

*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

Learning is central to SDG 4

❑ 5 of the 7 targets call for effective and relevant learning outcomes:

Target4.1: Relevant and effective learning outcomes in primary and secondary education

Target4.2: Readiness for primary education

Target4.4: Technical and vocational skills for employment, decent jobs and entrepreneurship

Target4.6: 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

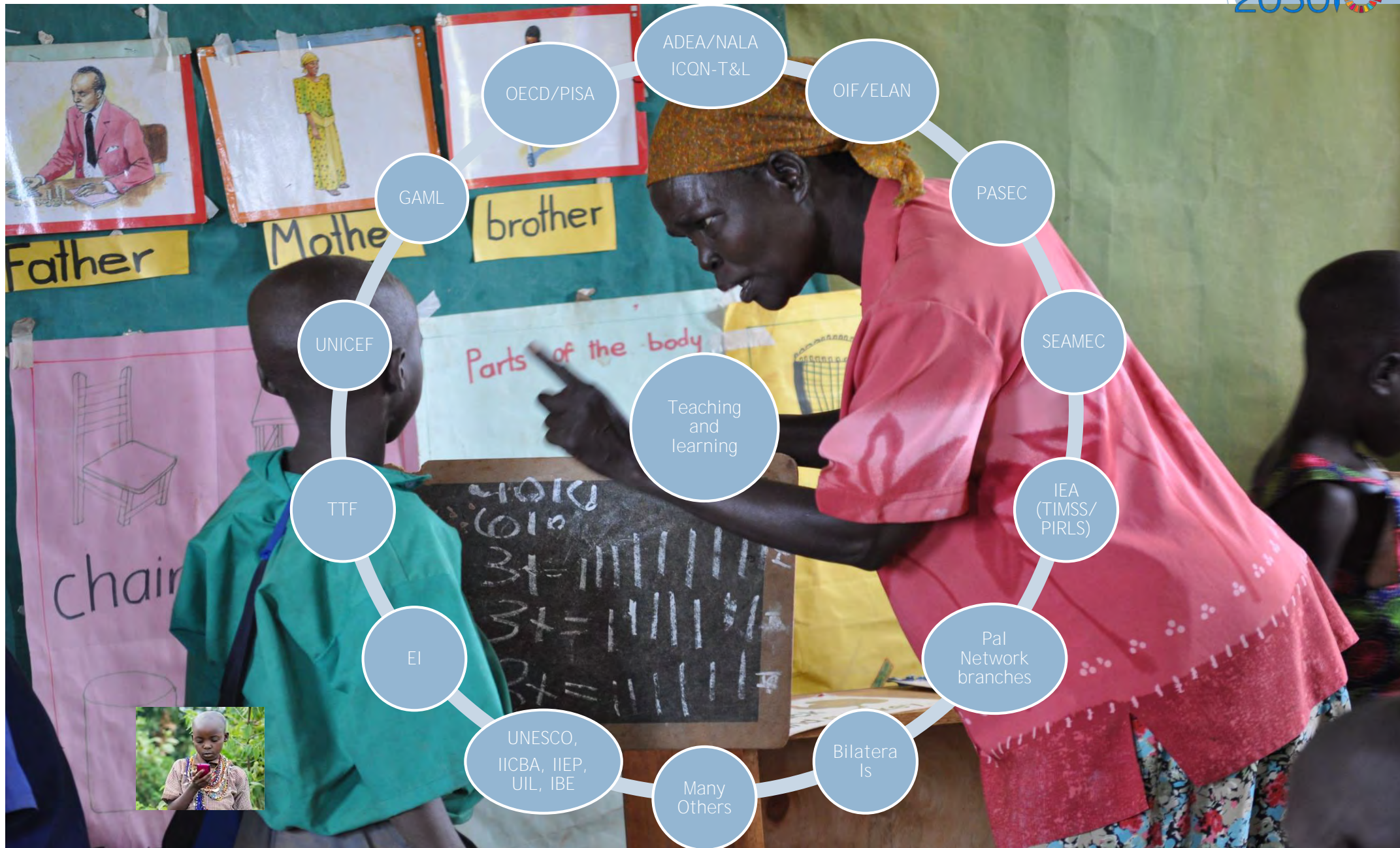
Target 4.c: Teacher training and working conditions



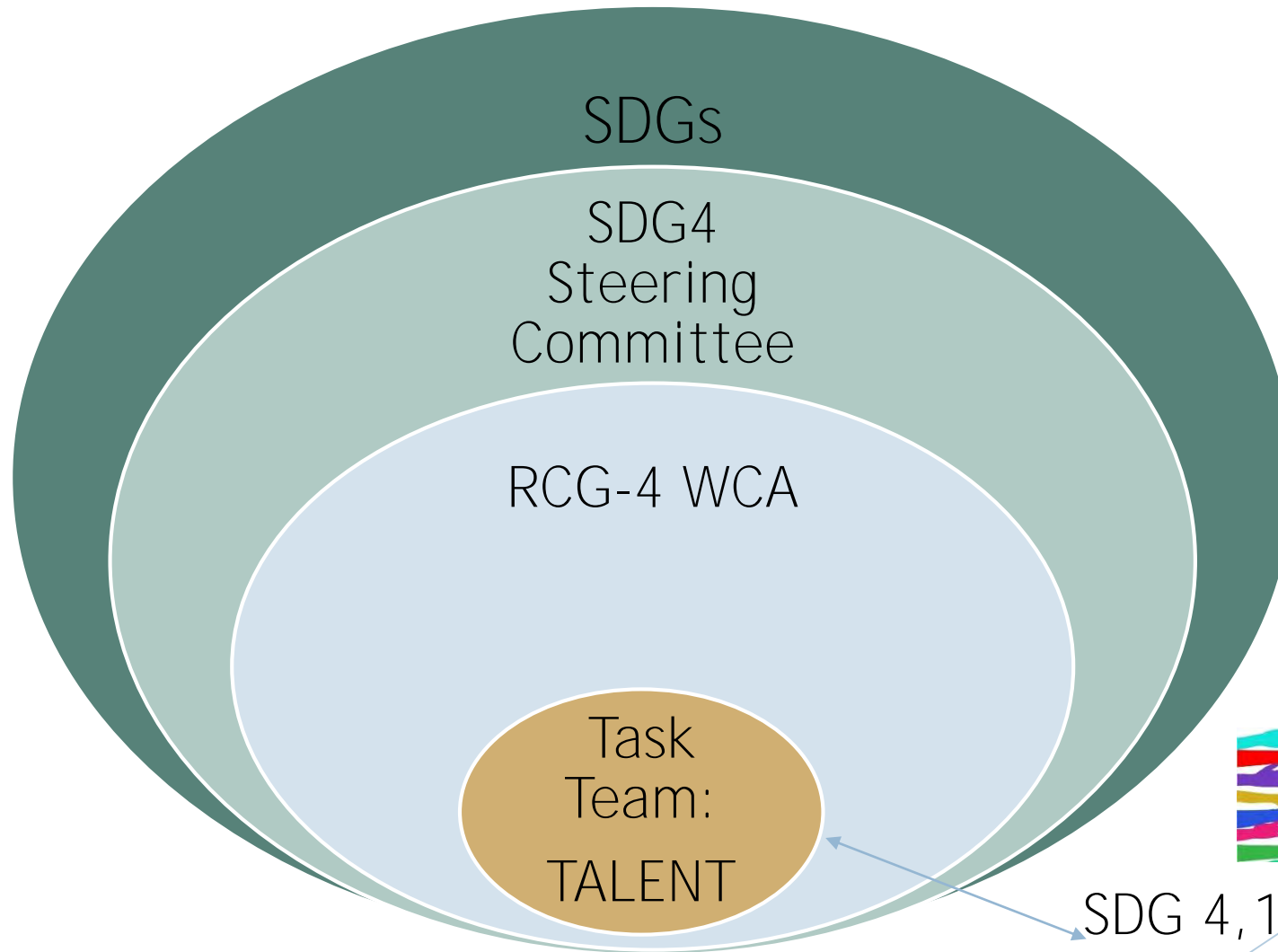
Learning Crisis in SSA

202 millions children and adolescent are not learning, 51 % are actually enrolled in school

(UNESCO Institute for statistics, 2017)



What is **TALENT**?



‘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

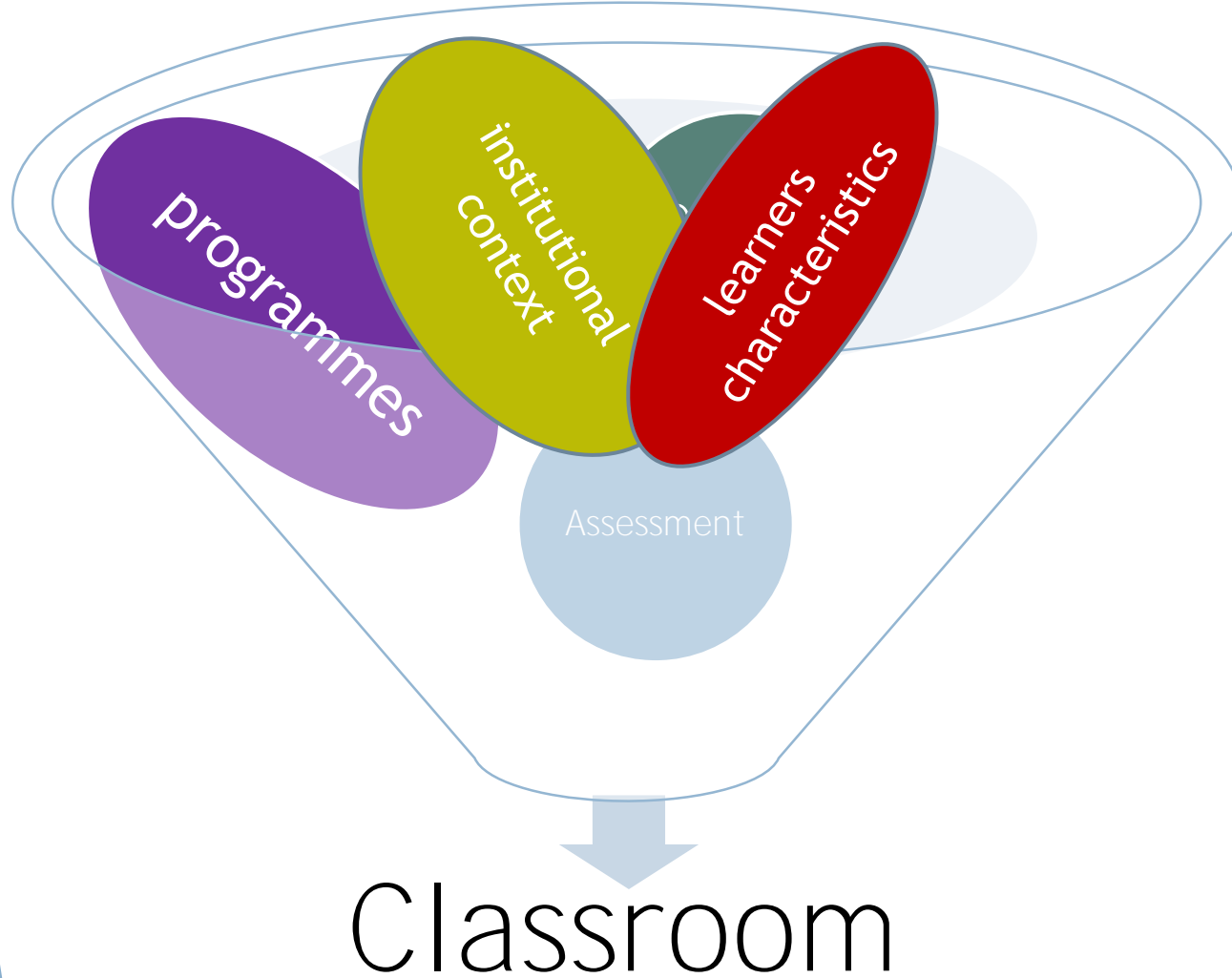
Modes of action :

- ❑ 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:



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

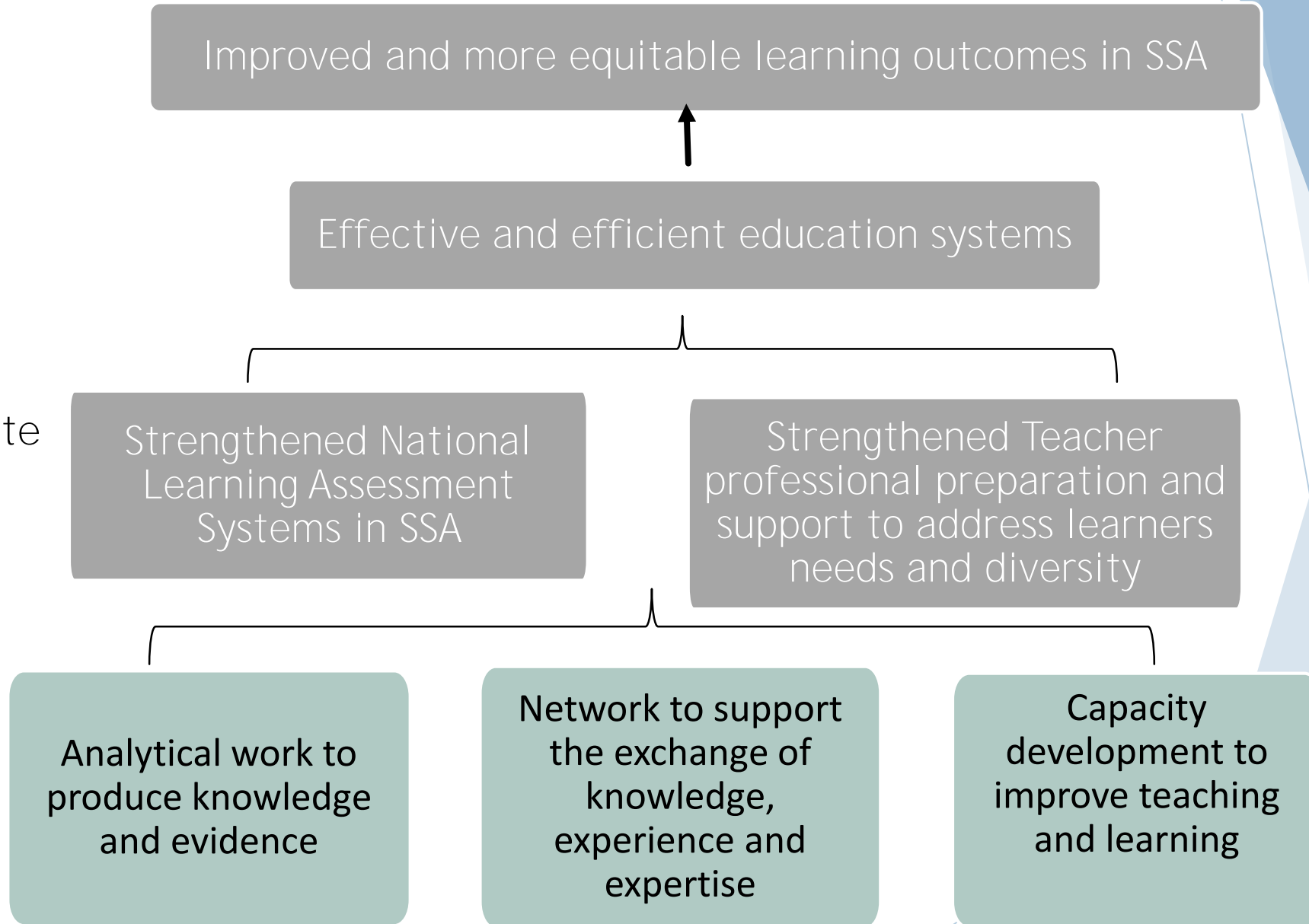
Strengthened Teacher
professional preparation and
support to address learners
needs and diversity

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*

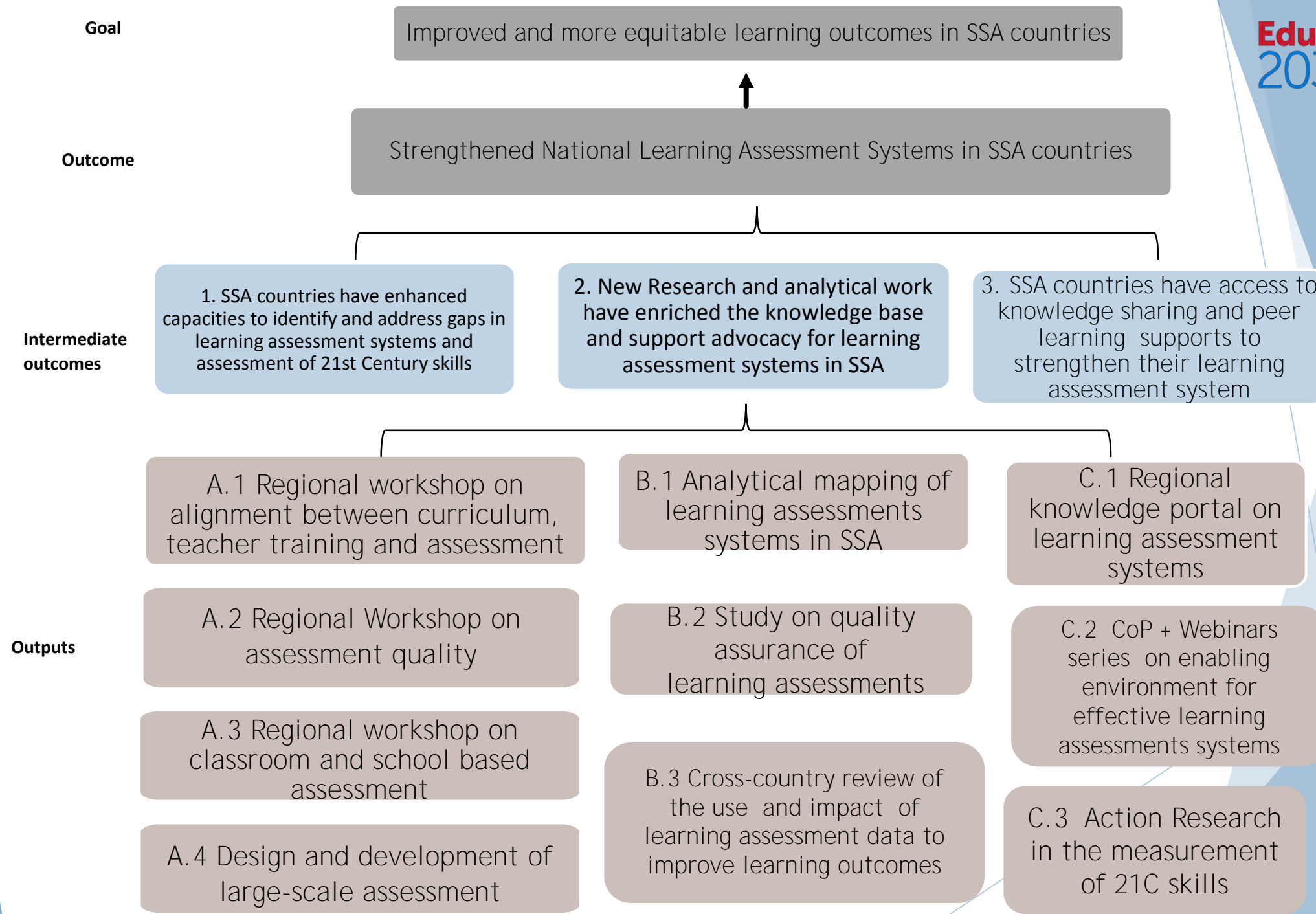
Achievements

- ❑ **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)



Enabling context	System alignment	Assessment quality
<ol style="list-style-type: none"> 1. <u>Strengthen policy frameworks</u> at all levels (transnational, national, examinations, classroom tests) 2. Establish alternative means of <u>cost-effective and sustainable financing</u> (for all forms of assessment) 3. strengthen <u>capacities of education managers</u> at all levels <u>to monitor assessment processes and assist teachers in developing corrective strategies</u> 	<ol style="list-style-type: none"> 1. <u>Strengthen/build national assessment networks</u> [e.g. policy makers and data analysis units; curriculum designers and assessment institutes/departments, national learning assessment technical units] 2. <u>Capacity building for teachers</u> (pre- and in-service training) in the following areas: <ol style="list-style-type: none"> a. Integration of assessment process into teaching b. Construction of items; data analysis and use to improve teaching; 	<ol style="list-style-type: none"> 1. Training on the <u>use of statistics software</u> 2. <u>Design of items</u> to measure/assess different types of skills, including 21st century skills 3. Capacity building in the <u>use of assessment frameworks and guides</u> for the design, administration and analysis of learning assessments data (sampling vs. census, norms and standards, target audiences, desired outcomes, etc.)



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- ❑ **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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