



United Nations
Educational, Scientific and
Cultural Organization

Regional workshop on national learning assessment systems in Sub-Saharan Africa

Dakar, 27 November 2017

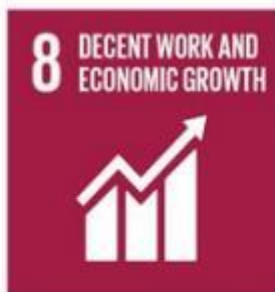
Sharing Knowledge and Assessing Needs

SDG4 – Education 2030 Focus Effective and Relevant Learning

Centralité de l'ODD4 – Education 2030
Apprentissage effectif et pertinent



SUSTAINABLE DEVELOPMENT GOALS



Sustainable Development Goal 4

Objectif de développement durable 4



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Assurer l'accès de tous à une éducation de qualité, sur un pied d'égalité, et promouvoir les possibilités d'apprentissage tout au long de la vie

Education targets in other SDGs



Health and Well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes



Gender Equality

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education



Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training



Responsible Consumption & Production

Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

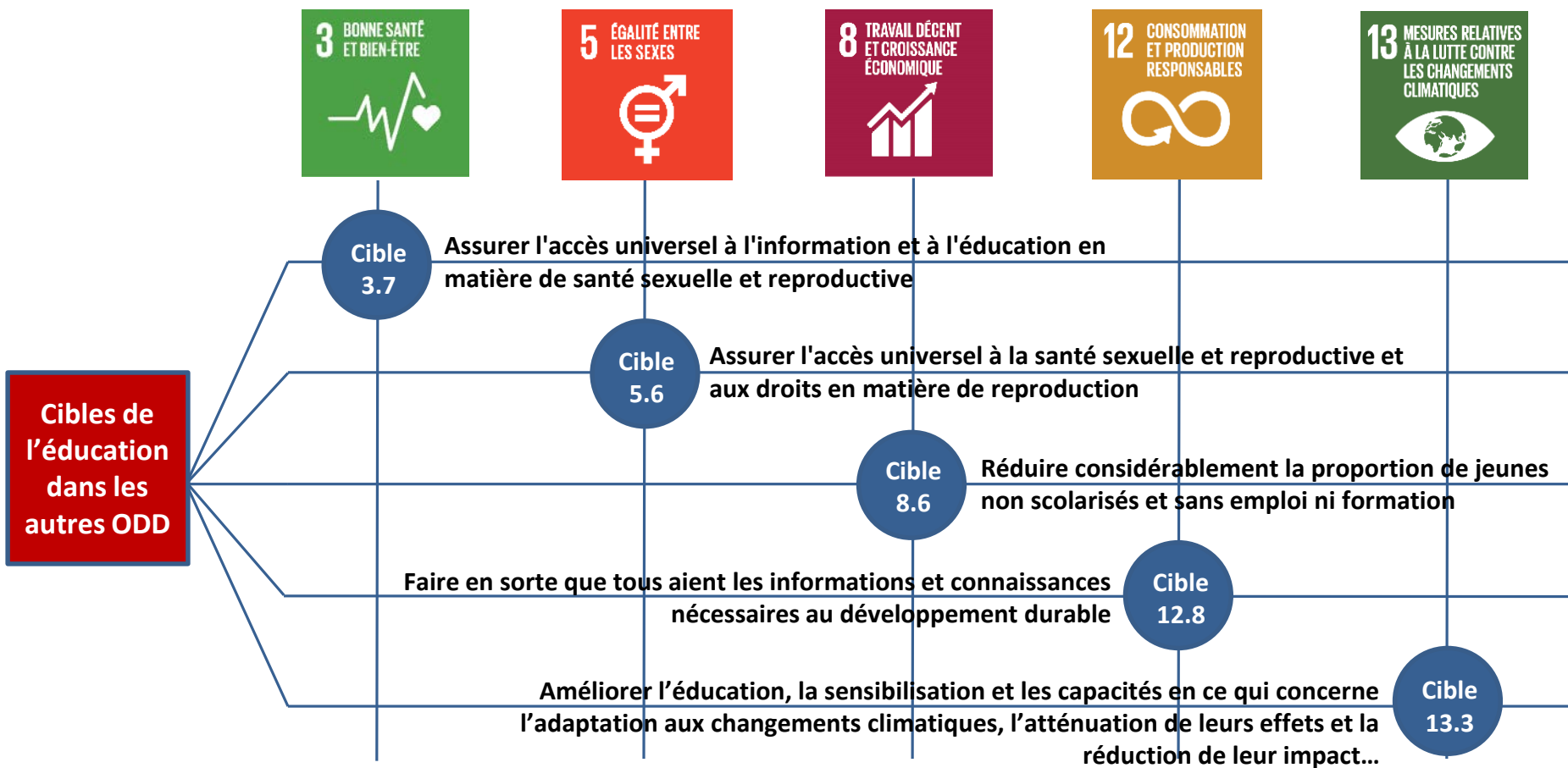


Climate Change Mitigation

Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

Education dans les autres ODD

L'éducation est un catalyseur pour l'ensemble de l'Agenda 2030 pour le développement durable et aussi présente dans les autres ODD



An emerging global context for learning, in a world of increasing contradiction

Economic growth



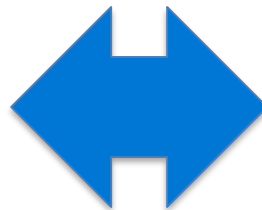
Ecological stress,
unsustainable production
& consumption

Poverty reduction



Vulnerability, inequality
& exclusion

Interconnected world



Division, intolerance &
conflict

Education 2030 Framework For Action



Incheon Declaration and Framework for Action

for the implementation of
Sustainable Development Goal 4

Ensure inclusive and equitable
quality education and promote lifelong
learning opportunities for all



Déclaration d'Incheon et Cadre d'action

pour la mise en œuvre de
l'Objectif de développement durable 4

Assurer à tous une éducation équitable,
inclusive et de qualité et des possibilités
d'apprentissage tout au long de la vie



SDG4 Outcome Targets:

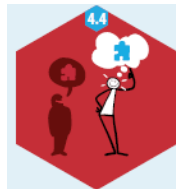
Effective and Relevant Learning Outcomes



- ✓ Relevant and effective learning outcomes in primary and secondary education [4.1]



- ✓ Readiness for primary education [4.2]



- ✓ Technical and vocational skills for employment, decent jobs & entrepreneurship [4.4]



- ✓ Youth and adult literacy and numeracy [4.6]



- ✓ Competencies for global citizenship and sustainable development [4.7]

Reaffirming the relevance of the 4 pillars of learning

- Independent judgement;
- Sense of personal responsibility;
- Tapping the buried treasure of hidden talents

Learning to be

Learning for personal development

- Self-awareness;
- Independent judgement
- Communication;
- Creativity

- Instrumental basic learning and foundational skills;
- Presupposes 'learning to learn'
- Foundation for lifelong learning
- Preparation for the learning society

Learning to know

Learning to learn

- Instrumental basic learning and foundational skills;
- Learning to learn;
- Analytical skills, Critical thinking; Problem-solving;

- Understanding others;
- Respect for human dignity and diversity;
- Learning for responsible and active citizenship

Learning to live together

Learning for active citizenship

- Awareness of rights and responsibilities
- Valuation of diversity as part of common humanity
- Commitment to sustainable human and social development

- Learning for work and life;
- Competencies to deal with unforeseeable situations
- Alternating study & work

Learning to do

Learning for employment

- Technical and vocational skills
- But increasingly entrepreneurship and transferable/soft and 21st century skills

A renewed focus on relevant and effective learning for personal, social and human development also calls for new measures to assess and monitor different aspects of learning

L'importance renouvelée accordée à un apprentissage pertinent et effectif pour le développement personnel, social et humain exige également de nouvelles mesures de suivi-évaluation des différents aspects de l'apprentissage.

Large-scale learning assessments in Sub-Saharan Africa

Assessment	Learning Domains	N° of countries
Cross national learning assessments (PASEC, SEACMEQ, TIMSS, PIRLS, PISA-D, Uwezo)	Reading, Mathematics, Problem Solving (PISA-D)	10 in PASEC 2014 15 in SEACMEQ IV 2 in PISA-D
Early Grade assessments (EGRA, EGMA)	Reading, Mathematics	22 Countries have conducted at least one reading assessment since 2009
National learning assessments	Languages/Reading, Mathematics/Numeracy, Science, Social Sciences, Other	Ranging from 30 (Reading) to 3 (Social Sciences)

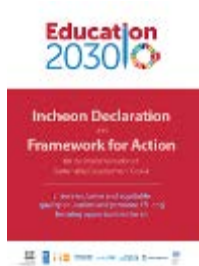
The four levels of monitoring SDG4



Global framework: Small number of globally comparable indicators – 11 indicators (one per SDG4 target, except for 4.2, which has two)



Regional framework: Relevant for the region and validated by regional actors - CESA 16-25



Thematic framework: Extended set covering a range of sectoral priorities (43 indicators)

National frameworks (including sub-national): Based on national objectives agreed with local actors; recognizes context and includes a variety of local needs and objectives

Gaps in identifying and measuring flexible/transferable/transversal/21st century skills



Transversal Competencies

Critical and Innovative Thinking

Critical Thinking, Innovative Thinking, Creativity, Entrepreneurship, Resourcefulness, Application Skills, Reflective Thinking, Reasoned decision-making

Interpersonal Skills

Presentation Skills, Communication Skills, Leadership, Organisational Skills, Teamwork, Collaboration, Initiative, Sociability, Collegiality

Intrapersonal Skills

Self-discipline, Enthusiasm, Perseverance, Self-motivation, Compassion, Integrity, Commitment

Global Citizenship

Awareness, Tolerance, Openness, Respect for Diversity, Intercultural Understanding, Ability to Resolve Conflicts, Civic/Political Participation, Respect for the Environment

Physical and Psychological Health

Healthy Lifestyle, Healthy Feeding, Physical Fitness, Empathy, Self-respect

Thank you

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