



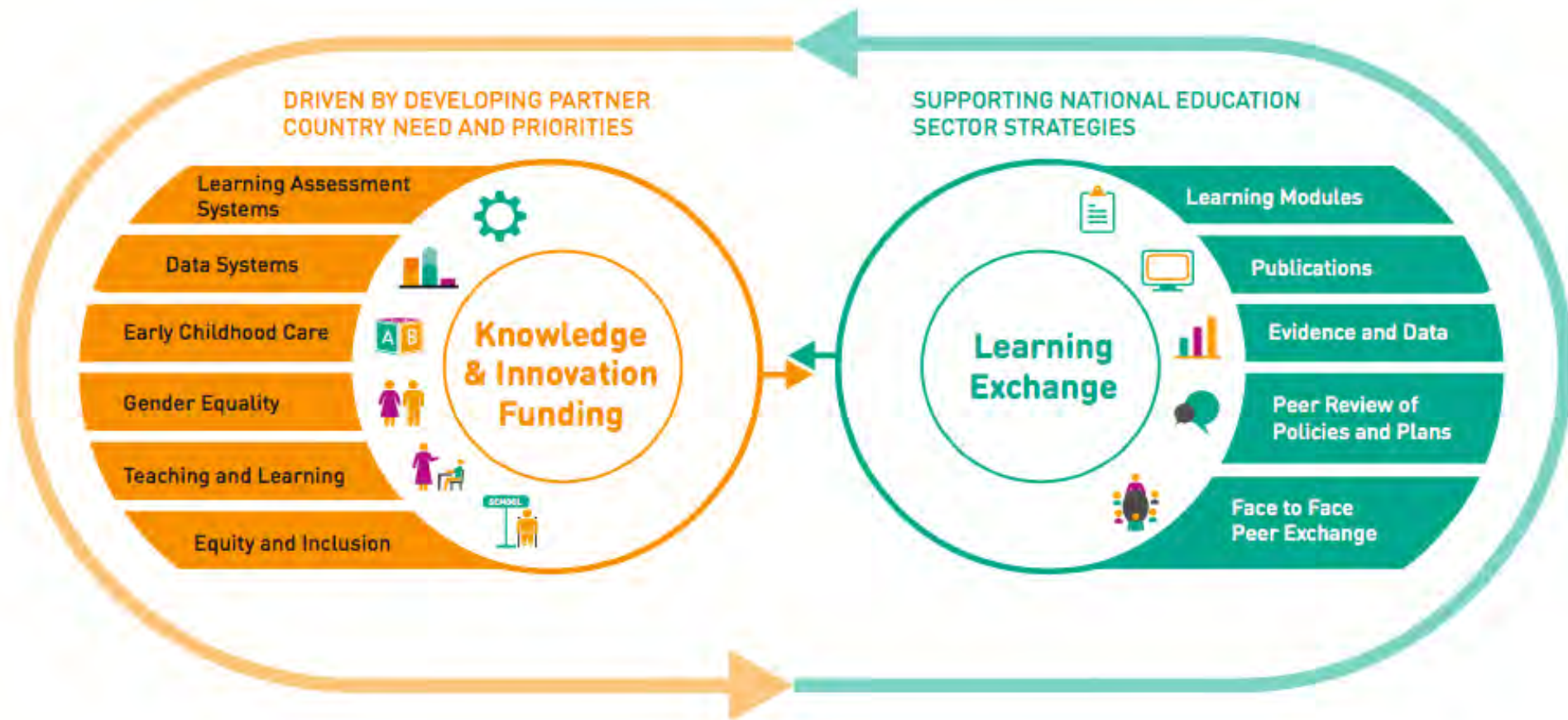
Strengthening Learning Assessment Systems

**A GPE Knowledge and Innovation Exchange
(KIX) Consultation Paper**

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About GPE's Knowledge and Innovation Exchange (KIX)



What the KIX Thematic Funding will support



Capacity development and knowledge exchange among developing countries: activities that strengthen national capacity through peer review and exchange; creation of learning modules and diagnostic tools, and face-to-face exchange.



Evidence and evaluation: activities that aim to consolidate and/or extend knowledge about how to improve educational outcomes and national education systems.



Innovation pilots: Piloting of approaches, methods, tools or products that solve persistent educational challenges.



Global goods are knowledge and tools that are non-rivalrous, non-excludable, have positive externalities, are more efficiently produced collectively and are available across multiple countries. These can include research, standards of practice and measurement tools.

Fredriksen, Berger. "Education Resource Mobilization and Use In Developing Countries: Scope for Efficiency Gains through more Strategic Use of Education Aid." August 2011.



How GPE Supports Learning Assessment Systems

- Strategic Goal #1: Improved and More Equitable Student Learning Outcomes through Quality Teaching and Learning
- Results Report: % of developing country partners (DCPs) showing improvement in learning outcomes 2016-2020; whether DCPs have quality learning assessment system
- Previous regional/international activities
 - UIS to identify best practices in assessment
 - NEQMAP to build capacity and evidence in Asia/Pacific region
 - Assessment for Learning (A4L)



Learning Assessment Systems: Challenges

- Cost (US \$500,000+ per large-scale assessment)
- Expertise—design, administration, analysis
- Data on contextual factors often absent/not analyzed with learning data (child, family, school characteristics)
- High emphasis on public examinations
- Low emphasis on continuous (classroom) assessments
- Data often not used to make improvements
- Misalignment between assessment, curriculum and pedagogy



Discussion

- What other key challenges exist to having strong learning assessment systems? • Quels sont les autres obstacles qui existent à la mise en place de systèmes solides d'évaluation de l'apprentissage?
- Content-based curriculum and teachers did assessment, but sometimes the content not covered on a national examination. Teachers skipping content, students not knowing what is on exams (Liberia)
- Assessment format does not promote action, doing (Gambia)
- Can we use a modular system and do assessment after each module (a certain number of hours)? Teacher training on the assessment system is needed (Mali)
- Teachers fear assessments and being evaluated, publication of results. Need to support teachers to be able to manage the issues, demystifying assessment (Niger)
- Easier to change curriculum content than change assessment tools and examinations. Culture of assessment is underdeveloped, teachers do not want outsiders to see what is happening in the classroom. (Burkina Faso)
- Classroom environment- when tried to introduce formative assessment, class sizes are too big. Teacher motivation-teacher unwilling to take on additional load to do assessment. Learners with special needs-differentiating between ability levels is difficult (Uganda)
- Comparative elements / summative assessments, national assessments, there is no correlation across different assessment instruments. Teachers showing higher results than national assessment (Burundi)



Challenges

- Lack of qualified teachers, community teachers in levels 0-2, untrained. Curriculum has not been piloted or implemented, contribute to lack of trust in national statistics which do not comply with reality. Leads to lack of implementation of assessments. Summative assessments come to late, “doctor comes after the death” and does not bring added value or possibility to intervene. Would rather give money to teacher training and support to child rather than summative assessment. (Tchad)
- Costs of examinations so high. Possible to cut down on exams and create environment for learning. Transition from home to school, due to language difference. Move examinations to a later stage and in-between improve the environment for learning through continuous assessment (UNESCO/Kenya)





Existing Global Goods for Learning Assessment

- Large-scale assessments
- Capacity development initiatives
- Innovations in data use

Large-scale assessments of learning

- Tools and studies:
 - International: PIRLS, TIMSS, PISA, MICS (household survey), PISA-D, LaNA
 - Regional: SEACMEQ, PASEC, LLECE, PILNA, SEA-PLM
 - Multi-country: Citizen-led assessments (Uwezo, Beekunko, etc.), EGRA, EGMA



Large-scale assessments of learning, cont'd

- Data
 - Early Grade Reading Barometer
 - UIS Catalogue of Learning Assessments and Learning Assessment Capacity Index
- Networks/Knowledge Sharing
 - Global Alliance to Monitor Learning (GAML)
 - IIEP Learning Portal
 - Prof. orgs: TALENT, NEQMAP, NCME, ADEA/NALA, IAEA, AEAA



Discussion

- What global goods are missing from this list of large-scale, multi-country assessments?
reflétés dans cette liste d'évaluations comparatives à grande échelle?
- Quels biens mondiaux ne sont pas
 - Response



Capacity Development

- Tools and publications
 - *National Assessments of Educational Achievement* series (World Bank)
 - E-learning course on student learning assessment (World Bank)
 - GAML Good Practices in Learning Assessment (GP-LA)
 - GAML Quick Guides for reporting on SDG4



Capacity Development con't

- Data
 - World Bank SABER-Student Assessment
 - UIS LACI
 - GPE's Analysis of National Learning Assessment Systems (ANLAS)
- Networks and knowledge sharing
 - Capacity building as part of TIMSS, PIRLS
 - OECD's PISA for Development (PISA-D)



Discussion

- What global goods are missing from this list of capacity development initiatives?
- Quels biens mondiaux ne sont pas reflétés dans cette liste d'initiatives de renforcement des capacités?
- Strategie africaine pour l'amélioration de l'apprentissage (mentioned by Mali)
- "Tuning" Movement (3 phases) – looks at deficiencies of ed systems and how to align (Tanzania)
- Enfants en situation difficile – anything that addresses their needs?



Innovations in Data Use

- Tools
 - UIS Reporting Scales
 - Brookings/EI Breadth of Learning Opportunities tools
- Research
 - Pratham's Teaching at the Right Level (TaRL)
 - Best et. al paper on use of large-scale assessment data
 - NEQMAP analysis of data use
 - TALENT/NEQMAP/GPE/Brookings Optimizing Assessment for All (OAA)



Discussion

- What global goods are missing from this list of innovations in data use?
- Quels biens mondiaux ne sont pas reflétés dans cette liste d'initiatives novatrices en matière d'utilisation des données?
- Response



Global Good Gap 1: Building national capacity for assessment through knowledge transfer, capacity development and learning exchange.

- Cost-effective ways to build learning assessment systems
- How to use results to improve outcomes
- Technical capacity for assessment within countries and regions
- Diagnosis of current assessment system for strengths, weaknesses and alignment
- Peer learning on use of assessment
- Assessments in some of the most vulnerable countries



Global Good Gap 2: Building evidence and evaluation of what works

- Value for money of different assessments
- How large-scale assessments can improve learning in the classroom
- How to use data for multiple purposes, e.g. student certification *and* policy
- Reforming/finding alternatives to national examination systems
- Capacity among teachers and school leaders for continuous assessment



Global Good Gap 3: Innovations in Learning Assessment

- Including special populations, e.g. children with disabilities and out-of-school
- Important yet under-assessed areas: 21C skills, social and emotional learning, global citizenship
- Using data on learning systematically to test interventions and reforms
- Lack of internationally comparable baseline to track progress toward SDG4



Brainstorming Activity

- What gaps are missing?
- What global goods should exist to fill these gaps?
- Quelles carences ne sont pas reflétées ?
- Quels biens mondiaux pourraient faire face à ces carences ?

| Carence 1 / Gap 1 | Carence 2 / Gap 2 | Carence 3 / Gap 3 |
|-------------------|--------------------------------|-------------------|
| Benin | Mali | RCA |
| Burundi | Tchad | Comores |
| Burkina Faso | Niger | Sénégal |
| Malawi | Tanzania (Mainland + Zanzibar) | The Gambia |
| Liberia | Zimbabwe | Lesotho |
| Ethiopia | Uganda | South Sudan |



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