Regional workshop on national learning assessment systems in SSA

Sharing knowledge and assessing needs

IIEP Paris & PDK
6-8 December 2017

International Institute for Educational Planning (IIEP)
IIEP and Learning Assessments

1989-1994 NLSA Zimbabwe
2000-2003 NLSA Viet Nam

Since 1991 Specialized Training Course

Since 1994 Collaboration with SACMEQ & IEA

Since 2010 Collaboration with PASEC

Since 2014 Collaboration with NEQMAP & SEA-PLM

Since 2014 MOOC

2004 Policy Forum on Cross National Ass’t

Since 2014 Learning Portal & e-Forum
Collaborations on Learning Assessments

- SACMEQ (1994-2014)
- PASEC (since 2010)
- SEA-PLM (since 2014)
- NEQMAP (since 2014)
- IEA (since 1994)
Quantitative Methods for Monitoring and Evaluating the Quality of Education

- Annual (2 weeks in May, Paris) since 1991, English and French simultaneously
- Target: Educational planners in Ministries of Education (worldwide)
- Contents: (i) international debates on various tools; (ii) instrument design; (iii) sampling design; (iv) moving from assessment data to policy suggestions

MOOC on Learning Assessments

- February 2016 (English)
- February 2017 (French)
- 3 thematic units:
  1. Importance of learning assessments
  2. Who and what should be assessed?
  3. What learning assessments for your country?
- IIEP instructors and experts from OECD, IEA, PASEC, UNICEF, SEAMEO, University of Melbourne

IIEP Learning Portal

- What is the nature?
  A single window to comprehensive, up-to-date, relevant, and neutral information on learning issues, from primary through secondary education

- What can you find on the portal?
  - Evidence on learning issues
  - Analyses and syntheses of relevant information in a balanced, reliable and easy to use way
  - Debates on controversial issues, fostering dialogue and critical thinking
  - Online tools to aid understanding, such as the glossary

http://learningportal.iiep.unesco.org/en/tools-for-planners
Inclusive and equitable quality education for all: Towards a global framework for measuring learning?

Large scale assessments and the improvement of learning

Using assessment data to improve learning
New Research Study for MTS 2018-2022

- Lack of link between learning assessment data and Education Sector Plan (ESP) preparation
- IIEP interested in the challenges and good practices when it comes to the use of the available data (from different assessments) to define the ESP
- A new research project aiming to:
  - generate knowledge
  - provide assistance to countries to overcome identified difficulties
- Project in progress of definition and open to suggestions, your needs, cooperation with the existing initiatives!
UNE EXPERTISE AU SERVICE DE L’ÉDUCATION EN AFRIQUE

POUR DES POLITIQUES D’ÉDUCATION
- EFFICACES
- Viables
- ÉQUITABLES
- ET ENDOGENES

www.poledakar.iiiep.unesco.org
In support of managing the quality of basic education

Patrick Nkengne, ap.nkengne@iiep.unesco.org
Marcelo Souto Simão, m.souto@iiep.unesco.org

Presentation from Séminaire Régional sur les Systèmes Nationaux d’Évaluation des Apprentissages en Afrique Subsaharienne – TALENT
Dakar, 8.12.2017

With financial the support of
Two approaches:

➢ **Country level: in support of national quality improvement strategies and their implementation**
  ✓ Political dialogue to identify obstacles and to define skill reinforcement strategies for quality management
  ✓ Development of methodology tools
  ✓ National training

➢ **Regional level: creation of a learning community and public goods**
  ✓ Networking experts working in quality management
  ✓ Regional seminars/forums, training programmes and sharing experiences and good practice
  ✓ Producing content for the IIEP Learning Portal
Objectives

• Reinforce skills in:
  1. Analysing the quality of basic education;
  2. Analysing policies and programmes linked to quality management;
  3. Assuring a systematic approach to the application, continuation, and evaluation of policies and programmes linked to quality management.
Quality of Education: Definitions

Figure 1.1: Un cadre pour comprendre ce qu’est la qualité de l’éducation

- **Caractéristiques des apprenants**
  - Aptitude
  - Persévérance
  - Disposition à la scolarité
  - Connaissances préalables
  - Obstacles à l’apprentissage

- **Apports facilitateurs**
  - **Enseignement et apprentissage**
    - Temps d’apprentissage
    - Méthodes pédagogiques
    - Évaluation, retour de l’information, incitations
    - Taille des classes
  - Matériels d’enseignement et d’apprentissage
  - Infrastructure et installations matérielles
  - Ressources humaines: enseignants, directeurs d’école, inspecteurs, superviseurs, administrateurs
  - Gouvernance scolaire

- **Résultats**
  - Capacité de lire, d’écrire et de compter et compétences nécessaires dans la vie courante
  - Compétences créatives et affectives
  - Valeurs
  - Bienfaits sociaux

- **Contexte**
  - Situation économique et état du marché de l’emploi dans la communauté
  - Facteurs socioculturels et religieux
  - [Stratégies d’aide]
  - Connaissances sur l’éducation et infrastructure de soutien
  - Ressources publiques à la disposition de l’éducation
  - Compétitivité de la profession enseignante sur le marché de l’emploi
  - Gouvernance nationale et stratégies de gestion
  - Point de vue philosophique de l’enseignant et de l’apprenant
  - Effets des pairs
  - Soutien parental
  - Temps disponible pour la fréquentation de l’école et les devoirs à la maison
  - Normes nationales
  - Attentes du public
  - Exigences du marché de l’emploi
  - Mondialisation
Fundamental functions of quality management systems

- Creation of a standard
- Information for contextualized decisions
- Management of educational quality
- Accountability mechanisms (statements of charge and discharge)
- Support and follow-up
- Collective action plan and resource mobilization
Methodology Approach

• Two skill sections to strengthen:
  1. **Common section**: interdisciplinary skills for the analysis of management and quality of the management systems.
  2. **Customised section**: specific skills for the implementation of targeted policies and programmes.
**Interdisciplinary Skills**

- **Quality analysis**
  - Promote common understanding (standard) of quality
  - Describe the quality of basic education according to the adopted standard

- **Analyze the management system**
  - Identify policies and programmes meant to improve quality
  - Understand the interrelations between policies and programmes in quality management systems
  - Identify obstacles quality management

- **Formulate a strategy**
  - Prioritise obstacles to tackle
  - Analyse alternatives to intervention
  - Promote informed decision making
  - Establish mechanisms for follow-up, evaluation, and statements of charge and discharge

- **Ensure a systematic management approach**
  - Organiser information pour la suivi / élaboration de rapports
  - Promouvoir chaînes/espaces de communication et partage
  - Documenter et systématiser les politiques, programmes et pratiques mises en œuvre.
  - Guider l’évaluation permanente de la performance du système de pilotage
Formulation of Management System Development Strategy

- National leadership.
- Shared responsibilities among different centralised and decentralised departments.
- Supervised in sectoral plans and quality action frameworks.
- Balanced selection of interventions in the five fundamental functions of management: standards, information, planning, follow up and statements of charge and discharge.
- Budgeted actions ready for short term implementation.
- Planned development actions for mid term implementation, with resource mobilisation strategy.
- Direct support from IIPE/UNESCO PDK to implement some targeted interventions (customised skills section).
- Partnership with other national and international organisations.
Vision for Success

ETN skill development

- 2018
  - Quality analysis
  - Management system analysis
  - Strategy formulation

- 2019
  - Information management
  - Surveillance of communication networks
  - Animation of shared and decision-making spaces
  - Systematisation of programmes and practices

Supervision and support of ETN and national training

- 2020
  - Quality analysis
  - Quality system analysis
  - Internal evaluation
  - Strategy review

- 2021
  - Information management
  - Surveillance of communication networks
  - Animation of shared and decision-making spaces
  - Systematisation of programmes and practices

- 2022
  - Quality analysis
  - Quality system analysis
  - Internal evaluation
  - External evaluation

Autonomous practice

- 2022
  - Systematisation of methodology

Installation of national programmes and creation of frameworks

End of external support

Systematisation of methodology

Installation of national programmes and creation of frameworks
Sharing experiences

- Submission to network of experts
- Regional workshops
- Promotion of training acts
- Production of content for the IIEP Learning Portal
IIPE - Pôle de Dakar
Almadies - Routes de la plage de Ngor
BP 3311 Dakar Sénégal
Tél : +221 33 859 77 30
www.poledakar.iiep.unesco.org

Une expertise au service de l’éducation en Afrique

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)