



## Schedule 16-17 July

Day 2	Session	Mode	Speakers	Objectives
9.00 – 10.00	Recap of day 1		Esther Care	Summarize information from day 1 Finalise draft framework
10.00-10.45	Equip participants to start study and expectations	Present	Esther Care and Helyn Kim	Discuss timeline and expectations including recruitment to sample national assessment tools; recruitment of schools to sample from; collection of sample tools
10.45-11.15	Tea Break			
11.15-12.30	Brainstorming session	Group Activity	Country Participants	Country participants will finalise ministudy activity plan
12.30-1.30	Lunch			
1.30-4.30	<b>OAA Main study</b>			
1.30-1.40	TALENT context	Present	Valérie Djoze	
1.40-3:00	Information Session Part 1	Present Activity	Esther Care	To provide context and philosophy of the project To highlight implications for teaching
3.00-3.30	Tea Break			
3.30-4.30	Information Session Part 2	Group Discuss	Helyn Kim	Discuss project aims, expectations, and timelines over 20 month project

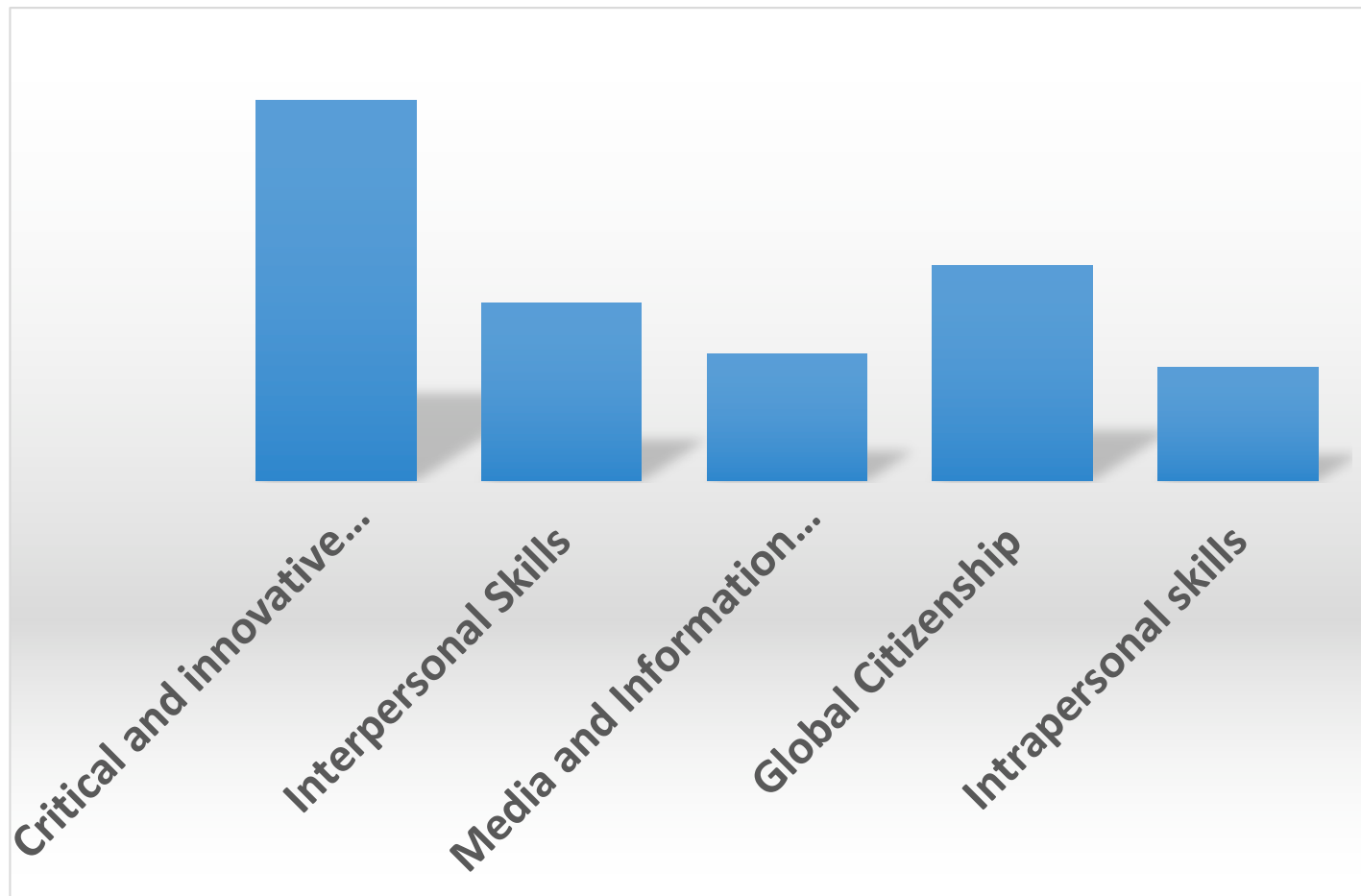


## Review of framework and target skills

Specific skills 1	Specific skills 2
Leadership	Self-management/regulation
Communication	Communication
Connaissance de IT	ITC & media literacy
Résolution de problèmes	Problem solving
Travail d'équipe	Collaboration
Pensée critique	Analytical skills
	Creativity
Citoyenneté	Conflict resolution
Auto-apprentissage	Learning to learn
Entrepreneuriat	Entrepreneurship



## Distribution of transversal competencies across tools and items



Care, Vista & Kim (in press)

# Decisions\*



- Consider whether the skills identified are likely to be represented in current assessments
- Select a sub-group of skills (core group) to be searched for in the mini-study
- Decide on grade levels
- Consider permission levels



# Descriptive criteria

Country	Developed at national level, by school, by teacher
Item #	Source
Item or full Test	Purpose - teach/report
Grade	Type or format - open/closed
Are 21CS specifically targeted?	Scoring – Dichotomous or rating scale
Are 21CS identified within subjects?	Is the 21CS scored separately?
Identification of TVC by researcher or test developer	Is the 21CS reported separately?
Name specific 21CS at category level	Teacher/parent/ student/peer rating
Name specific 21CS at detail level	National level test or item
Subject area	Standardised admin/ scoring/ reliability/ validity
Topic area	School or teacher test or item
Includes a major skill	Validity



# Coding sheet example

Survey item	Country	Vietnam	Vietnam	Vietnam	Vietnam	Vietnam	Vietnam	Vietnam	Vietnam	Vietnam	Input type
1	Task name	Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Tool 6	Tool 7	Tool 8	Tool 9	text
4	Developed by national, school, teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	National	drop down
4	School information [applicable for school- and teacher-developed tools only]										
4	School type	Urban-government	Urban-gover	Urban-govern	Urban-gover	Urban-goverme	Urban-goverme	Urban-goverme	Urban-goverme	Urban-government	drop down
4	School size (approx number of students)	1178	1171	1020	1415	1178	2030	1008	1474		numeric
4	Academic performance	Average	High	Average	High	Average	High	Average	High		drop down
4	SES	Average	Average	Average	Average	Average	Average	Average	Average		drop down
5	Target use	School	School	School	School	School	School	School	School	National	drop down
Not in survey	Item/test sourced from textbook	No	No	No	No	No	No	No	No	No	drop down
6	Applicable primary function										
6	Teaching and learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	drop down
6	Information	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	drop down
6	Accountability	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	drop down
7	Target age/grade level	9	9	4	7	9	4	9	5		drop down
8	Item type or format										
8	Dichotomous (e.g., correct-incorrect, true-false)	No	No	No	No	No	No	No	No	No	drop down
8	MCQ	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	drop down
8	Rating		No	No	No	No	No	No	No	No	drop down
8	Closed Constructed Response	Yes	No	No	No	No	Yes	No	Yes	No	drop down
8	Open Constructed Response	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	drop down
8	Other										
9	Scoring format for this tool/instrument	Raw score	Raw score	Raw score	Raw score	Raw score	Raw score	Raw score	Raw score	Raw score	drop down
Not in survey	TVC items scored separately	N/A	No	No	No	No	No	No	No	No	drop down
10	TVC items reported separately	No	No	No	No	No	No	No	No	No	drop down
Not in survey	Teacher/parent/ student/peer rating	Yes	Yes	yes	Yes	Yes	Yes	Yes	Yes	Yes	text
11.1	Is the instrument standardized? (national applicability only)									Yes	drop down
11.1.1	Standardization sample									National	drop down
11.1.2	Normative sample size										numeric
11.1.3	Normative sample age/level range									Yes	text
11.2	Reliability estimate available?	No	No	No	No	No	No	No	No	N/A	drop down
11.2.1	Type of reliability										drop down
11.2.2	Reliability estimate										numeric



# Possible grades at which to collect

Chad	6	10
Côte d'Ivoire	6	8
DRC	6	
Mali	6	9
Senegal	6	4
Kenya	3	6
Lesotho	6	4
Gambia	5	8
Zambia	6	8



## Discussion of ministudy activities and timeline

	Dates	Location	Activities
Workshop 1	<b>16-17 Jul</b>	Dakar	<ul style="list-style-type: none"> <li>Attend two day meeting for introduction to the study, familiarization with 21st century skills concepts, description of the mini-study method, and information to start the study</li> </ul>
Collect Sample Tools	Jul-Sep	In-country	<ul style="list-style-type: none"> <li>Review survey guidelines and provide feedback (<b>24-30 July</b>; final draft complete by <b>3 Aug</b>)</li> <li>Contact ministry/department of education to sample national assessment examples (<b>Now- 3 Aug</b>)</li> <li>Identify and recruit schools to sample from (<b>Now- 3 Aug</b>)</li> <li>Collect sample tools (<b>3 Aug- 21 Sept</b>)</li> <li>Draft approximately one page about national education system and assessment system for inclusion in the final report (<b>Due by 28 Sept</b>)</li> </ul>
Meeting 1	<b>Week of Aug 27</b>	Virtual	<ul style="list-style-type: none"> <li>Participate in virtual webinars with other mini-study country participants to review data collection</li> </ul>
Workshop 2	<b>Week of 24 Sep</b>	TBD	<ul style="list-style-type: none"> <li>Attend 2 day meeting to present sample of tools collected, to develop coding processes, and to start coding</li> </ul>
Coding	Sep-Oct	In-country	<ul style="list-style-type: none"> <li>Code the tools collected</li> </ul>
Meeting 2	<b>15-16 Oct</b>	Virtual	<ul style="list-style-type: none"> <li>Participate in virtual webinars with other mini-study country participants to address coding queries and prepare final information for the synthesis of all countries' contributions</li> </ul>
	<b>19 Oct</b>	In-country	<ul style="list-style-type: none"> <li>Send all tools and coding to Brookings for synthesis</li> <li>Appoint 3 country reps to report back at TALENT regional meeting</li> <li>3 country reps liaise with Brookings re reporting back</li> </ul>
Report/Preparation for convening	Nov	In-country	<ul style="list-style-type: none"> <li>Brookings send draft of report (<b>2 Nov</b>); Countries provide feedback by <b>9 Nov</b>; Brookings incorporate feedback (<b>16 Nov</b>)</li> <li>Finalise 3 country reps presentations for regional convening (<b>week of 5 Nov</b>)</li> </ul>
TALENT Regional Convening	<b>Week of 26 Nov</b>	Dakar	<ul style="list-style-type: none"> <li>Present and discuss report, and results from mini-study to all regional attendees (3 countries)</li> </ul>