Regional workshop on national learning assessment systems in Sub-Saharan Africa

Dakar, 6 December 2017
Sharing Knowledge and Assessing Needs

Education 2030 Focus
Effective and Relevant Learning
Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Education targets in other SDGs

**Health and Well-being**
Target 3.7: By 2030, ensure universal access to sexual and reproductive healthcare services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

**Gender Equality**
Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.

**Decent Work and Economic Growth**
Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training.

**Responsible Consumption & Production**
Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

**Climate Change Mitigation**
Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.
An emerging global context for learning, in a world of increasing contradiction

- Economic growth
- Poverty reduction
- Interconnected world

- Ecological stress, unsustainable production & consumption
- Vulnerability, inequality & exclusion
- Division, intolerance & conflict
Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
SDG4 Outcome Targets: Effective and Relevant Learning Outcomes

- Relevant and effective learning outcomes in primary and secondary education [4.1]
- Readiness for primary education [4.2]
- Technical and vocational skills for employment, decent jobs & entrepreneurship [4.4]
- Youth and adult literacy and numeracy [4.6]
- Competencies for global citizenship and sustainable development [4.7]
SDG4 Means of implementation: Teachers and learning environments

☑ Safe and inclusive learning environments [4.a]

☑ Teacher training and working conditions [4.c]
A Framework for quality education

LEARNERS

SCHOOLS AND CLASSROOM SETTINGS
- Teacher and teaching process
- School leadership and governance
- Structures and materials

OUTCOMES
- For learners
- For society

SYSTEMS

CONTEXT
- Economic, political and social conditions

Source: UNESCO GEM report 2016 (adapted from GMR 2005)
The Global ‘Learning Crisis’

Shifting policy focus
Growth in national learning assessments
1990-2013

Growth in cross-national learning assessments

International assessments

- ✓ PISA Programme for International Student Assessment
- ✓ TIMSS Trends in Mathematics and Science Survey
- ✓ PIRLS Progress in International Reading Literacy Study
- ✓ ICCS International Civics & Citizenship education Study

Regional assessments

- ✓ PASEC and SACMEQ Sub-Saharan Africa
- ✓ LLECE Latin America
- ✓ SEA-PLM and PILNA South East Asia / Pacific Islands
Using learning assessment data

1. To improve teaching and learning

2. To provide evidence for development of policy and strategies

3. To strengthen transparency/accountability
Contents and methods
An Integrated Approach to Learning

Learning to Be
- Independent judgement;
- Sense of personal responsibility;
- Tapping the buried treasure of hidden talents

Learning to Know
- Instrumental basic learning and foundational skills;
- Presupposes ‘learning to learn’
- Foundation for lifelong learning
- Preparation for the learning society

Learning to Do
- Learning for work and life;
- Competencies to deal with unforeseeable situations
- Alternating study & work

Learning to Live Together
- Understanding others;
- Respect for human dignity and diversity;
- Learning for responsible and active citizenship
Learning content & methods
An integrated approach to learning

- Self-awareness;
- Independent judgement
- Communication;
- Creativity

- Instrumental basic learning and foundational skills;
- Learning to learn;
- Analytical skills, Critical thinking; Problem-solving;

- Technical and vocational skills
- But increasingly entrepreneurship; and transferable/soft and 21st century skills

- Awareness of rights and responsibilities
- Valuation of diversity as part of common humanity
- Commitment to sustainable human and social development

- Learning for personal development
- Learning to Learn
- Learning for Active Citizenship
- Learning for Employment
UNESCO Network to supporting learning and learning assessment
UNESCO network: Addressing the learning needs of children, youth and adults in a breadth of domains

- Early Childhood Care and Education
- Adult Literacy
- Environmental education, citizenship education, comprehensive sexuality education
- Transversal skills
- Media and Information Literacy
- Teachers, ICT and classroom assessment
- School curriculum
UNESCO network to support learning assessment: Sectors, specialized institutes, regional and country offices

Global initiatives

✓ In-Progress Reflections on Current and Critical Issues in Curriculum, Learning and Assessment
✓ IIEP Learning Portal
✓ Global Observatory for the Recognition, Validation and Accreditation of Non-formal and Informal Learning
✓ Global Alliance to Monitor Learning
✓ Measuring Global Citizenship Education

Regional initiatives

✓ NEQMAP  Asia and Pacific
✓ LLECE  Latin America
✓ TALENT  Sub-Saharan Africa
Thank you

Learn more: [www.unesco.org/education](http://www.unesco.org/education)

[@UNESCO](https://twitter.com/UNESCO)

**Maya Prince**
Partnerships, Cooperation and Research
Education 2030
m.prince@unesco.org
[en.unesco.org/themes/education-21st-century](https://en.unesco.org/themes/education-21st-century)