

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)



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for Educational Planning

IIEP and Learning Assessments

1989-1994
NLSA Zimbabwe

2000-2003
NLSA Viet Nam

Since 1991 Specialized Training Course

Since 2016 MOOC

Since 1994 Collaboration with SACMEQ & IEA

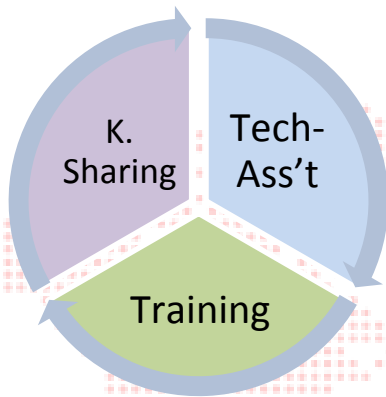
Since 2010
Collaboration with PASEC

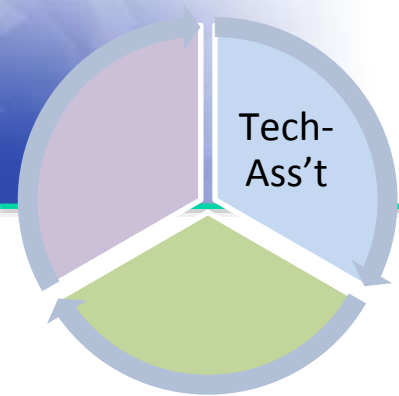
Since 2014
Collaboration with
NEQMAP & SEA-PLM

Since 2014
Learning Portal & e-Forum

1969 / 1978 / 1989
Seminars on Quality of Ed.

2004 Policy Forum on
Cross National Ass't





Collaborations on Learning Assessments

- Zimbabwe (1989-1994)
- Viet Nam (2000-2003)
- SACMEQ (1994-2014)
- PASEC (since 2010)
- SEA-PLM (since 2014)
- NEQMAP (since 2014)
- IEA (since 1994)

Priority-driven LSA design	From data to policy	Evidence-based ESP
X	X	
X	X	
X	X	
	X	X
	X	X
	X	
X	X	X

Quantitative Methods for Monitoring and Evaluating the Quality of Education



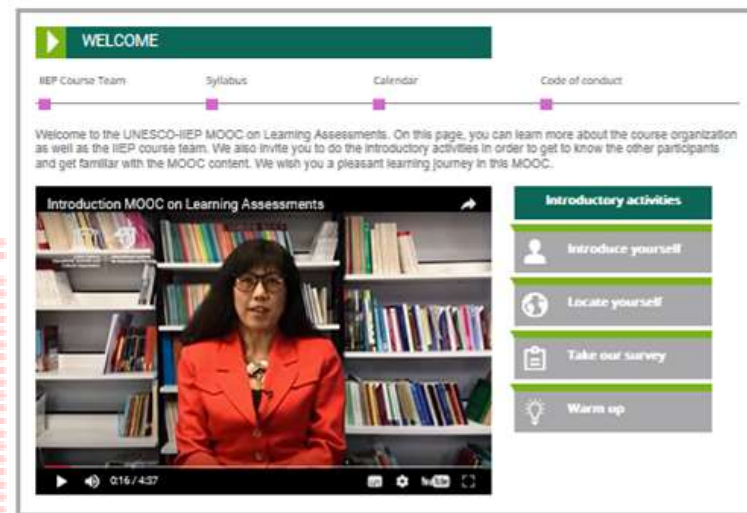
- Annual (2 weeks in May, Paris) since 1991, English and French simultaneously
- Target: Educational planners in Ministries of Education (worldwide)
- Contents: (i) international debates on various tools; (ii) instrument design; (iii) sampling design; (iv) moving from assessment data to policy suggestions

<http://www.iiep.unesco.org/en/epa-304-quantitative-methods-monitoring-and-evaluating-quality-education-2753>



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



<http://www.iiep.unesco.org/en/mooc-learning-assessments-french-3307>

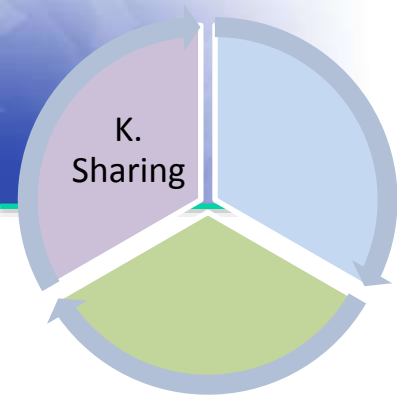


- **What is the nature?**

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

- 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





E-Fora

**November
2015**



Inclusive and equitable quality education for all: Towards a global framework for measuring learning?

ENGLISH

**May/June
2016**



Large scale assessments and the improvement of learning

SPANISH

**October
2016**



Using assessment data to improve learning

FRENCH

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!



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Pôle de Dakar

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Pôle de Dakar

ANALYSE SECTORIELLE DE L'ÉDUCATION

In support of managing the quality of basic education

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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



AFD



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I'IPE/UNESCO support– Pôle de Dakar (2018-2021)

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.



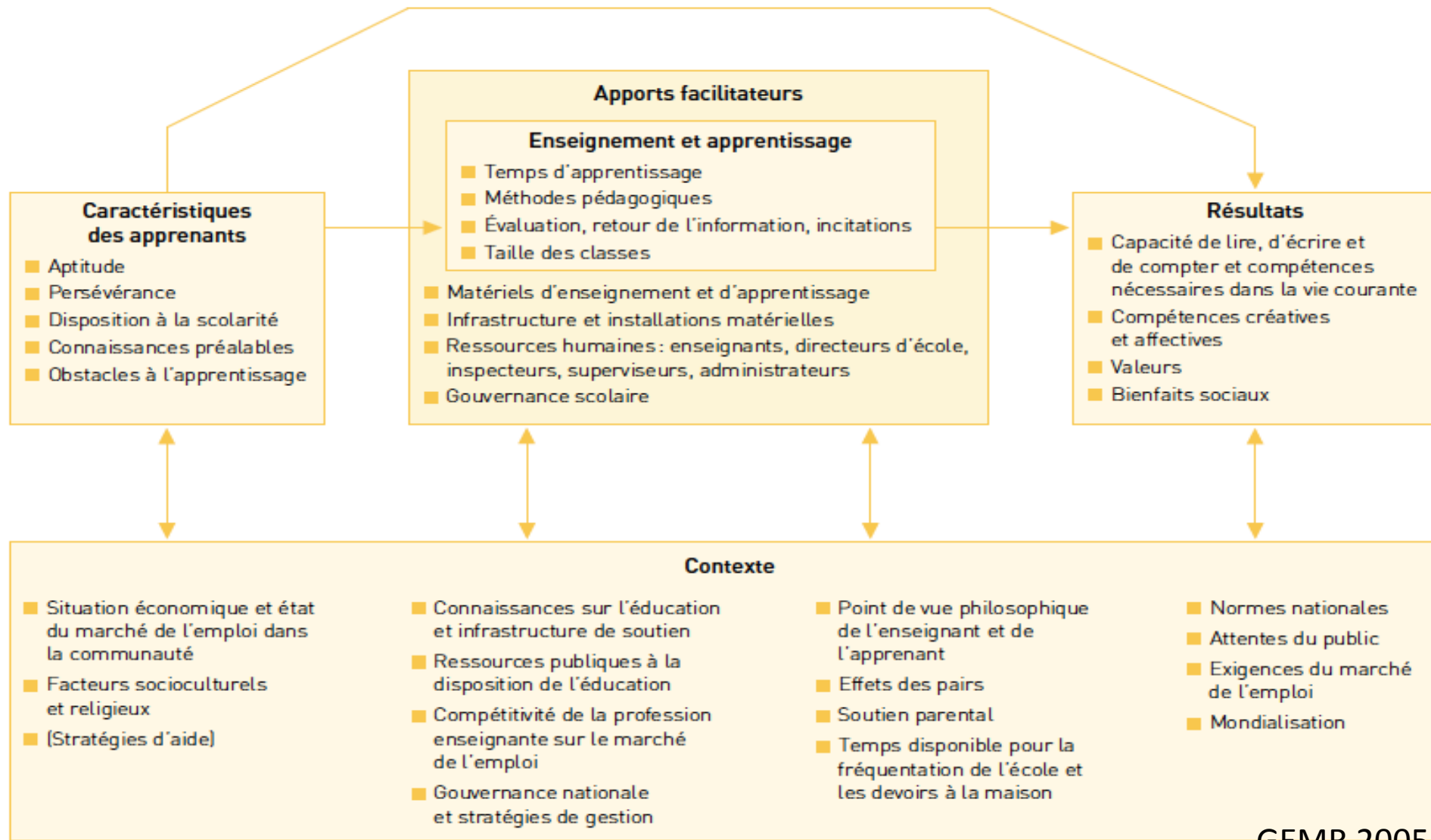
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Quality of Education: Definitions

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



Fundamental functions of quality management systems



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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



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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

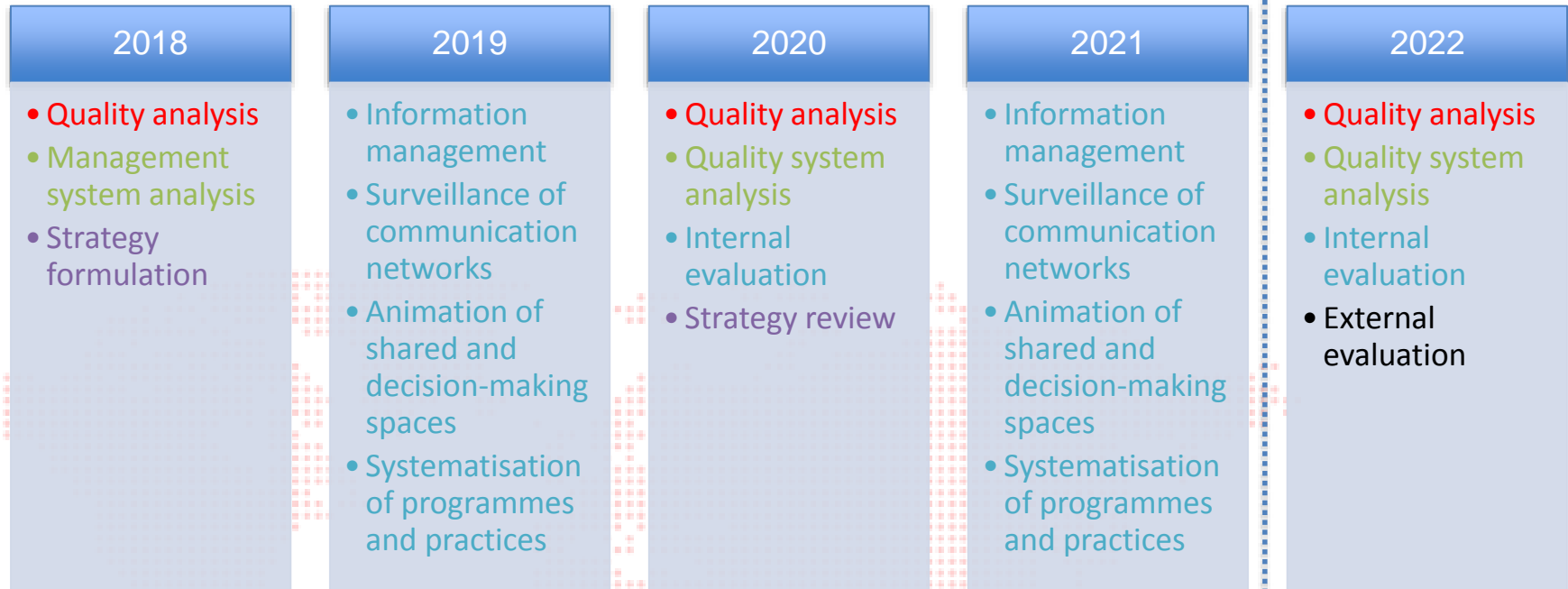
- National leadership.
- Shared responsibilities among different centralised and decentralised departments.
- Supervised in sectoral plans and quality action frameworks.
- Balanced selection of interventions in the five fundamental functions of management: standards, information, planning, follow up 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

Supervision and support of ETN and national training

Autonomous practice



• Systematisation of methodology

Installation of national programmes and creation of frameworks

End of external support

Sharing experiences

- Submission to network of experts
- Regional workshops
- Promotion of training acts
- Production of content for the IIEP Learning Portal





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Pôle de Dakar

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Une expertise au service de
l'éducation en Afrique

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