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# Research Action on Learning Measures of Beneficiaries of Literacy Programmes (RAMAA)

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# Presentation Content

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- ❖ **Elements of RAMAA Guidelines**
- ❖ **Expected Influences of RAMAA**
- ❖ **Challenges and Lessons Learned RAMAA I- to RAMAA II**



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# 1. General Context



# ODD 4.6. Literacy

## Aim 4.6

« From now to, ensure all young people, and a considerable proportion of adults, men and women, learn to read, write, and count »

## Framework for thematic indicator 4.6.1.

« *Proportion of the population of one of a given set of ages **attaining at least a certain level of functional competencies in subjects of (a) reading and writing and (b) maths, by sex*** »



**Attainment of functional competencies in literacy**  
**Continuum** of competence levels

*Literacy in Africa is not a luxury, but a necessity for development, just like the fight against illiteracy in the northern countries*

## Context of countries

- 1) Prevalence of a poor level of literacy at the heart of the youth and adult populations (15 years and over) in Africa
  - Literacy rates of youths (15 -24 year-olds) lowest in Africa compared to other regions, where less than 50 % of youths can read and write. In absolute numbers, there are 50 million illiterate youths; the total number of illiterate youths has increased from 13 million during the period from 1990 to 2014 due to population growth.
  - If illiteracy rates are compared between youths and adults: 60% for adults and 71% for youths.
- 2) Basic education for youths and adults outside school does not seem to be a political priority for countries or international organisations, proven by budget allocations being insufficient in this sector.

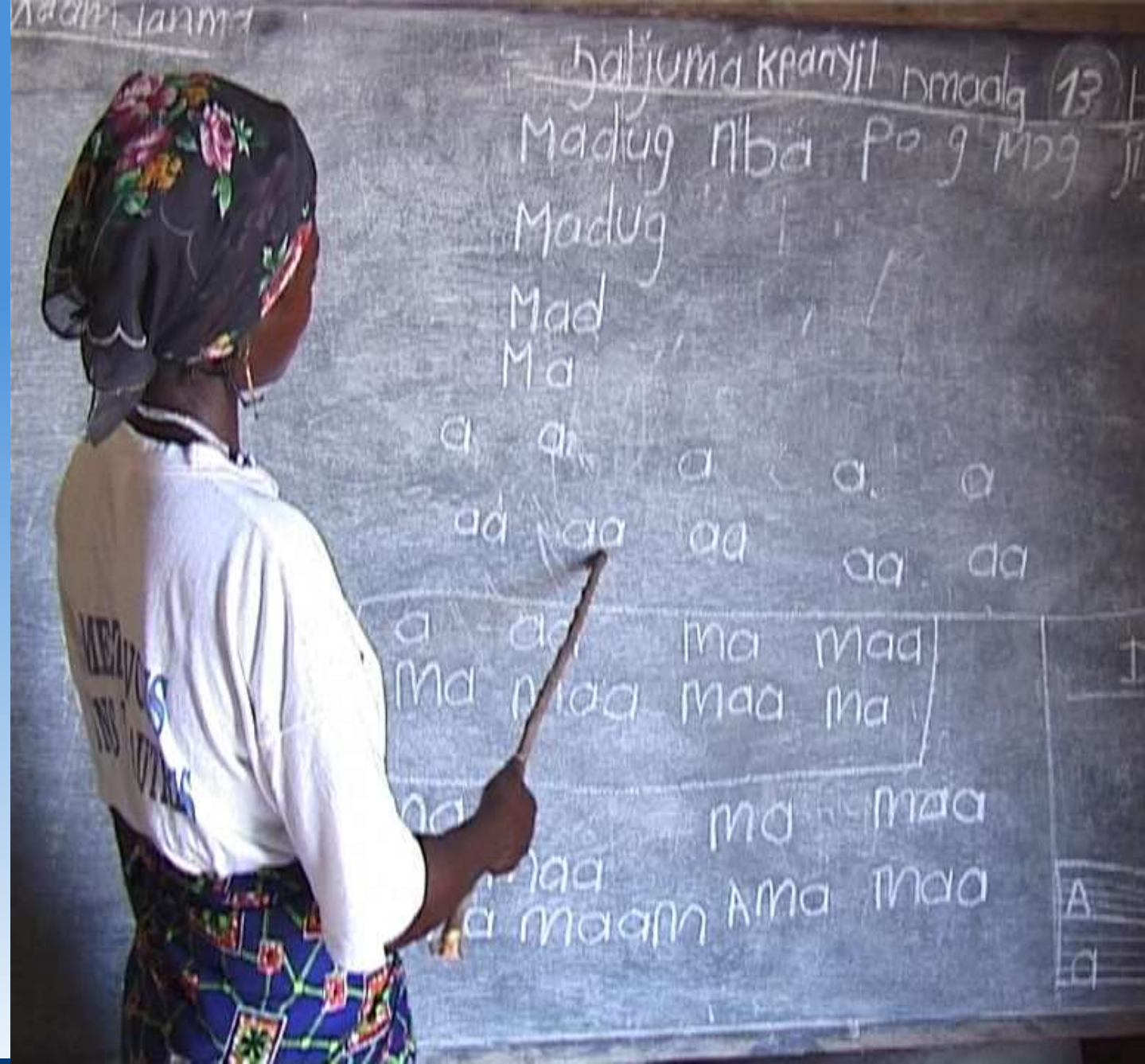
# Implementing a Trial System

## Assessment

- Lack of reliability and regularity in the domain of learning assessment → data difficult to use by participants in their decision making processes. Consequently, the challenge confronted by countries is to develop a common tool (reference framework) to measure learning results of beneficiaries of literacy programmes.
- Absence of trial tools and weak national capacities ;



## 2. Elements of Guidance



## *RAMAA, implementing a trial system*

- Make available for decisionmakers and development partners **vaild and reliable indicators of the level of learned competencies by beneficiaries (15 years and over) when exiting different literacy programmes**



**Assessment through a common methodology framework** which takes into account specifics of culture, education and linguistics, as well as the knowledge and skills of locals and national experts from participating countries of approaches , management and implementation



# A pioneering methodological approach in non-formal learning

## **3 Analysis level**

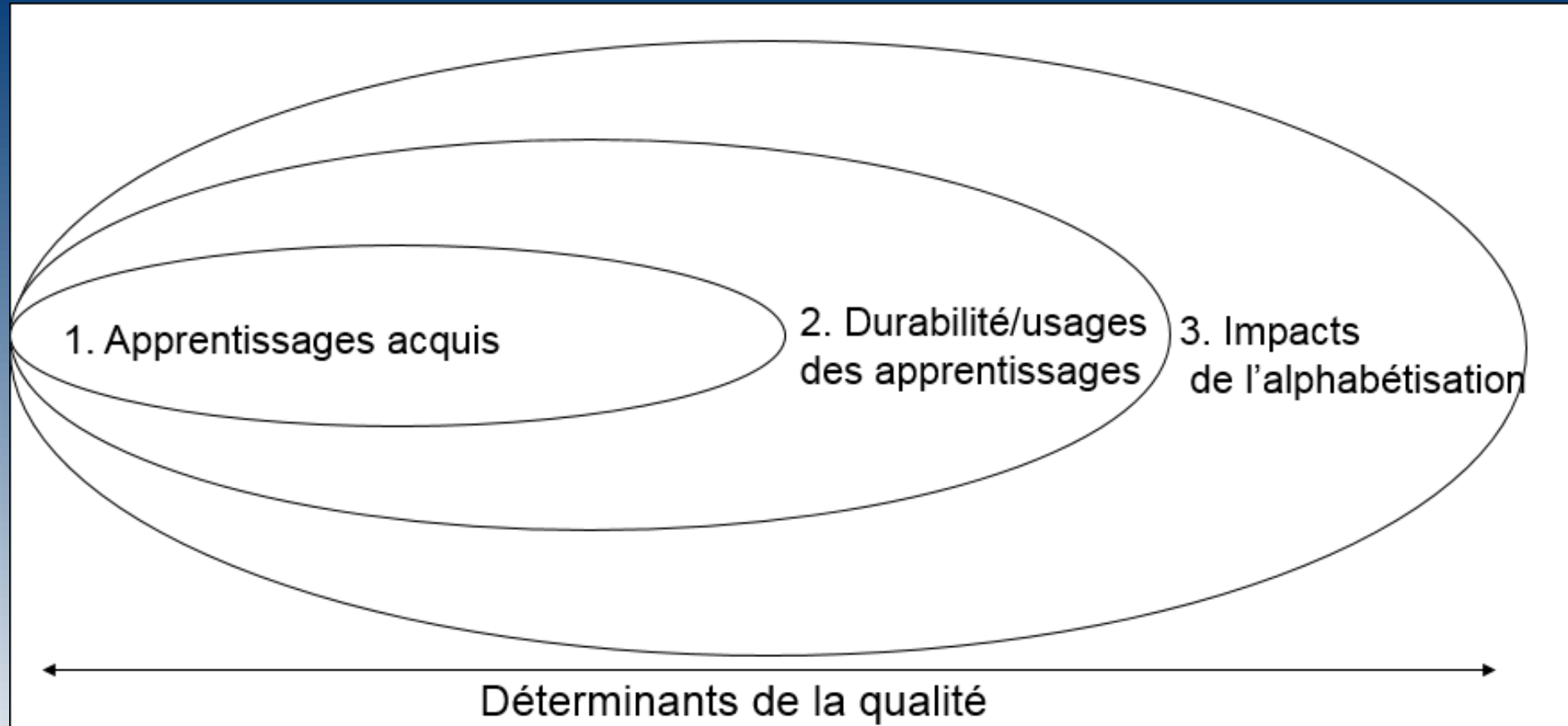
- 1) Learning acquired by beneficiaries in terms of basic instrumental competencies (reading, writing, counting, comprehension)
- 2) Functional uses of acquired learning; this aspect is of crucial importance as it conditions the durability of learning
- 3) Impact of literacy on beneficiaries : these effects can be understood at three different levels (individual, family, community)



## **Methods**

- i) Tests to measure acquired learning
- ii) Basic questionnaires

# Three levels of interdependent analyses taken into account by RAMAA



# Methodological approach

## Types of measuring instruments in relation to analysis levels

**Tests measuring acquired learning administered in the national languages of the survey**

( which competencies, method of execution, length, statistical model)

**Basic questionnaire de base administered in the national languages of the survey**

(characteristics of beneficiaries and their family environments, literacy programme environment, etc.)



# Orientation of RAMAA towards tools with harmonised measures

## Methodology for developing test questionnaire to measure learning

**Contextual and harmonised standard of competencies**

from national competency standards



**Evaluation framework**

which takes into account the RCH, good practice in the evaluation domain (IVQ, PIAAC, LEO, PASEC, etc.) and recent psychological research



**Questionnaires**

## *Specifics/ Pioneering elements in RAMAA*

### **Target Population**

those winning literacy programmes and composed of youths and adults 15 years old and over

### **Assessment of the quality of literacy programmes by the biases of measuring learning**

Development of harmonised and contextual tools

### **Assessment guided towards external and direct learning measures**

reference to “predictable” profiles at the end of literacy programmes

measuring acquired learning directly from people assessed on the basis of a test (paper/pen method).

### **Assessment based on a dynamic definition of literacy in the capacity of a continuum and basis of lifelong learning**

Measurement scales describe gradations in the complexity of tasks in literacy. Respondents considered competent or not from a categorisation of ‘literate’ or ‘illiterate’

### **Research-action**

# 3. Expected Influences





*RAMAA is designed in a way to provide reliable and valid indicators of valid and reliable indicators of the level of learned competencies by beneficiaries when exiting different literacy programmes*

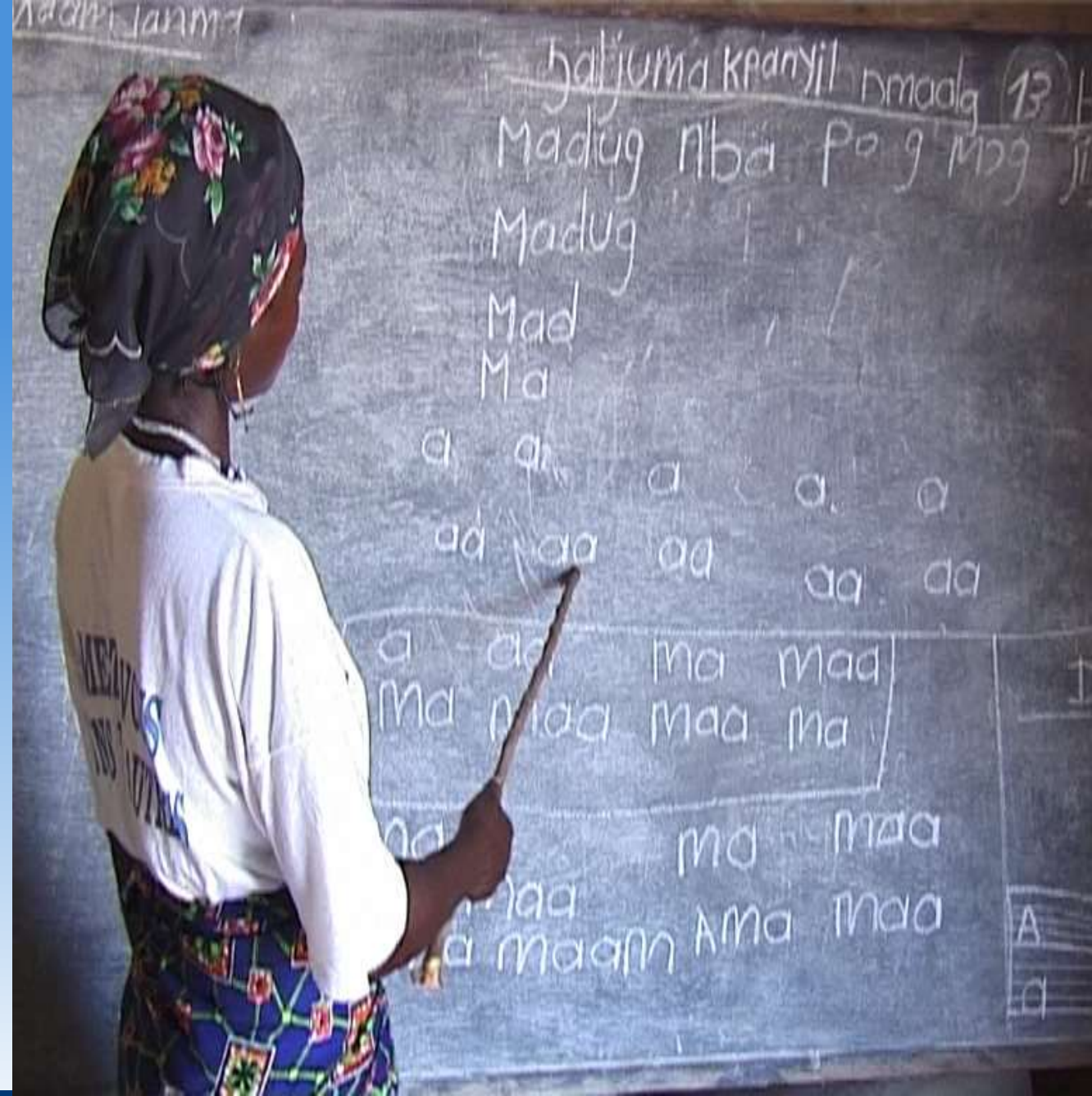
## EXPECTED INFLUENCES

### ▪ On technical content

- Better structure literacy supply;
- Construct a factual petition (political mobilisation)
- Contribute to enriching a national and regional debate on systems of validation and certification
- Utilise researchers as a starting point for other studies and research

**On strategic plan: Research-action** effective **appropriation** and a **successful** ↔ participatory approach (construct with countries' teams), an integrated approach (implicate national teams in all stages of the project) and a long term approach (initiate a dynamic, an assessment culture)=integration in national plans

# 1. Results, Challenges and Lessons Learned RAMAA I- to RAMAA II



# Five countries in Francophone Africa participated in RAMAA I (twelve countries currently in RAMAAII)

- Burkina Faso, Mali, Morocco, Niger and Senegal
- Over **25 experts, members of multidisciplinary national teams**, trained
- On average, **70 other national experts** per country have reinforced their skills
- More than **9000 beneficiaries** of programme surveys
- Over **10 national languages** involved
- DDC and Asdi are financial partners
- Collaboration from UNESCO's Dakar and Abuja Bureaux, as well as l'ADEA

Period: 2011 -2014





# Some results in the countries from RAMAA I

## **Learning of beneficiaries of literacy programmes**

results produced show that people who followed literacy programmes and who are known as literate in the context of the four participating countries, with the exception of Morocco, still show insufficient literacy competencies

## **Durability**

The question of the durability of learning is far from being resolved because estimates among the countries are contrasting. The absence of more elaborate statistics establishes so much support for further research on conditions of a durable and transferable acquisition of instrumental competencies.

# Validation of results in countries in RAMAA I

- **In Morocco**, for example, data available from RAMAA has largely contributed to guiding the rewriting of the national strategy to fight against illiteracy and the creation of steps to follow from 2014-2020.
- **In Niger**, RAMAA results have allowed the creation of an accelerated literacy plan for adults that has just been adopted by the government.
- **In Senegal**, RAMAA tools are used DALN assessment activities (case of PAJEF). RAMAA data are also taken into account in the annual performance report published every year. Elsewhere, an appropriation of RAMAA for potential development of a Master's training in the École supérieure d'économie appliquée – ESEA - at the University of Dakar is under consideration.

# Challenges and Lessons Learned from RAMAA 1 in 5 Countries

## Challenges:

- **institutional:** contingency in some countries where there was an impact on the mobilisation of budgetary resources for national RAMAA activities
- **technical:** diversity in the production of data measuring and collecting tools largely due to different speeds of progression in countries, and a lack of support closer to UIL for all countries.

**Lessons:** these few results, will benefit from a newly planned survey, a little more harmonised, and enriched with additional teaching. RAMAA will therefore be a relevant and useful tool for trialing public literacy policies for youth and adult populations.



## *RAMAA II, expertise*

- **12 countries participating in the second stage** : Burkina Faso, Benin, Cameroon, Ivory Coast, Mali, Morocco, Niger, Central African Republic, Democratic Republic of Congo, Senegal, Chad and Togo. Team member profiles: : specialists in literacy/education of adults, assessors, statisticians, sociologists, literacy ministers, civil society, national institutes of statistics, national universities.
- **Strong partnership with 8 UNESCO bureaux** - Abuja, Dakar, Rabat, Yaoundé, Abidjan, Bamako, Cchad (Antenne), Kinshasa .
- **Strong pool of experts** : OCDE, researchers and consultants from Canada and Hambourg, Paris and Liège Universities.
- **Partners** : Swiss development and cooperation management (DDC), Swedish international development and cooperation agency (Asdi) , OIF, BAD, ADEA.



# Thank you!



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