



REPUBLIC OF SENEGAL
A people - a goal - a faith
Ministry of National Education



Capacity Building Workshop on Classroom-Based Formative Assessment

Identify the 21st century skills: the case of Senegal

Addis Ababa, July 2019

PRESENTATION PLAN

- Objectives of the mini study
- Implementation approach
 - Sampling and sampling
 - Collection of information
 - Rankings
 - Coding
- Results and findings
- Interest for the country
- Prospects for the future

Objectives of the mini study

- General objective of the study
 - Take stock of the assessment of 21st century skills
- Specific objectives of the study
 - Develop a description of the Senegalese education system,
 - Establish a description of the evaluation system;
 - Collect and analyse tests and trials at different levels (school, local, national);
 - Code the tools collected and analyse the level of consideration of 21st century skills in evaluations;
 - Study the ways of integrating the 21st century's skills into the national system.

21st Century Skills (C21s)

The targeted skills for the study:

- problem solving
- Analytical skills
- Creativity
- Citizenship
- Communication
- Leadership
- problem solving
- Collaboration
- Teamwork
- Critical Thinking

Implementation approach

1. Sampling: 5 schools randomly selected per cluster according to the criteria:

- Zone: U/R
- Type: Public/private
- Size: Small-Medium-Large
- Resources (SES): State-Community-Mixed Budget
- Performance (success): Low-medium-performing

2. Development of collection tools

3. Training of collectors

4. Sorting and Classification of the exercises and tests collected

5. Coding training (Brookings)

6. Coding of exercises and items

EXERCISE CODING CRITERIA

Country	Developed nationally, by the school, by the teacher
Item #	Source
Item or complete test	Main objective - teaching/reporting
Level	Type or format-open/closed
Are the skills of the 21st century specifically targeted?	Scoring - Dichotomy (e.g., fair/false) or scoring scale
Are the skills of the 21st century identified in the subjects?	If there is an evaluation scale, by whom is it completed?
Identification of 21st century skills by researcher or test developer	Are the skills of the 21st century noted separately?
Name specific 21st century skills at the category level	Are the skills of the 21st century reported separately?
Name specific skills of the 21st century in detail	Item or test at the national level
Field of activity	<i>School or teacher item or test</i>
Includes a major skill other than 21st century skills (e.g., understanding)	Standardized administration/ Standardized scoring/ Reliability/ Validity

Results and findings

- the global vision of competencies mentioned in the strategic documents: General Policy Letter (LPG 2018-2030) and Sector Programme (PAQUET);
- But, the skills of the 21st century are not explicitly identified in the official curriculum;
- the mini-study identified evaluation approaches that, although they may not have been developed to explicitly target 21st century competencies, trigger some related processes;
- Capacity building on C21s, techniques for coding and identifying targeted processes, skills and sub-skills is a crucial step in the transition to an explicit focus on teaching and learning 21st century skills.

Interest for the country

The study enabled technicians from the Ministry's key structures (pedagogical and technical departments) to:

- to benefit from an **upgrade** (training workshop) on 21st century skills;
- to be better equipped on **sorting and coding techniques for exercises** (items);
- to **critically review** existing planning and evaluation tools in the light of these new capacities;
- to better **structure curricular documents**, learning materials and assessment tools for a systematic consideration of the 21st century competencies that are the basis of the skills needed for the life of the modern citizen.

Prospects for the use of C21s

The challenges call for the following reforms:

- **capacity building of actors** at all levels on issues related to 21st century competencies (policy makers, education managers, curriculum developers, teachers, parents, evaluators,...) and raising awareness on their relevance for meaningful learning and adapted to current needs;
- **systematic consideration** of C21s in the next curriculum revision (unified curriculum);
- **revision of didactic tools:** manuals, guides, evaluation booklet;
- **upgrading the performance monitoring and certification of learning outcomes** to make them more sensitive to C21s.



OPTIMIZING ASSESSMENT FOR ALL

THANK YOU FOR YOUR ATTENTION

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