

# Regional Capacity building workshop on Effective reporting, dissemination and use of Large-scale learning assessments.

**Dakar, 27-30 November 2018**

## Introduction to the TALENT and the Capacity building workshop

# *Learning is central to SDG 4*

## ❑ 5 of the 7 targets call for effective and relevant learning outcomes:

Target4.1: Relevant and effective learning outcomes in primary and secondary education

Target4.2: Readiness for primary education

Target4.4: Technical and vocational skills for employment, decent jobs and entrepreneurship

Target4.6: Youth and adult literacy and numeracy

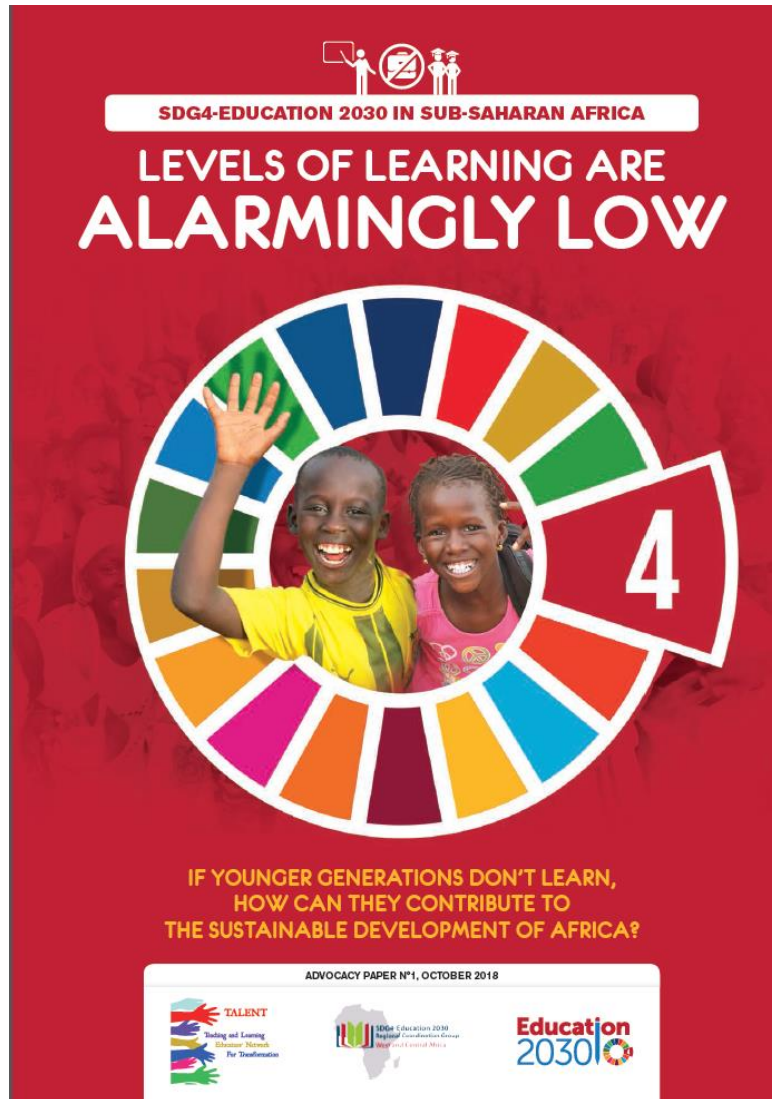
Target 4.7: Skills for global citizenship and sustainable development

## ❑ 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

# Learning Crisis in SSA

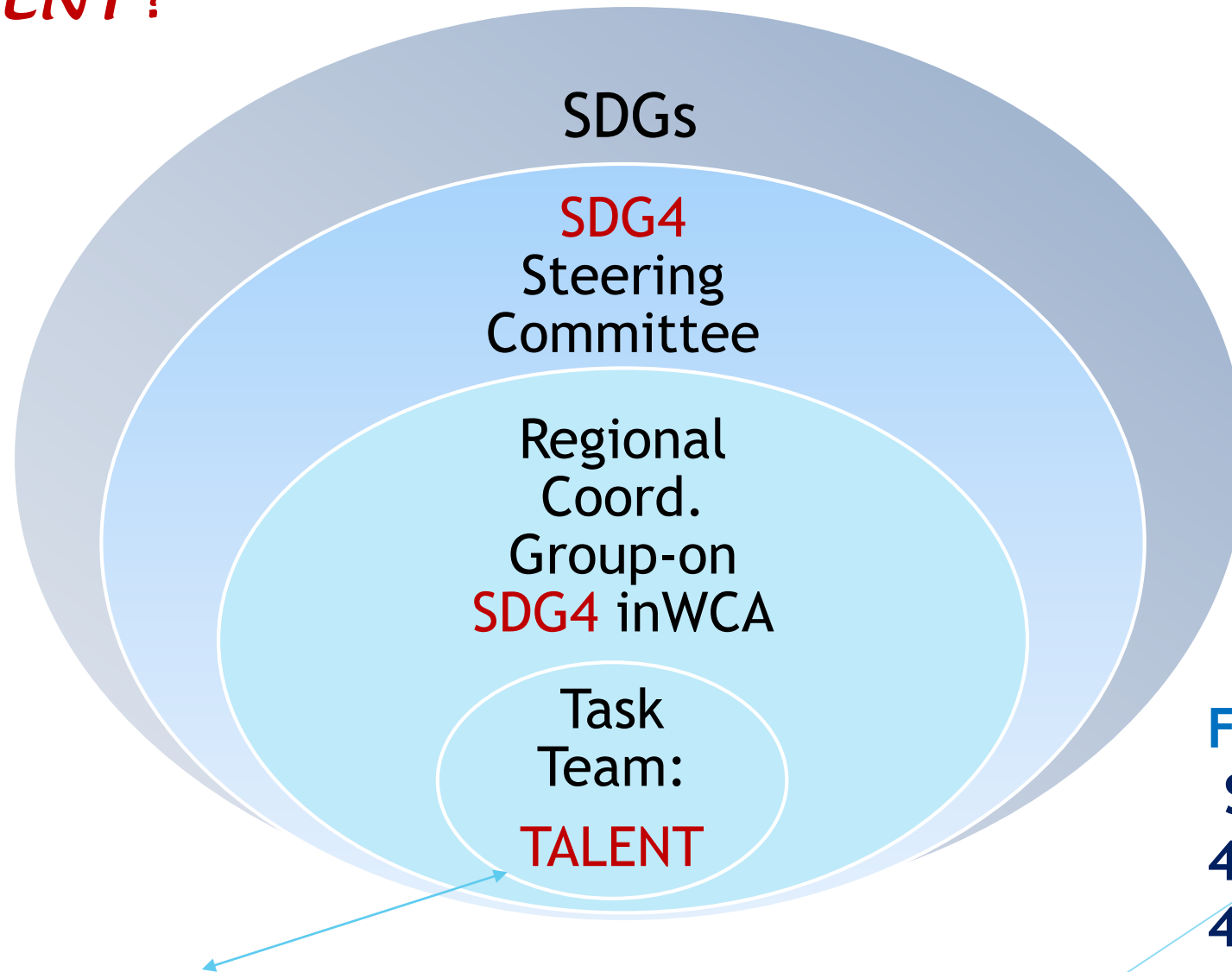


*202 millions children  
and adolescent are not  
learning, 51 % are  
actually enrolled in  
school!*

(UNESCO Institute for statistics, 2017)

# What is TALENT?

**Teaching  
And  
Learning  
Educators'  
Network for  
Transformation**



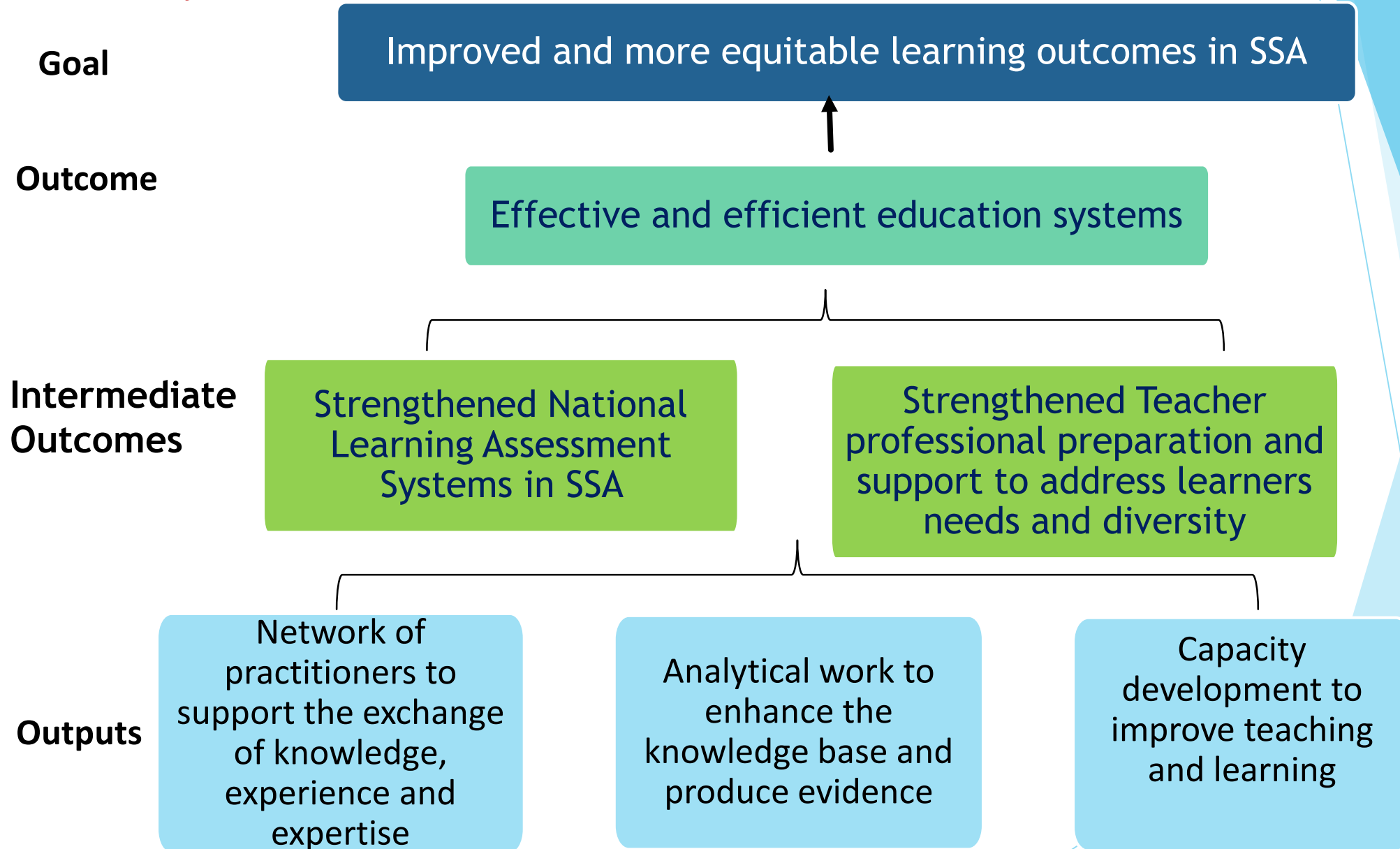
**Focus areas:  
SDG Targets  
4,1; 4,2;  
4,7; 4,c**

**Lead: UNESCO**

**Steering Group: ADEA/NALA, ANCEFA, CONFEMEN&PASEC,**

**UNESCO-IIEP/Pôle de Dakar, UNICEF. Members: 35 countries, 8 organizations**

# Result framework



# Learning assessments in SSA?

## ▶ LA prevalent in the Region:

- Nealy 3 in 4 countries conduct National examinations;
- 40% participates in cross-country assessments;
- About 50% conduct national learning assessments;
- Citizen-led assessments in about 6 countries.

## However:

- stand-alone activities with a relatively loose link with the overall sector policy and planning process;
- Focus on limited set of skills/competences vs curriculum provisions;
- Few countries have established policies, structures and tools designed for generating as well as using information on students' learning and achievements i.e. a *learning assessment system*
- Groups of countries are left behind with regard to assessments.

# *TALENTs key achievements to date*

## **Knowledge-sharing and consensus building among stakeholders**

- ▶ **Stock-taking & Needs assessment on National Learning Assessment Systems in SSA countries**
  - ❑ Regional workshop with 17 SSA countries, international and regional stakeholders (dec. 2017)
  - ❑ Data collection on LAS (GPE Indicator 15) in 21 SSA countries
- ▶ **Stocktaking on Measurement of Early Learning Quality and Outcomes and consensus building on directions for further work in early learning measurement (2016)**
  - ❑ Direct beneficiaries : 9 SSA countries, international and regional stakeholders



# *TALENTs key achievements to date (ctd.)*

## **Funding and partnership**

**Resource and partnership mobilized to support SSA countries in strengthening their LAS**

- ❑ Funding: from UNESCO, SIDA, Global Partnership for Education, Italy and Spain
- ❑ Expertise: UNESCO family units + Brookings Institution, GPE/A4L, TALENT members institutions (ADEA/NALA, PASEC, UNICEF, etc.), ACER and individual experts

## **Capacity building**

### **Research and knowledge production**

**Knowledge portal for networking and peer learning**

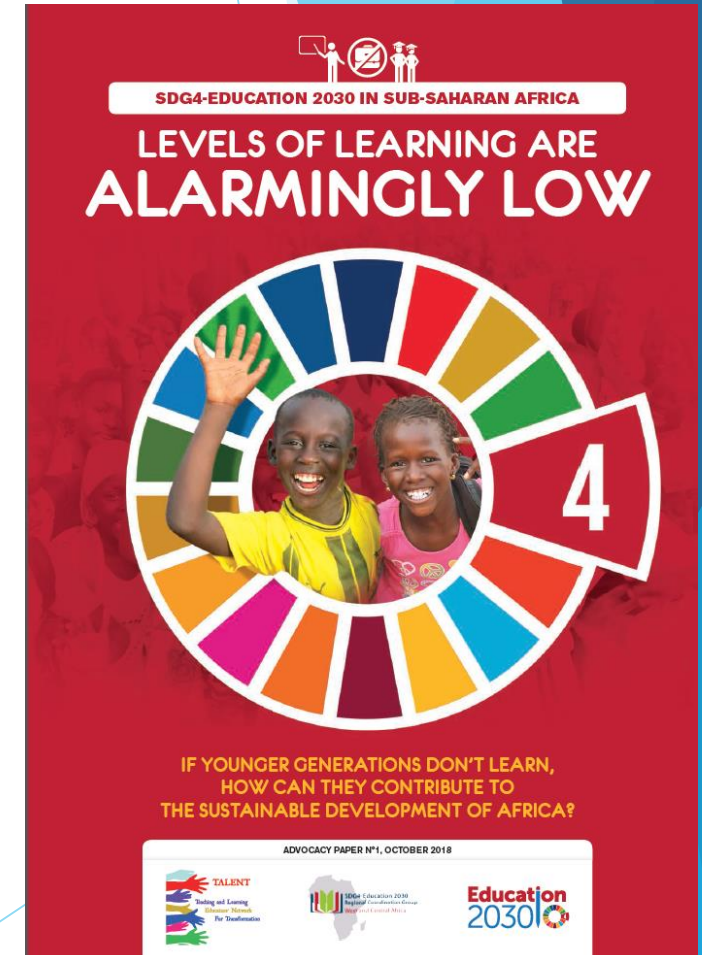


# *TALENT's key achievements to date (ctd.)*

## Advocacy and awareness raising

- ❑ First advocacy paper on the alarmingly low level of learning in the region and key interventions required from decision makers (2018)
- ❑ Mobilization of High level commitment to strengthen LAS and teachers assessment capacities in Africa (Regional Declaration adopted during the Pan African Conference on Education, 2018):

*“We commit to: Developing and strengthening regional and national learning assessment systems ensuring their effective use for informing policies and teaching and learning practices; sharing of good practices across regions; and increasing investments for regional assessments”*



# ***TALENTs key achievements to date (ctd.)***

## **Capacity-building**

- ▶ **Regional capacity-building programme on Alignment of curriculum, teaching and learning assessment**
  - ❑ *Face to face workshop (July 2018)*
  - ❑ *Online training and support programme (August to November 2018)*
  - ❑ *Concept paper (March 2019)*

**Direct beneficiaries: National directors in charge of Assessment, teacher training and curriculum in 18 SSA countries + Arab countries**

# *TALENTs key achievements to date (ctd.)*

## Capacity-building

- ▶ **Action-Research in the Assessment and teaching of 21 Century skills**
  - *Contextual study in 9 SSA countries (July 2018-April 2019)*
  - *Development of measurement tools and teaching guides in 3 countries (2019)*  
*Concept paper (March 2019)*

# Regional capacity building workshop on effective reporting, dissemination and use of Large-scale learning assessments 27-30 Nov. 2018



## *Workshop objectives*



Have better understanding of the components of the quality and relevance of large-scale assessment and their respective roles in this regard

learn from effective practices in the use of large-scale assessments in education policy and planning process;

develop a draft strategy to improve the reporting, dissemination and use of large-scale assessments data;

be connected to a network of peers and experts from other countries involved in conducting or using the results of large-scale assessment.

# Workshop Agenda

## Day 1

Understanding SDG4,  
the role of large-scale  
learning assessment  
and perspective for  
education quality

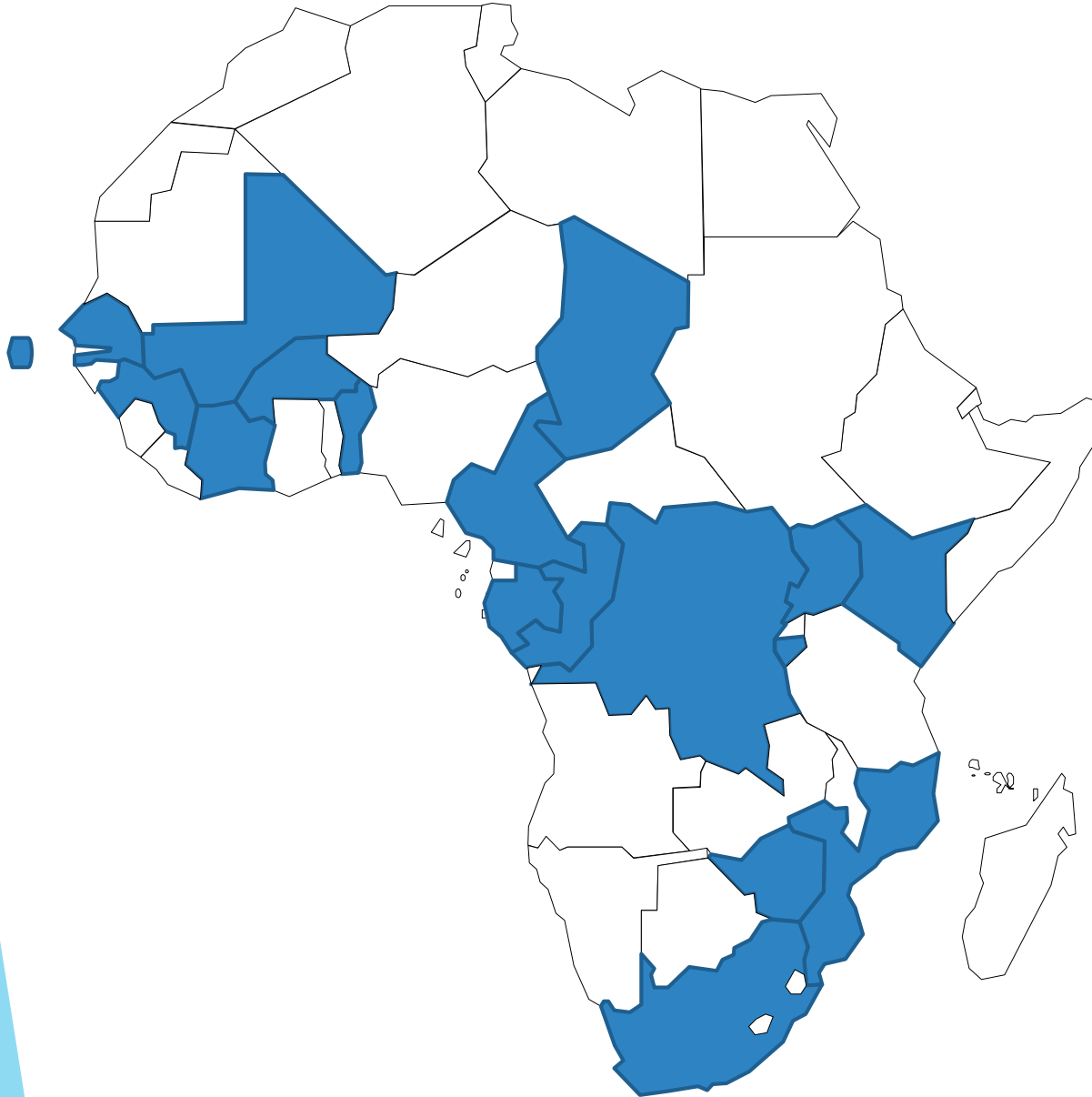
## Day 2 and 3

Deep dive into  
**effective reporting  
and dissemination** of  
large scale learning  
assessments

## Day 3 and 4

Deep dive into  
**effective use** of  
large scale learning  
assessments for  
**policy and practice**

# *Participants*



*Senior managers for:*

- *Learning assessment*
- *Education planning*

*From 18 SSA countries*



## *Methodology & facilitation*

- ❑ *Plenary presentations*
  - ❑ *Practical and collaborative activities*
  - ❑ *Sharing of online resources*
  - ❑ *Daily opportunities for online assessments and feedback*
  - ❑ ***Personalized PPT presentation to share and discuss with your department/office.***
  - ❑ *Certificate of attendance*
- 
- ▶ *Guidance and support: ACER, PASEC, UNESCO (including IIEP/Pôle de Dakar), independent expert*

# Thank you

For more information:

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