Regional Capacity building workshop on classroom-based formative assessment

Introduction to the TALENT and to the objectives of the workshop

Addis Ababa, July 2-4, 2019
Learning is at the core of 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 sub-Saharan Africa

Sub-Saharan Africa has the single largest number of children and adolescents who are not achieving minimum proficiency levels in reading and mathematics.

51% of them are actually enrolled in school.

What is TALENT?

Teaching And Learning Educators’ Network for Transformation

SDGs

SDG4 Steering Committee

Regional Coord. Group-on SDG4 in WCA

Task Team: TALENT

Focus areas: SDG Targets 4,1; 4,2; 4,7; 4,c

Secretariat: UNESCO
Steering Group: ADEA/NALA, ANCEFA, CONFEMEN, Education International, REESAO, UNESCO Institutes, UNICEF and UNHCR
TALENT is also... 

...a platform for teaching and learning in Sub-Saharan Africa. Its objective is to support Member States in improving supportive systems for conducive learning through:

- Capacity Development
- Research and knowledge production
- Knowledge portal for networking and peer learning
TALENT’s theory of change

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

**Outcome**
Effective and efficient education systems

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

**Activities**
- Network of practitioners to support the exchange of knowledge, experience and expertise
- Analytical work to enhance the knowledge base and produce evidence
- Capacity development to improve teaching and learning
TALENT’s approach

Alignment

- Assessment
- Curriculum
- Pedagogy
A look at TALENT’s work

Knowledge-sharing and consensus building among stakeholders

- Stocktaking on Measurement of Early Learning Quality and Outcomes (MELQO) and consensus building on directions for further work in early learning measurement (2016)
  - Direct beneficiaries: 9 SSA countries, international and regional stakeholders

- Stock-taking & Needs assessment on National Learning Assessment Systems (LAS) in SSA countries
  - Regional workshop with 17 SSA countries, international and regional stakeholders (Dec. 2017)
  - Data collection on LAS (GPE Indicator 15) in 21 SSA countries
TALENT’s key achievements to date

Capacity Development and Knowledge-sharing

- Regional capacity-building programme on **Alignment of curriculum, teaching and learning assessment**
  - *Face to face workshop (July 2018)*
  - *Online training and support programme (August to November 2018)*
  - *Concept paper (under development)*

- Direct beneficiaries: National directors in charge of Assessment, teacher training and curriculum in 18 SSA countries
TALENT’s key achievements to date

Capacity Development and Knowledge-sharing

- Regional capacity-building workshop on effective reporting, dissemination and use of large-scale learning assessments
  - *Face to face workshop (November 2018)*
  - *Policy brief (under development)*

- Direct beneficiaries: National directors in charge of Assessment and education planning in *18 SSA countries*
TALENT’s key achievements to date

Capacity Development / Knowledge production

**Action-Research in teaching and assessing 21st Century skills**

- *Contextual study in 9 sub-Saharan African countries (July 2018-April 2019)*

**Ongoing:**

- *Development of measurement tools and teaching guides in 3 countries (2019-20)*
Mobilization of High level commitment to strengthen large scales assessments and teachers assessment capacities in Africa (Regional Declaration adopted during the Pan African Conference on Education, 2018):

“We are committed to: Developing and strengthening regional and national learning assessment systems ensuring their effective use for informing policies and teaching and learning practices; sharing of good practices across regions; and increasing investments for regional assessments” (Nairobi Declaration and Call for Action on Education, PACE, 2018)
Learning assessment are increasingly valued:
- 3 out of 4 countries conduct national examinations
- Over 70% of surveyed countries have a learning assessments policy
- 90% of these policies include classroom-based assessments
- 6 countries hold citizen-led assessments

However:
- Stand-alone activities with a relatively loose link with the overall sector policy and planning process
- Focus on limited set of skills/competences vs curriculum provisions
- More than 50% of the surveyed countries rely on non-government funding, which is often irregular
- Groups of countries are left behind in regard to assessments
How to participate in TALENT...

- Steering group for WCA (possible expansion to include ESA region)
- National members: official letter of invitation to be sent to Ministries of Education
- Partner organizations: spontaneous application
- Technical assistance (for ad hoc initiatives)
Regional capacity building workshop on classroom-based formative assessment

Workshop objectives

- Develop a clear and shared understanding of formative assessment in the context of enhancing assessment as learning
- Learn from best practices and identify the main challenges in the use of classroom-based formative assessment
- Identify key elements to develop strategies and supportive tools for an efficient use of classroom-based formative assessment
- Connect a network of peers and experts from a multiple of countries and international experts
Day 1
Deep dive into assessment related concepts

Day 2
Definition of tools of classroom-based formative assessments and experiences from countries

Day 3
Identify support needed in the context of classroom-based formative assessment
Participants

Senior managers for:
- Learning assessment
- Curriculum
- Teacher Training

from 15 SSA countries
### Methodology and Facilitation

- Plenary presentations
- Practical group work
- Sharing of online resources
- Daily opportunities for online evaluation and feedback
- Certificate of attendance

**Guidance and support:** UNESCO (including IICBA and IIIEP/Pôle de Dakar), UNICEF, independent experts
Thank you!

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