Regional CB workshop on alignment between curriculum, teacher training and assessment
(Tanzania 25-27 July 2018)

“Enhancing teaching and learning quality in Africa through partnership and networking"

Introduction to the TALENT

By Valérie Djioze-Gallet
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UNESCO (Regional Office in Dakar)
Learning is central to SDG 4

- 5 of the 7 targets call for effective and relevant learning outcomes:
  - Target 4.1: Relevant and effective learning outcomes in primary and secondary education
  - Target 4.2: Readiness for primary education
  - Target 4.4: Technical and vocational skills for employment, decent jobs and entrepreneurship
  - Target 4.6: 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**?

SDGs

SDG4 Steering Committee

RCG-4 WCA

Task Team: TALENT

SDG 4,1; 4,2; 4,7; 4,c;

‘Teaching and Learning Educators’ Network for Transformation’
TALENT’s objectives and MoA

- **Serve as a platform for thematic collaboration** between national and regional actors and education professionals who share the same concerns and ambitions about learning in Africa.

- **Support the development of a comprehensive response** to the learning crisis

- **Inclusion of all SSA countries and actors**

**Modes of action:**
- Knowledge, expertise and experience sharing
- Knowledge generation in areas where gaps exist
- Capacity-building
- Advocacy

**Mobilization of funds and partnerships**
Areas of interest of the TALENT:

- Classroom
- Programmes
- Institutional context
- Learners characteristics
- Assessment
**Result framework**

**Goal**
Improved and more equitable learning outcomes in SSA

**Outcome**
Effective and efficient education systems

**Intermediate Outcomes**
- Strengthened National Learning Assessment Systems in SSA
- Strengthened Teacher professional preparation and support to address learners needs and diversity

**Outputs**
- Analytical work to produce knowledge and evidence
- Network to support the exchange of knowledge, experience and expertise
- Capacity development to improve teaching and learning
TALENT Achievements to date and planned activities
Achievements

- **Dynamic partnership**: UNESCO, UNICEF, CONFEMEN&PASEC, ANCEFA, REESAO) + ADEA/NALA, EI, AFTRA, RECs, educators from about 30 countries. More expected

- **Advocacy and Knowledge Sharing**: Recommendations to decision-makers on effective interventions to address the learning crisis (PACE 2018). Measurement of early learning (2016); Stock taking of knowledge & capacity building needs regarding learning assessment systems.

- **Capacity-building**: Development of Professional standards for BE teachers (2016)

- **Knowledge production**: Regional policy Guidance framework for the professionalization of BE teachers; Online survey of national learning assessment systems (2017-2018)
TALENT Planned activities on learning assessment systems (2018-2020)
<table>
<thead>
<tr>
<th>Enabling context</th>
<th>System alignment</th>
<th>Assessment quality</th>
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<tbody>
<tr>
<td>1. <strong>Strengthen policy frameworks</strong> at all levels (transnational, national, examinations, classroom tests)</td>
<td>1. <strong>Strengthen/build national assessment networks</strong> [e.g. policy makers and data analysis units; curriculum designers and assessment institutes/departments, national learning assessment technical units]</td>
<td>1. Training on the use of statistics software</td>
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<td>2. Establish alternative means of <strong>cost-effective and sustainable financing</strong> (for all forms of assessment)</td>
<td>2. <strong>Capacity building for teachers</strong> (pre- and in-service training) in the following areas: a. Integration of assessment process into teaching b. Construction of items; data analysis and use to improve teaching;</td>
<td>2. <strong>Design of items</strong> to measure/assess different types of skills, including 21st century skills</td>
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<td>3. Strengthen <strong>capacities of education managers</strong> at all levels <strong>to monitor assessment processes and assist teachers in developing corrective strategies</strong></td>
<td></td>
<td>3. Capacity building in the <strong>use of assessment frameworks and guides</strong> for the design, administration and analysis of learning assessments data (sampling vs. census, norms and standards, target audiences, desired outcomes, etc.)</td>
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Improved and more equitable learning outcomes in SSA countries

Strengthened National Learning Assessment Systems in SSA countries

1. SSA countries have enhanced capacities to identify and address gaps in learning assessment systems and assessment of 21st Century skills

2. New Research and analytical work have enriched the knowledge base and support advocacy for learning assessment systems in SSA

3. SSA countries have access to knowledge sharing and peer learning supports to strengthen their learning assessment system

A.1 Regional workshop on alignment between curriculum, teacher training and assessment

A.2 Regional Workshop on assessment quality

A.3 Regional workshop on classroom and school based assessment

A.4 Design and development of large-scale assessment

B.1 Analytical mapping of learning assessments systems in SSA

B.2 Study on quality assurance of learning assessments

B.3 Cross-country review of the use and impact of learning assessment data to improve learning outcomes

C.1 Regional knowledge portal on learning assessment systems

C.2 CoP + Webinars series on enabling environment for effective learning assessments systems

C.3 Action Research in the measurement of 21C skills
Regional CB workshop on alignment between curriculum, teacher training and assessment (Tanzania, 25-27 July 2018)

- **3 target groups**: Curriculum, teacher-training and learning assessment departments
- **16 countries**: Benin, Burkina-Faso, Burundi, Central African Republic, Chad, the Gambia, Lesotho, Liberia, Malawi, Mali, Niger, Senegal, Ethiopia, South Sudan, Tanzania, Uganda. 5 more applied
- **Sponsorship**: GPE and UNESCO, application process
- **8 facilitators** (OUT and TALENT) + resource persons from UNESCO
- **3 days** Face to face workshop + **8 weeks** online activities
- **4 key objectives**: Understanding weaknesses in alignment, Identifying what works; designing responses to national context and fostering dialogue and collaboration between Curriculum, teacher-training and learning assessment departments and practitioners
Thank you

for more information and membership:

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