within schools than among them (Hill and Rowe, 1996; Mortimore, Sammons, Stoll, Lewis and Ecob, 1988; Scheerens, Vermeulen and Pelgrum, 1989; Willms, 2000). Detailed studies of classroom teaching practices have shown that teachers' use of classroom time and structured and adaptive methods are strongly correlated with student learning (Scheerens, 1992; Slavin, 1994). Curriculum subjects and course content and rhythm also play a major role in student learning (Alexander, 1982; Barr and Dreeben, 1983; Dreeben and Gamoran, 1986; Lee and Bryk, 1989).

In addition, under the impetus of the Pratham Education Foundation and ASER programmes, African civil society organizations have been publishing their own assessments of learning (e.g. Uwezo in Kenya, Tanzania and Uganda, Beekunko in Mali, Jàngandoo in Senegal, etc.). These citizens' initiatives aim to measure the impact of governments' interventions to provide quality education for all. These alternative sources of data on learning appear to be competing with institutional assessments and give rise to considerable controversy and questioning of their results as well as their analysis and interpretation.

In research field, several global initiatives are encouraging reflection and collaboration on the use of learning assessment to improve learning. Through an intense consultative process, the Learning Metric Task Force (LMTF), which operated between 2012 and 2016 at the instigation of the UNESCO Institute for Statistics (UIS) and the Brookings Institution's Center for Universal Education (CUE) has led to 7 recommendations for improving learning and assessment. Finally, the LMTF identified 7 key and universal competency areas that children and youth should acquire: literacy and communication, learning and cognitive approaches, numeracy and mathematics, science and technology, culture and the arts, social emotions and physical well-being.

Since the end of the LMTF, UIS has launched the Global Alliance for Monitoring Learning (GAML), which aims to improve learning outcomes by supporting national learning assessment strategies and developing internationally comparable indicators and methodological tools to measure progress towards SDG4 targets. As for Brookings Institution, the CUE is working on the development of measurement tools in the above-mentioned competency areas, which refer to non-cognitive or transversal skills generally referred to as 21st century skills. This measurement work is particularly relevant in sub-Saharan Africa, where many countries have reformed their curriculum and are now using the Competency-Based Approach. However, most of them face difficulties in adapting tools, approaches and instruments for measuring learners performance. ADEA-NALA intends to continue the momentum of the LMTF and is working with a group of African countries to become "champions" in improving learning outcomes.

As regard funding, several donors support international, regional and national learning assessment programmes. The Global Partnership for Education (GPE) also wishes to intervene on this issue, by adopting a systemic approach so as to ensure that learning assessments are designed, conducted and

used to inform and guide decision-makers and all education stakeholders in their choices of actions to support learning. Hence, GPE launched the "Assessment for Learning" or "A4L" initiative in 2016. A4L aims to develop a framework for analysing and building robust national learning assessment systems for better learning outcomes. The other components of the A4L are capacity building and knowledge production and sharing on learning assessment systems. The implementation of this last two components is entrusted to regional collaboration networks. In sub-Saharan Africa, TALENT is GPE/A4L implementation partner. In this framework, its mission is to conduct by June 2020: (i) a series of knowledge sharing and capacity-building workshops, (ii) research and knowledge generation activities on identified gaps and priority areas, and (iii) develop a community of practice that bring together SSA countries and experts to promote peer learning, exchange of good practices and thinking on issues related to national learning assessment systems.

The objectives of the workshop:

The workshop, to be held from December 6th to 8th, is the first in a series of workshops on national learning assessment systems. It will bring together 19 countries from the different sub-regions of sub-Saharan Africa. The main objectives will be to: (i) share knowledge on the state of national learning assessment systems and major learning assessment programmes and initiatives; and (ii) identify capacity-building and knowledge gaps and needs.

More specifically, the workshop should enable each participant to:

- Acquire a better understanding of SDG-4 learning targets;
- To gain a better understanding of the situation of learning outcomes in sub-Saharan Africa and the programmes underway in the region to support countries in their efforts to improve learning outcomes;
- To gain a better understanding of the characteristics of an effective learning assessment system and identify the strengths and weaknesses of invited countries in this field;
- Participate in the identification of the capacity and knowledge gaps with regard to learning assessment systems, which should be addressed in GPE-A4L/TALENT program.

The format of the workshop:

The workshop will be organized over three days, with presentations and discussions on the following topics:

- Learning in Sustainable Development Goal No. 4 on Education 2030;
- Understanding national learning assessment system;
- Overview of the main international, regional and multi-country learning assessment programmes operating in sub-Saharan Africa;
- Experiences in developing national learning assessment system;
- Identification of capacity building and knowledge gaps in regard to (i) classroom assessment, (ii) national examinations, (iii) large-scale or systemic assessments, (iii) alignment between learning objectives, curricula and teacher training, (iii) quality and use of learning assessment data.

In preparation for the workshop, each country team will be asked to complete a questionnaire on national system and practices for assessing learning.

At the end of the workshop, each participant will receive a certificate of attendance in recognition of his/her contribution to this important work in defining the gaps and needs that will guide the activities of TALENT and GPE/A4L over the next two years.

The working languages will be English, French and Portuguese.

The participants:

The workshop will bring together representatives of the units in charge of learning assessment and teacher training from the following 17 countries: Burkina Faso, Burundi, Cabo Verde, Democratic Republic of the Congo, Côte d'Ivoire, Ethiopia, the Gambia, Kenya, Mali, Tanzania, Mozambique, Niger, Nigeria, Sao Tome and Principe, Senegal, Somalia and Zambia.

The following technical and financial partners are also invited to participate in the workshop:

- Representatives of the major international, regional and multi-country learning assessment programmes operating in sub-Saharan Africa (PISA-D, PASEC, SACMEQ, ADEA-NALA, PAL-Network, IEA)
- TALENT member organisations (including ANCEFA, AFTRA, Education International, CONFEMEN, REESAO and UNICEF-WCARO) and the GRC4-AOC, including the Global Partnership for Education;
- Institute of Francophonie for Education and Training (IFEFT)The Brookings Institution's Centre for Universal Education (CUE); Korea Institute for Curriculum and Evaluation (KICE)
- The Swedish International Development Cooperation Agency (SIDA), the Korean International Cooperation Agency (KOICA);
- UNESCO's units working in the field of improving learning outcomes and teacher training, namely the UNESCO Office in Dakar (Cluster for Teaching and Learning), the Division for Coordination and Support to Education 2030 (Cooperation, Partnership and Research Section), UIS, the International Institute for Educational Planning (IIEP) and its Pole of Dakar, the International Bureau of Education (IBE), the International Institute for Capacity Building in Africa (IICBA) and the UNESCO Institute for lifelong learning (UIL).
- UNESCO Offices covering invited countries.

Annex IV: Workshop Programme

Wednesday 6 December

Time	Date	Session Titles	Presentations, Speakers and rapporteurs	Objectives
8h30			Participants Registration	
8h45	30 min	Opening session	Master of ceremony: UNESCO - Opening words by GC Chang, Director UNESCO Dakar & Coordinator of RCG4-WCA - Presentation of workshop objectives and agenda (UNESCO) - Presentation of participants Co-rapporteur: Burkina Faso	Understanding and validation of workshop's objectives and agenda
9h25	20 min	Ice-breaker	Ice breaker games	Understanding Participants expectations
9h45	40 min	Introduction	- The Teaching and Learning - Educators' Network for Transformation TALENT (Valérie Djioze-Gallet, UNESCO) - GPE/Assessment for Learning (Ramya Vivekanandan, GPE) 10 minutes discussion Co-rapporteur: Zambia	- Understanding of the objectives, membership and activities of the TALENT - Understanding of the Objectives of the Assessment for Learning (A4L) initiative in the Global partnership for Education (GPE)
10h25	15min	Break		
10h40	1h30	SDG-4 and Learning	Chair: Omar Diop, (UNESCO/ IICBA) - Introduction to learning in SDG-4 (Maya Prince, UNESCO-HQ/ED/PSR) - Introduction to Learning for the 21st Century (Dr Esther Care et Helyn Kim, Brookings Institution) 20 min discussion	- Understanding the new vision and current thinking about learning and 21 st century skills - Consensus about where the region currently stands with regard to learning - Understanding what indicators will be used to measure learning ;

			Co-rapporteur: Mali	understanding the Global Alliance for Monitoring Learning (GAML)
12h10	50min	Understanding Learning Assessment Systems	<u>Chair : Gwang-Chol Chang, UNESCO</u> - Presentation of analytical framework of Learning assessment systems (Ramya Vivekanandan, GPE GPE/A4L) - Presentation of the South Korean experience (Jimin Cho, KICE) 10 minutes discussion Co-rapporteur: Sao-Tome and Principe	- Agreement on a common definition of what a learning assessment system include - Clarification of key concepts and terminology
13h00	1h00	Lunch		
14h00	2h00	Knowledge sharing 1: Overview of international/regional and multi-country assessment programmes	<u>Chair : Dr Mioko Saito, UNESCO/IIEP</u> - PISA-D (Michael Ward, OCDE and Cheickhna Lam, INEADE) - PASEC (Hilaire Hounkpodote and Labass Diallo CONFEMEN) - SEACMEQ (Prof. Kgomotso Gertrude Garegae) - ADEA/NALA (Mame Ibra BA) - Pal-Network Assessments (Massaman SINABA, OMAES Mali et Kaba Diakhate, LARTES Sénégal) - TIMSS et PIRLS (Clara Beyer, IEA) - Literacy assessment (Madina Bolly, UIL) - Evaluation of students' achievements in ELAN countries (Seydou Hamidou Hanafiou, IFEF) Co-rapporteurs: Ethiopia and Cabo Verde	- Knowledge of programmes which operates in SSA region - Understanding of their key characteristics and functioning modalities
16h00	15min	Break		
16h15	45 min	Overview of international/regional and multi-country	45 min Discussion	

		assessment programmes (contd)		
17h00	30min	Presentation of Countries self-assessment homework	Presentation of Countries' self-assessments matrix for homework (TALENT steering group member)	- Understanding how to fill in the self-assessment matrix and prepare PowerPoint presentations to report on Day 2
17h30		End of Day 1		

Thursday 7 December

Time	Duration)	Session	Presentations + Speakers	Objectives
8h30		Recap of Day 2	Rapporteur	
9h00	1h20	Knowledge sharing 2: Experiences of building national assessment systems in SSA	<p><u>Chair: Inge Vervloesem, UNICEF WCARO</u></p> <ul style="list-style-type: none"> - Kenya (Olive Wambui Mbuthia and George Gathungu) - Cabo Verde (Sofia Figueiredo et Rosa Silva) - Mali (Mohamed Maiga and Fadimata Bintou Diallo Toure) <p>20 minutes discussion</p> <p>Co-rapporteur: Gambia</p>	Knowledge and understanding of how different countries assess and support learning
10h20	15 min	Break		
10h35	1h 25	Needs assessments 1: Group work	Self-assessment of national learning assessment systems	Finalization of self-assessment matrix and PowerPoint presentations
12h00	1h20	Needs assessments 2: <i>Classroom assessment</i> (report from countries Self-assessments)	<p><u>Chair: Hilaire Hounkpodoté, PASEC</u></p> <ul style="list-style-type: none"> - Burundi (Chantal Bajinyura et Patrice Manengeri) - Zambia (Luckson Malambo et Maria Chanda Nyirenda) 	- Understanding how different countries use and integrate classroom assessments in national learning assessment systems

			<ul style="list-style-type: none"> - Niger (Aïchatou Koussou Aboubacar and Djibo Adamou Hassane) - Somalia (Mohamed Hassan Mukhtar) 20 minutes discussion <p>Co-rapporteur: Côte d'Ivoire</p>	<ul style="list-style-type: none"> - Identification of needs in terms of capacity and knowledge
13h20	1h	Lunch		
14h20	1h 20	Needs assessments 3: <i>Examinations</i> (report from countries Self-assessments)	<p><u>Chair: Teopista Birungi Mayanja, ANCEFA</u></p> <ul style="list-style-type: none"> - Nigeria (Florence Egbeke Oguah and Salawu Asimi) - Ivory Coast (Kouadio Méa et Joseph François Désiré Kauphy) - Tanzania (Kitta Septimi Reuben et Shaibu Afeli Mada) <p>20 minutes discussion</p> <p>Co-rapporteur: Kenya</p>	<ul style="list-style-type: none"> - Understanding how different countries use and integrate examinations in national learning assessment systems - Identification of needs in terms of capacity and knowledge
15h40	1h20	Needs assessments 3 Large-scale, system-level assessments (Reports from countries Self-assessments)	<p><u>Chair: Kgomotso Gertrude Garegae, SEACMEQ</u></p> <ul style="list-style-type: none"> - Mozambique (Glória Pedro Manhiça) - Ethiopia (Tasew Gismie Mulualem et Emanu Asefa Leta) - Congo Democratic Republic (Kasang Nduku et Jovin Mukadi Tsangala) <p>20 minutes discussion</p> <p>Co-rapporteur: Sénégal</p>	<ul style="list-style-type: none"> - Understanding how different countries use and integrate Large-scale, system-level assessments in national learning assessment systems - Identification of needs in terms of capacity and knowledge
16h00	15min	Break		
16h15		Needs assessments 3: contd.		
17h15	15 min	Closing of Day 2		

Friday 8 December

Time	Date (duration)	Session	Presentations + Speakers	Objectives
8h30	30min	Recap of Day 3	Rapporteur	
9h00	1h15	Needs assessments 4: Alignment between learning goals, curriculum and teachers preparation and professional development	<p><u>Chair: Mame Ibra Bâ, ADEA/NALA</u></p> <ul style="list-style-type: none"> - The Gambia (Momodou Jeng et Ousmane Senghor) - Sao-Tome and Principe (Isaulina d'Araujo Rita dos Santos et Madalena Pinto Dias Nascimento) <p>Co-rapporteur: Nigeria</p>	<p>: Understanding how different countries align learning goals, curriculum and teachers preparation</p> <ul style="list-style-type: none"> - Identification of needs in terms of capacity and knowledge
10h15	15min	Break		
10h30	12h00	Needs assessments 5: Quality and use of learning assessments data	<p><u>Chair: Sossé Ndiaye, REESAO</u></p> <ul style="list-style-type: none"> - Burkina Faso (Guy Romuald Ouédraogo Mangawindin et Marie-Paule Yaméogo Sawadogo) - Senegal (Mouhamadou Moustapha Diagne ; Massar Diop et Cheikhna Lam) <p>Co-rapporteur: Congo Democratic Republic</p>	<ul style="list-style-type: none"> - Understanding how different countries ensure quality of learning assessment data and effective use to support learning - Identification of needs in terms of capacity and knowledge
12h00	1h30	Group work	Finalization of participants self-assessments & Draft needs assessment report (TALENT steering group members)	
13h30	14h30	Lunch		
14h30	30 min	Review and validation of needs assessment report	<u>Chair : UNESCO</u>	Agree on the Final report on countries' needs and regional priorities for capacity development and knowledge production in learning assessments
15h00	1h30	Closing ceremony	<ul style="list-style-type: none"> - Closing Speech (M. Ousmane Sow, Representative of your Exc. Serigne Mbaye Thiam, Education Minister Senegal et Gwang-Chol Chang, Director p.i. UNESCO Dakar) 	Closing and presentation of next steps

			<ul style="list-style-type: none">- Distribution of Certificates- Group photo- Workshop evaluation- Press interviews	
16h30		End of workshop		