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Institut international de
planification de l'éducation

Pôle de Dakar
ANALYSE SECTORIELLE EN EDUCATION

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.

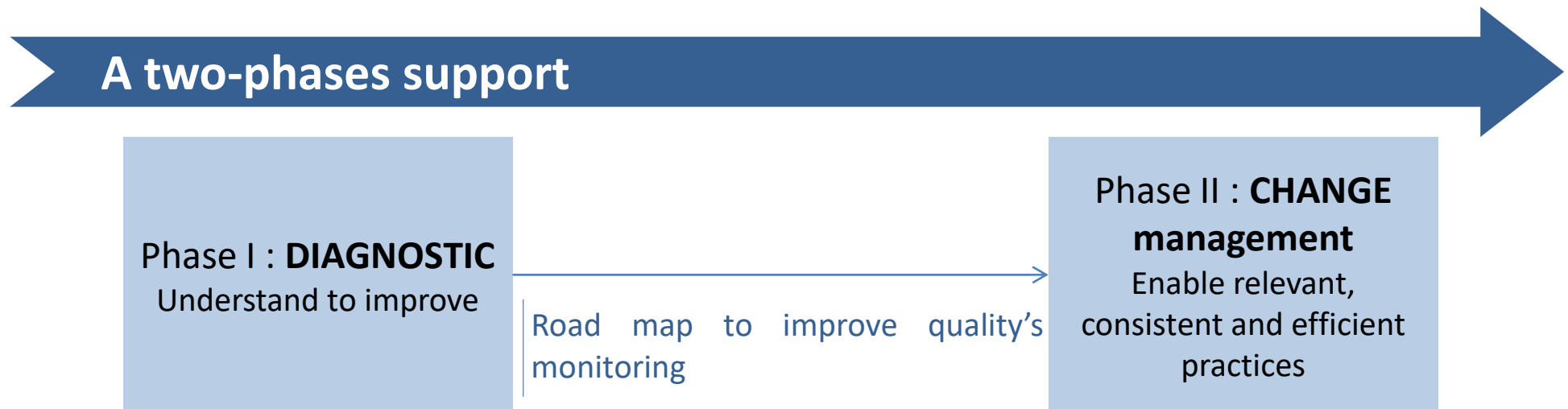
- ***After the survey:***

- 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?





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
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- ➔ 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



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