NATIONAL LEARNING ASSESSMENTS OF STUDENT LEARNING

Increase opportunities for an effective use of data

Workshop TALENT
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Some findings

- The feeling that some education policies don’t reach the aimed goals:
  => Teacher training, Repetition, Pedagogical evolutions, Etc.

- Lack of factual elements to appreciate policies’ impact and to orient decisions

- Multiplication of learning assessments of student learning in the two past decades:
  - Students’ level of learning?
  - What factors influence learning?

- However: difficult to prove that they serve educative reforms

- Goal of this presentation: reflection-contribution about “what to do in order to increase the chances for an effective use of assessments’ results?”
Moving beyond the focus on the level of learning

- Many assessments focus on the level of learning
  - Sometimes desegregated under different categories

- But surveys have contextual questionnaires that offer infinite exploitation possibilities to serve education policies

- In order to take profit of these possibilities, two ways are possible:
  - **Before the survey:**
    - Identify who needs what from this survey
    - Ensure that tests and questionnaires are designed in such a way that they can be answered.
  - **After the survey:**
    - Have a great capacity to analyse the elements of the contextual questionnaire (in relation to learning)
    - Disseminate the results
What to consider so that the results can be used for quality management?

The example of the quality management support programme: an angle as yet little explored

- How quality is managed by the system?
- What do stakeholders do at their workplace, each at his or her own level?
- Are these actions coordinate in order to produce quality education?
- What activities to implement in order to improve quality management?

A two-phases support

**Phase I : DIAGNOSTIC**
Understand to improve

**Phase II : CHANGE management**
Enable relevant, consistent and efficient practices

Road map to improve quality’s monitoring
Education’s quality defined by its determinants and purposes

**Determinants:**
- School and learning times’ management,
- Deployment of qualified teacher with ability to teach efficiently,
- Provision and use of relevant infrastructure and pedagogical resources,
- Promotion of inclusive and safe environments that allow students’ fulfilment and compromise

**Purposes:**
- School access
- School paths
- Learning & acquisition
- Health & well-being

⇒ Equity’s requirement: inclusion of all educative demands, including those coming from most difficult and marginalised contexts

⇒ Insert in the contextual questionnaire
⇒ Inform the reform about participation and non-participation
Run additional analysis

- Numbers don’t capture everything: quantitative results need qualitative analysis in order to understand the on-going mechanisms.
- That implies specific field stakeholders surveys’ conduction on some results.

⇒ Warning: this has to be taken into consideration in the survey’s budget and protocol.

⇒ If not, reforms will encounter lack of information, and this will allow opinions.
Results’ dissemination

- Distinguish dissemination and restitution
  - Restitution = end of technical work and results’ presentation to the authorities for validation
  - Dissemination = results’ broad sharing in order to achieve a consensual understanding of observations and issues

- This is the trigger of any results’ utilisation

- Warning: this has also to be planned and included in the budget
Conclusion

1) Plan a contextual questionnaire that targets users/stakeholders key variables and interests

2) Plan additional analysis beyond produced results (qualitative, thematic)

3) Disseminate results after the restitution phase

4) Adopt an assessment budget that includes all the phases
THANKS FOR YOUR ATTENTION

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