

Effective Reporting, Dissemination and Use of Large-Scale Learning Assessments

Regional Capacity Building Workshop

Final Report



TALENT

Teaching and Learning
Educators' Network
For Transformation

Dakar, Senegal

November 27-30, 2018

Overview in relation to objectives for the region

Close to half of Sub-Saharan countries¹ participated in a capacity-building workshop in Dakar on 'Effective Reporting, Dissemination and Use of Large-Scale Learning Assessments' from November 27-30, 2018. The workshop is part of a series of activities coordinated by TALENT in the Sub-Saharan Africa region². Building capacity across the region will enable these countries to do the following:

- Act as leaders on the issue of Large-scale assessment (LSA);
- Use their shared understanding of LSAs as a foundation for a network of peer learning;
- Have a clear understanding of the components that determine the quality and relevance of LSAs;
- Learn from effective practices in the use of LSAs in education policy and planning process.

Without sufficient capacity, some countries may fall behind and be unable to take advantage of LSAs' benefits, such as reliable data. In light of this, TALENT's continuous institutional support to member states in the region on the issue of learning assessments (LA) is crucial to strengthen education systems and ultimately improve learning outcomes.

¹ The exact number of countries represented at the workshop is 18: Benin, Burkina Faso, Burundi, Cabo Verde, Cameroon, Chad, Congo Rep., Côte d'Ivoire, Democratic Republic of the Congo, Gabon, Guinea, Kenya, Mali, Mozambique, Senegal, South Africa, Uganda, Zimbabwe. For a complete list of participants, please see Annex I at the end of this report.

² For more details on TALENT's activities and other capacity-building interventions please check:

<http://www.education2030-africa.org/index.php/en/lien-talent-activities>

Suggestions:

Keep a tally of which countries have participated in recent LSA workshops. Future capacity building workshops can give priority to sponsoring countries that have not yet benefited. The idea is to ensure that countries in the region have a similar understanding and capacity for LSAs. Without considering equal access, organizers risk deepening inequality within the region.

Status of participating countries

The following themes were prevalent during workshop interactions and require further exploration:

- Importance of monitoring and reporting on sustainable development goal 4 learning-related objectives (SDG4) based on evidence from LSAs

LSAs provide vital information for tracking areas of development and weaknesses; however, participants indicated their countries are not taking full advantage of available data. Participants were unsure of where the responsibility lay in their department for reporting on the SDG4 progress. The participants appear not to contribute to the process and could not immediately see their role.

- Most of the participating countries are still facing challenges with access to education; therefore, transitioning from access to learning to a more comprehensive learning approach is understandably slow

Countries addressed their concerns about students' absenteeism, unequal access to education, large classroom sizes, and insufficient resources. With constrained budgets, it is difficult to achieve both access and learning-related objectives without an integrated strategy and attainable timeline.

Suggestions: LSAs could empower countries to engage with SDG4

Develop a shared statement for high-level decision makers regarding the importance of analyzing LSA results and use them as evidence in improving their education system and reporting SDG progress in education. Furthermore, develop a road map showing how to grow from "Education for All" to Education 2030.

Challenges for using data from LSAs

- Using LSA data to drive policy decisions

Although LSAs (national and international assessments and national exams) are present within the region, their results do not appear to steer policy changes to improve the education systems. Most participants considered the implementation and preparation of a summary report of the LSA their primary task. Some of the group struggled to link policy to LSAs and most were more comfortable discussing isolated issues, such as insufficient teacher training or multigrade classrooms. As a result, countries are not drawing the full benefit from their investments in LSAs.

- Instilling LSAs as a systemic norm to monitor progress

LSAs do not appear to have a stable and identified position in the partnering countries. Their existence seemed to be opportunistic (donor funding was available) or ad hoc (several LSAs for primary but other grades were not well covered.) Without this stability, countries are unable to compare across assessment periods to monitor policy impacts.

- The structural supports for the proper use of LSAs may be lacking

For both the education planning and assessment department representatives of the Ministry of Education the strategic use of LSAs seems to be unclear. When asked to indicate a key policy person for whom the evidence would be prepared, many did not even provide any evidence of participating in such activity. Moreover, several participants, even within assessment units, struggled with basic statistical analysis, such as making statements about the quality of the data or the compliance with standards for implementation. Many stated that reports were not published because they took too long to be released. This challenge must be met because even if this step was outsourced, there must be an expert to manage the process (selection, contract management, evaluation etc.) and assure quality within the Ministry.

Suggestions:

Work with countries to rationalize their investments in LSAs. Decisions regarding the assessment system should be based on horizontal and vertical integration. There needs to be a built-in schedule triggered after each LSA round that links results to the policy cycle and national budget planning. It may not be necessary to conduct LSAs every year, for instance, but to allow a period of time for the system to improve before the next round (PISA for example, is done every three years). A cost-benefit evaluation related to actual measured improvements in education would be useful.



Engagement and development of strategies to link evidence from LSAs with improvement during the workshop

- Though the idea may have been new, participants quickly understood the need to gain more value from the LSAs

The focus for most countries was mainly student performance scores in selected domains. Among the types of analysis employed by participating countries, a preference for comparisons has been noted. The need to use LSA results as an outcome to create change in the education system was understood with regard to both analysis and dissemination products.

- Once the process of operationalization to link LSA evidence to SDG4 was understood, participants worked out a strategic plan

The process of working backwards from need for evidence to design of the LSAs appeared to be new. However, once the logic was understood, there was a creative blend of known issues and the ability to measure them through the LSAs in their plans.

Suggestions:

Map an action plan for LSAs that moves from framework development to progress measurement in the education system. Each stage should finish with a deliverable accessible to the whole education department to implement a data-centered culture. There should be a department-wide process for internal dialogue about the evidence and ensuing action after each LSA, as well as for reporting on the SDGs. Every member of the education department must understand their role in the progress measured by LSAs.

Annex I : Workshop Participants

Country	Name
Benin	Alice MINGINOU
	Pierre CHANOU
Burkina Faso	Abdouramane Karim SERE
	Olivier Wendwoaga BAGRE
Burundi	Hérménegilde BURIKUKIYE
	Chantal BAJINYURA
Cabo Verde	Rosa SILVA
	Maria de Lourdes MONTEIRO
Cameroon	Madeleine MAMAT-DAIFERLE
	Aboubakar SIDDIKI
	Justina ATEMADJONG-NJIKA
Chad	Galy DIBE
Congo	Jean Paulin ITOUA
	Jean Aimé MOUKENGUE
Côte d'Ivoire	Kouakou Aka Urbain KOFFI
	Joseph KAUPHY
DRC	Timothée NLANDU MABULA
Gabon	Félicien KIMBIRIMA NTARI
	Laurent MOUITY-MABIKA
Guinea	N'Famoussa CAMARA
	Hawa DIALLO
Kenya	David N. KABITA
	Catherine MATARA
Mali	Kinane Ag GADEDA
	Mohamed MAÏGA
	Diakalia KONE
Mozambique	Zaida BAULE
Senegal	Cheikhna LAM
	Aby NDAO CISSE
	Serigne NDIAYE
South Africa	Devagie MAISTRY
Uganda	Dan KYAGABA
	Fredrick MATYAMA
Zimbabwe	Ebba MASIRI

Institution	Name
Facilitator / ACER	Sally ROBERTSON
Facilitator	Satya BRINK
UNESCO	Gwang-Chol CHANG
	Valérie DJIOZE-GALLET
	Pierre SAYE
	Davide RUSCELLI
	Maya PRINCE
	Mansoura FALL
UNESCO / IIEP-Pôle de Dakar	Alain Patrick NKENGNE NKENGNE
	Brian BEGUE
	Emilie MARTIN
	Nesrine GOURINE
UNESCO / IICBA	José Edmond MEKU-FOTSO
UNESCO / UIS	Alison KENNEDY
	Ndeye Yacine FALL
PASEC	Hilaire HOUNKPODOTE
	Labass DIALLO
	Guy Roger KABA
Brookings Institution	Esther CARE
	Helyn KIM

Annex II : Workshop Programme

Time	Session Title	Facilitators
Day 1		
8h30-9h00	Participants registration	UNESCO-Dakar
9h00-9h30	Introduction to the TALENT and the workshop	Valérie Djioze-Gallet (UNESCO / TALENT Secretariat)
9h30-10h00	Introduction of participants	Davide Ruscelli (UNESCO / TALENT Secretariat)
10h00-10h30	Group photo and coffee-break	
10h30-11h30	Introduction on the measurement of learning within the framework of SDG-4 and Agenda 2030	<ul style="list-style-type: none">Gwang-Chol Chang (UNESCO)Esther Care (Brookings Institution)
11h30-13h00	Knowledge sharing: Group discussions on countries’ experience in reporting, disseminating and using learning assessment results at national and sub-national levels for policy and practice	<ul style="list-style-type: none">Valérie Djioze-Gallet & Davide Ruscelli (UNESCO / TALENT Secretariat)Maya Prince (UNESCO)
13h00-14h15	Lunch-break	
14h15-15h30	Reporting of group discussions: Presentation by each group of the strengths and challenges identified and their expectations for the workshop	UNESCO
15h30-16h00	Trends and perspectives in data reporting, dissemination and use for policy and practice in Africa: Findings from research and cross country analysis	<ul style="list-style-type: none">Sally Robertson (ACER)Hilaire Hounkpodote (PASEC)
16h00-16h15	Coffee-break	
16h15- 17h15	Trends and perspectives in data reporting, dissemination and use for policy and practice in Africa: continued	
18h00- 20h00	Social gathering	

Annex II : Workshop Programme (cont'd)

Time	Session Title	Facilitators
Day 2		
9h00-10h30	Reporting and disseminating effectively large-scale assessment results to a variety of stakeholders	Sally Robertson (ACER)
10h30-11h00	Coffee-break	
11h00-12h30	Hands on activity 1: Developing a dissemination strategy and creating dissemination products for a specific target audience	
12h30-13h30	Lunch-break	
13h30-15h30	Hands on activity 1 (continued): finalization of dissemination strategy and dissemination products for a specific target audience	
15h30-16h00	Coffee-break	
16h00-17h30	Wrap-up of group work: Sharing of dissemination strategies and products	
Day 3		
8h30-10h00	Knowledge-sharing/hands on activity : Harnessing ICT for dissemination of learning assessment results	<ul style="list-style-type: none">• Maya Prince (UNESCO)• Davide Ruscelli (UNESCO / TALENT Secretariat)
10h00-10h30	Coffee-break	
10h30-12h30	Learning from promising practices in ensuring effective use of Large-scale learning assessment data for education policy and practice	<ul style="list-style-type: none">• Satya Brink (Expert)• Patrick Nkengne Nkengne (UNESCO-IIEP / Pôle de Dakar)
12h30-13h30	Lunch break	
13h30-15h00	Hands on activities in the use of large-scale learning assessment data to design more equitable and inclusive Learning policies	
15h00-15h30	Coffee-break	
15h30 -17h30	Hands on activities (continued) in the use of large-scale learning assessment data to design more equitable and inclusive Learning policies	

Annex II : Workshop Programme (cont'd)

Time	Session Title	Facilitators
Day 4		
9h00-9h30	News from TALENT Partners	UNESCO-IIEP / Pôle de Dakar
9h30-11h00	Hands on activities (continued): Using learning assessment data to design more equitable and inclusive Learning policies	<ul style="list-style-type: none"> • Satya Brink (Expert)
11h00-11h30	<i>Coffee break</i>	
11h30-12h45	Wrap-up of group work: Sharing of group work on the use of assessment result in policy and practice	
12h45-14h00	<i>Lunch break</i>	
14h00-15h00	Plenary discussion of next steps : Roadmaps for enhancing reporting, dissemination and use of learning assessment results in participating countries	<ul style="list-style-type: none"> • Valérie Djioze-Gallet & Davide Ruscelli (UNESCO / TALENT Secretariat)
15h00-15h30	Workshop evaluation	<ul style="list-style-type: none"> • José Edmond Meku-Fotso (UNESCO IICBA) • Valérie Djioze-Gallet (UNESCO / TALENT Secretariat)
15h30-16h00	Closing ceremony	UNESCO

All Workshop's presentations and relevant documents are available at <http://www.education2030-africa.org/index.php/en/lien-lsla-en>

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