1st Inter-Country Quality Node on Teaching and Learning (ICQN TL) & Network of African Learning Assessment (NALA) Joint Planning Meeting

Meeting Report

JUNE 15-18, 2016
Hotel Amaryllis
Saly Portudal
Senegal

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This document is an account of the proceedings of the first joint planning meeting for the Inter Country Quality Node on Teaching and Learning (ICQN TL) and the Network of African Learning Assessment (NALA) that was held in Hotel Amaryllis in Saly Portudal, Senegal, between the 15th and the 18th of June, 2016. This report was prepared by Florence Malinga and Gertrude Bvindi and has benefited from initial reviews by Shem Bodo of the ADEA Secretariat who has also guided the process of finalizing the report, Dzingai Mutumbuka and Kate Anderson of the Brookings Institution, and inputs from all the meeting participants.

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Acronyms

ADEA	Association for the Development of Education in Africa
AEAA	Association for Educational Assessment in Africa
AILA	African Institute of Learning Assessments
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CESA	Continental Education Strategy for Africa
CONFEMEN	La Conférence des Ministres de l'Education des pays ayant le français en partage
ESARO	East and Southern Africa Regional Office
IAEA	International Association for Education Assessment
ICQN TL	Inter-Country Quality Node on Teaching and Learning
ICT	Information and Communication Technology
INEADE	Institut National d'étude Et d'action pour le Développement De l'éducation
LMTF	Learning Metrics Task Force
MINEDUC	Rwanda Ministry of Education
MoEST	Kenya Ministry of Education, Science and Technology
NALA	Network for African Learning Assessment
PASEC	Programme d'Analyse des Systèmes Educatifs de la CONFEMEN
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SCOFI	Scolarisation des Filles
SDGs	Sustainable Development Goals
UNICEF	United Nations Children's Fund
WGEMPS	Working Group on Education Management and Policy Support

Executive Summary

The first planning meeting of the Inter-Country Quality Node on Teaching and Learning (ICQN TL) and the Network for African Learning Assessment (NALA) took place in Saly Portudal, Senegal from 15th – 18th June, 2016. The Association for the Development of Education (ADEA) and the Senegal Ministry of Education jointly organised this USAID-funded meeting as a follow up to the launch of ICQN TL in Kigali in February 2016, led by the Rwanda Ministry of Education (MINEDUC). It also follows the final meeting of the Learning Metrics Task Force (LMTF) in Livingstone, Zambia in February 2016 where ADEA took over the coordination and leadership of the African Learning Champions, renamed as NALA in Livingstone. The Saly planning meeting aimed to put in place relevant governing structures and to commence the initial steps of developing a strategic plan to guide the work of both the ICQN and NALA.

The following deliverables were expected at the end of the workshop:
- An integrated governing structure and clear lines of reporting for the ICQN and NALA.
- An integrated 5 year Strategic Plan for the ICQN and NALA with a budgeted action plan and implementable activities marked by specific milestones.
- Sharing of experiences by representatives of governments and regional bodies.
- Completion of the handing over process from Brookings to ADEA on the coordination of NALA

A diversity of education stakeholders from the Champion countries participated in the meeting, comprising representatives of African national and regional assessment networks; bilateral and multilateral development agencies; civil society organizations; non-governmental organizations (NGOs) specializing in the field of teaching, learning and assessments; and the private sector. In her opening speech read by Shem Bodo, the ADEA Executive Secretary called on the participants to consider in their discussions goal number 4 of the Sustainable Development Goals (SDGs), which is on education, and the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) that articulates the role of education in implementing Agenda 2063. The Director of INEADE, Mame Ibra Bâ, welcomed participants to Senegal on behalf of the Government and hoped that they would find the deliberations on this very important topic for Africa useful. In an effort to contextualise the major teaching and learning issues in Africa, various players made presentations and participants also visited two schools.

Using theory of change process, the meeting agreed on the goal for the ICQN TL and NALA for the next 5 years as *"A Critical Mass of Expertise in Teaching, Learning and Assessment Developed and Data Consistently Used to Improve Teaching and Learning."* Working in two groups, Francophone and Anglophone, participants identified five major priority areas: i) Stock taking of current country situations (baselines, situation analysis); ii) Developing a monitoring and evaluation framework; iii) Use of data for decision making; iv) Use of ICTs in learning assessments; and v) Creation of an African Institute of Learning Assessment (AILA). The meeting further developed activities to be implemented, with strategies, outputs, indicators and timelines. In addition to national governments, other potential sources of funding identified for this work includes USAID, UNICEF, the Ford Foundation, MasterCard Foundation, and the Global Partnership for Education. The private sector was identified as an important partner in supporting the collection of assessment data. The meeting concluded by requesting the ADEA Secretariat to table this report, and the agreed overarching framework for ICQN TL and NALA, to its Bureau of Ministers as an enabling mechanism while the ICQN and NALA countries were encouraged to market the framework to other countries and partners.

Introduction

The first joint planning meeting for the Inter Country Quality Node on Teaching and Learning (ICQN TL) and the Network for African Learning Assessments (NALA) was held on Saly Portudal, from June 15ᵗʰ to 18ᵗʰ, 2016. The meeting was organised by ADEA with the help of Brookings Institute under the hospitality given by the Senegalese Government. The overall objective of both the ICQN TL and NALA is to support ministers of education to take the lead in developing and implementing policies and strategies for effective teaching and learning in Africa. The joint planning meeting was therefore expected to produce and integrated strategic plan for both entities.

The integrated Strategic Plan was expected to include all identified activities for the ICQN and
NALA including the following which are included in the agreement between ADEA and the donor agency;

- Development of common indicators for learning achievement
- Piloting the learning achievement model and using common indicators in 4 countries (Kenya, Rwanda, Senegal, Zambia)
- Training of Ministry of Education officials from the Champion countries on assessment, including psychometricians.
- Conducting a study on (1) teacher motivation – including non-monetary incentives, (2) attracting the best students to the teaching profession.
- Conducting an analysis of Africa results with the global LMTF.
- Consider the challenge areas highlighted by African countries during the Livingstone meeting.

The following deliverables were expected at the end of the workshop

- An integrated governing structure that included clear lines of reporting for both the ICQN and NALA.
- An integrated 5 year Strategic Plan for both the ICQN and NALA which included a budgeted action plan with implementable activities and specific milestones.
- Sharing of experiences by the different players in learning assessment in Africa.
- Completion of the handing over process from Brookings to ADEA on the coordination of NALA

The following were the expected outcomes of this joint planning meeting:

- A clear governing structure and reporting lines for the ICQN and NALA operations.
- Successful production of an agreed 5 year Integrated Action Plan.
- Participants learn and adapt to the various experiences shared

This report presents and analyses the proceedings and outcomes of the discussions held during the three days of the meeting. It is structured as follows:

A. Participation and proceedings of the meeting;
B. Contextualization of the major teaching and learning issues raised by champion countries;
C. Developing a realistic strategic and action plan;
D. Financing of the activities and milestones
E. Conclusion.

1. Participation in the Forum and proceedings of the meeting

The Forum was attended by a variety of stakeholders in education sectors particularly in the Champion countries (see appended list of participants). In addition to the organisers, these included:

- African Learning Champion country representatives;
- Representatives of African regional assessment networks;
- Representatives of bilateral and multilateral development agencies;
- Representatives of civil society organizations, NGOs specializing in the field of teaching, learning and assessments; and
- Representatives of the private sector,

The Forum was in one part with various sessions held between the 15th and the 18th of June 2016.

2. Contextualization of the Major Teaching, Learning and Assessment Issues Raised By Champion Countries

The first day of this planning meeting brought together education specialists and assessments experts from various African ministries of education and training, civil society and other development partners.

Introductory speeches

Ms Oley Dibba-Wadda, ADEA Executive Secretary (read by Shem Bodo, Head of Programs)
In her speech, Ms Dibba-Wadda reminded participants that at the 24th Ordinary Session of the Assembly of the African Union in January 2015 in Addis Ababa, African Heads of State and Government declared **Agenda 2063 (*"The Africa We Want")*** as *"Africa's vision and roadmap for sequencing our sectoral and normative, national, regional and continental plans into a coherent whole"*. Of importance was the emphasis on the need for people's ownership, changed attitudes and mind sets as enablers for transforming African education systems.

In reference to the Network for African Learning Assessment (NALA), the Executive Secretary informed the meeting that the Brookings Institution, which previously steered the African Learning Champion networks under its Learning Metrics Task Force (LMTF) program, transferred the leadership and coordination to ADEA at the final LMTF meeting in Livingstone, Zambia in February 2016 under the new name, the Network for African Learning Assessment (NALA). She urged the meeting to keep in mind while undertaking this exercise, the need to set up the baseline; to align the curriculum and assessment practices with the LMTF's 7 domains and to recognise that different countries are at different levels of development and therefore the plans developed must be all-embracing, leaving no one behind, and promoting inter-country exchanges, support and peer-learning. The Executive Secretary expressed appreciation to the Ministry of Education of the Republic of Senegal, in particular the staff who had been centrally engaged in the organization of this meeting, for hosting all the participants and ensuring the success of the meeting.

Emmanuel Muvunyi, Rwanda Education Board, ICQN TL Coordinator

Mr Muvunyi started his presentation by thanking the Government of Senegal for the warm hospitality accorded to participants and also for hosting the meeting. He shared background information about the establishment of the ICQN TL, expressing appreciation to ADEA for giving Rwanda the opportunity to host the network body. He provided a draft structure for the ICQN, outlining the functions of the different actors. Mr Muvunyi reiterated the commitment of his government to ensuring that the ICQN becomes fully operational.

Key opening remarks by the Minister of Education (Honourable Serigne Mbaye Thiam) – expressed on his behalf by Mame Ibra Ba, INEADE Director

The Minister welcomed all participants to Senegal and thanked ADEA for giving Senegal the opportunity to host such an important meeting. The Minister expressed appreciation for the framework provided to share experiences on the two objectives of developing an integrated strategic plan with relevant governing structures and action plans that will guide the work of both the ICQN and NALA focussing on issues related to curriculum development, teaching, and measurement and assessment of learning. He emphasised that the combination of the ICQN TL and NALA is most welcome because there is need to harmonise standards as each country has different standards.

The opening remarks were was followed by presentations from the focal country representatives of NALA. In Zambia's presentation, Angel Kaliminwa focused on the Zambian Terms of Reference as focal point for the Anglophone NALA countries noting the need for a broader ToR to be developed that cover the regional duties and expectations. The Francophone focal point, Senegal, represented by INEADE's Guene Faye briefly detailed their understanding of their duties and achievements thus far, as part of NALA in Senegal.

Presentations

- The Kenyan learning assessments experience and pointers on how Kenya was fast becoming a leader in creating a viable education system was made by Darius Ogutu. Shem Bodo and Emmanuel Muvunyi gave brief outlines on what the champion countries could expect during the transition process from LMTF to NALA through the ICQN on teaching and learning. Participants were encouraged to be involved in the process as the decisions made were for and on behalf of the champion countries. Latest SACMEQ data, which tapped into social issues, strategies and results in the steering of learning, were presented by the SACMEQ representative Morris Awich. Of note in his presentation was also the link between ICQN/NALA meeting agenda and SACMEQ, which could be explored as a meaningful partnership.

- The Sectoral Programme of CONFEMEN countries was introduced to the participants by the PASEC representative Antoine Marivine. Following were remarks on the importance of citizen-led assessments in Kenya, explored by Dr. John Mugo of TWAWEZA; Abasse Athie from COSYDEP further reflected on the successes and challenges of citizen-led assessments in Senegal. UNICEF Rwanda spoke on the support the agency was giving to the ICQN TL headed by the MINEDUC Rwanda and other potential areas of collaboration. WGEMPS gave a brief outline of the advantages and disadvantages of the Learning Assessments Typology and appealed to the champion countries to review the typology and give their expert input, while the Transition Consultant (Florence Malinga) gave a step by step explanation on the important aspects to consider in the development of an action plan. Cote d'Ivoire

and Burkina Faso – who are not yet champion countries but were invited to participate – gave brief presentations on the assessment systems in their respective countries.

After the presentations, a plenary session was conducted and the conclusions and issues raised focused on: the Action Plan as an indication of how ICQN TL and NALA will integrate teachers, learners and assessments in their work; the need for data to guide decisions in education systems; the importance of citizen-led assessments in providing up-to-date information; the fact that assessment and evaluation systems alone could not improve the quality of learning, and therefore dialogue amongst stakeholders facilitated attention on common indicators which could be applied in country peculiarities. It was also agreed in the plenary session that there was a need for the development of a common tool or yardstick for measuring and comparing assessment models across champion countries. Of note in this session was a statement by the UNICEF Rwanda representative stating that that the Education Specialist from UNICEF Eastern and Southern Africa Regional Office (ESARO), Shiraz Chakera, indicated that while UNICEF might not have direct involvement in this programme, the organisation has a direct interest in the initiative and will make more concrete arrangements to support NALA and ICQN TL.

School Visits

As has become the tradition in the African Learning Champions meetings, the host country organised for the participants to visit two schools on the second day of the meeting. The main objective of these visits was to learn about the peculiarities, challenges and opportunities of schools in Senegal, through interaction and observation of lessons sequences in selected schools.

The school visits revealed that at primary school level, there were more girls than boys as a result of the Scolarisation des Filles (SCOFI) Girls Enrolment Program, which aimed to decrease the disparities between girls and boys in Primary school education. This trend of more girls in school was also evident in the secondary school visited. It was noted that the government does not have a particular program aimed facilitating the purchase and installation of Information and Communication Technology (ICT) in schools, it is then the prerogative of the schools to find partners and well-wishers that could play this role. The primary school had, from a Belgian partner, desktops and laptops that were housed in a makeshift computer lab for use by students, while the secondary school only had 3 computers and one was used for the school administration. Despite this limit in resources, the secondary school had a plan to embark on a training session for use of computers for teachers. Teaching methods observed were similarly diverse, with the elementary school teacher witnessed focusing on more interaction with the students, even shown in the sitting arrangement. The secondary school teacher concentrated more a teacher centred approach.

Overall, the student to text book ratio in the elementary school was high, and the secondary school had limited access to text books as the librarian was late on that day. In general, the head teachers were heavily involved in teacher in-service development by inspecting and interacting with the teachers. The environment in both schools needed more attention with regard to cleanliness. Despite the few challenges and differences noted, both schools had an average of 60 students in each class and teachers could sometimes have two sittings due to the high numbers of enrolling students. The secondary school had to convert laboratories into classrooms to accommodate the high influx of students.

One of the participants, John Mugo who is the Director of Data and Voice at [Twaweza East Africa](#) has subsequently written a blog ["Should we reconsider the faces of research in teaching? Retelling a teacher's story in Senegal"](#) based on the experience from the school visit.

Theory of Change and Background of LMTF

Dr Dzingai Mutumbuka, one of the resource persons for the planning meeting, reminded the assembly about the background of the African Learning Champions initially under the LMTF but was now coordinated by ADEA. The grouping was renamed NALA at a previous meeting which took place in Livingstone, Zambia in February 2016. He also shared the theory of change concept before giving guidelines for the group work.

Group Work

To facilitate discussion, participants were divided into two groups -- Francophone and Anglophone -- to deliberate on the theory of change, -- to develop a critical mass of expertise in assessment of learning and consistently use data to improve education quality More specifically each group was asked to come up with i) the visions of change that countries expected in the next 5 years in the areas of teaching, learning and assessment and ii) the specific actions to be undertaken to reach the specific goals identified.

The Anglophone presentation detailed the following key areas of importance:
- Education should serve the needs of the society, and immediate problems in our world
- Learning to focus on the learner, their abilities and aptitudes.
- Learning ought to be transformed by technology to defy the confines of space and time
- The teacher in the future should occupy the rightful place, intrinsically, well respected, equipped to embrace technology for new learning
- Knowledge and evidence to occupy central place in driving decisions
- Assessments should serve greater purpose in improving learner achievement, than the simple normative role of sieving and disadvantaging some learners

The Francophone presentation focused on the process required to reach intended goals detailing that it was important to:
- Take stock of the assessment situation
- Developing standards in terms of learning assessments
- Training evaluators
- Putting in place a network for learning assessments
- Ensuring the data collected is used to make policy decisions
- Dissemination of data to various stakeholders

A plenary discussion followed, focusing on how to integrate the two presentations to identify similarities and differences so as to come up with 5 main strategic goals.

Concluding Remarks

The most robust change that will make NALA succeed; were decisions based on data. It was agreed that there was a need for specific actions to be undertaken to ensure indicators identified are met. All indicators were to be based on three aspects

- Quantity (How Much)
- Quality(What)
- Time (when, how long)

These three aspects ensure that the targets set are measurable. It was further noted in this session that along the way, important markers that various countries had to take into consideration together with concrete steps that mapped a way to achieve a specific objective through a series of activities had to be considered.

The overall goal of the ICQN and NALA in the next 5 years, *"a critical mass of expertise in teaching, learning and assessment developed and data that is consistently used to improve teaching and learning",* summarised the session and made a basis for the rest of the meeting's interactions.

3. Developing a Realistic Strategic and Action Plan: initial steps

Governance of the ICQN TL and NALA

The third day commenced with a presentation by the chair, Dzingai Mutumbuka to clarify the relationship between the ICQN TL and NALA.

- The ICQN TL and NALA were part of the same subset, with Teaching and Learning being the overall set while NALA was a contributing factor to the work of the ICQN
- The core group consisting of Kenya, Zambia and Senegal should consider how to best deal with some core aspects of the governing structure of NALA.
- The SC of the ICQN will be headed by Rwanda and will include Senegal and Zambia.

Steering Committee proposals: Having established this hierarchy, it was agreed that in order to initiate discussion on the structure for the ICQN TL and NALA, there was an urgent need to identify countries to serve on the Steering Committee. The countries below were proposed to be part of the SC:

- Cote D'Ivoire
- Rwanda
- Zambia
- Kenya
- Senegal
- Maghreb (North Africa) (country TBD)
- Lusophone Africa (country TBD)

Identified as the clients of ICQN TL/ NALA, to be served by the work of the two entities were:

- The Child[1]
- Teachers
- Policy Makers
- Communities (parents and guardians)
- The Global Community as we drive towards SDG 4
- Partners in the business of assessing learning
- Governments
- Development Partners
- Curriculum Developers

Goal of the ICQN and NALA as basis for Strategic and Work plan

It was proposed that the strategic Framework of the ICQN TL and NALA should focus on the goal and vision statement agreed earlier by the meeting participants as:

A Critical Mass of Expertise in Teaching, Learning and Assessment is Developed and Data to Improve Teaching and Learning Consistently Used.

Discussions brought out a need to define the broader framework of the ICQN TL in order to identify the framework of NALA. Participants also agreed on the following specific activities to be accomplished in the next 5 years. The combined outcomes of both the Francophone and Anglophone presentations brought out the following activities:

1. Stock taking of the situation, capacity needs assessment in human resource, infrastructure, tools, a SWOT analysis to establish where each Learning Champion was in assessments.

2. Identifying and developing standards through the development of a minimum number of indicators for teaching and learning

3. Utilizing data collected by publicising data and making it available to policy makers, creating accessible formats for teachers

4. Utilizing IT as part of learning assessment (data portals, websites)

5. Creating the African Institute for Learning Assessment - AILA (to coordinate interventions concerning learning assessments in Francophone, Anglophone, Arabic and Portuguese countries)

6. Creating a skills sharing platform

7. Monitoring and documenting progress towards NALA outcomes, sharing data and success stories

The proposal of setting up an institute for monitoring learning assessment in Africa was discussed at length and the points below were noted;

- The AILA was an idea built on the situational analysis which concluded that while SACMEQ and PASEC existed, they were sub-regional and did not present a process or opportunity for all African countries to compare data.

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[1] The child is the main client, activities should aim to guarantee quality teaching and learning to the learner

- A suggestion was made that AILA should initially not have a permanent physical structure, rather a standing secretariat which gets work done through an already existing institution.
- AILA should be a light structure with a permanent secretariat dealing with issues of movement.
- There was a proposal of having AILA at the level of the African Union, which has specialized committees on science and technology, as hosted by AUSTI and ADEA plays the execution role.
- How can this organisation (AILA) be made self- sustainable? There is an increasing need for African countries to begin to take charge of development initiatives for the continent.
- Partnerships should contribute to Africa's development priorities.

Priority Areas

In a session chaired by Angel Kaliminwa both the Anglophone and Francophone groups identified the following five priority areas, which were discussed at length and arranged in order of importance as follows:

1. Stock taking current country situations (baselines, situation analysis)
2. Monitoring and evaluation framework
3. Use data for decision making
4. Use of ICTs in learning Assessments
5. Creation of AILA

Through group work, the two teams worked further to developing the important activities the ICQN TL and NALA should implement, from the priority areas, with clearly outlined SMART (specific, measurable, achievable, relevant, and time-bound) objectives and timelines. The two tables below are the result of the group work.

Anglophone Group Presentation

STRATEGIC OBJECTIVES	STRATEGIES *(what will we do so that the strategic objective happens)*	OUTPUTS	ACTIVITIES	INDICATORS *(Evidence that an objective has been accomplished in the time frame)*
Audit conducted to ascertain available skills, data and tools	Establish status of every country on skills data and tools on teaching and learning assessment	Country specific diagnostics on data, tools, skills on teaching and learning assessments	Baseline Survey	Country specific consolidated learning assessments data on available tools, skills and data (means of verification scorecard) by 2017
		Report on gaps and needs	Analyse and document country specific teaching and learning assessment	Empirical data available in identifying gaps and needs in teaching and learning assessments informed by the analysis.

			(big data) for key indicators.	
	Develop a learning Assessments Typology	Typology in Learning Assessments	Harmonise national, regional and continental standards	Standards framework for measuring learning assessments
Progress on ICQN TL and NALA monitored documented and shared	Developing guiding Assessment Framework (contains all other things countries need to join the network)	Continental Assessments Framework adopted by ADEA Steering Committee and Ministers of Education	Develop a Concept Note	Steering Committee adopts Framework
			Draft Framework	
			Tabling framework for adoption by SC and Ministers of Education	
	Monitoring and Documenting	Develop and align monitoring and evaluation system for assessments in Africa developed.	Draft M& E framework	Strategic decisions based on assessment information
	Sharing	Communication Strategy	Develop a communication strategy	Platforms and meetings for dissemination and global visibility
Learning Evidence utilized for Policy (Governments) and Practice (teachers).	Assessment reports connecting to specific policies		Develop Policy Briefs	Policies on teaching and learning backed by assessments evidence
			Regular National assessments of teaching and learning	
	Mechanism for teacher involvement in policy development	Feedback mechanism between policy makers and teachers established	Hold regular consultative meetings with teachers	Teachers involved in informing policy decisions
			Strengthen school based assessments	School Based Assessments Strengthened
ICTs utilized to improve quality of assessments	Hold meetings to review usage of ICTs in handling within ICQN TL and NALA Framework			
	Teachers develop competencies in using appropriate ICT resources			

	Advocacy for use of ICT for Assessment			
Networks and Platforms for sharing skills, data and tools enhanced	Skills Upgrading			

Francophone Presentation

PRIORITY ACTIONS	ACTIVITIES	INDICATORS
1 State of affairs	Analyze training needs	An analysis document completed and available
	Documentary review	A documentary review report produced
	Inventory of human resources	A human resources inventory report produced
	Inventory of existing mechanisms (internal and external, public and private)	An inventory of existing mechanisms conducted
	Choice/establishment of a pilot structure	A pilot structure is established and functional
	Preparing an implementation document	An implementation document is prepared
	Evaluation of the existing mechanism	A document to evaluate the existing mechanism is prepared
2 Monitoring/Evaluation	Establishment of a monitoring/evaluation mechanism	A monitoring/evaluation mechanism is functional
	Identifying monitoring/evaluation tools	A document for identifying monitoring/evaluation tools is available
	Determining the implementation phases	The implementation phases are determined
	Preparing a framework for measuring indicators	The framework for measuring indicators is outlined
	Producing performance reports	Performance reports are produced
	Communicating results to all actors	The results are disseminated to stakeholders

	Assistance to political and social decision making	Political and social decisions are made
3 using data to inform decision-making	Defining remediation strategies	A strategy/remediation document is prepared
	Undertaking permanent actions (systematic remediation)	A number of remediation activities are undertaken
	Conducting in-depth research based on evaluation results	A number of in-depth results-based surveys
4 Using ICT in Evaluation/Apprenticeship	Equipping national mechanisms with ICT tools (computers, tablets, servers, software, printers, scanners, USB keys, internet)	A number of ICT tools provided
	Developing an E-Assessment	A number of disciplines based on computerized tests
	Setting up databases and websites	Databases are available
5 African Institute of Learning Assessments created	Establishing an evaluation framework	An evaluation framework is established
	Comparing Francophone, Anglophone, Lusophone and Arabophone evaluations	A comparative evaluation report is produced
	Coordinating all evaluation-related interventions: sampling, administration, analysis, reporting, communication	A flexible pilot structure that relates with ADEA and the AU is established
	Financial contributions from States	A number of states have contributed

The meeting then discussed, in plenary, what levels of education need to be assessed and what areas of assessment the group should focus on. It was generally noted by the participants that assessments targeted grades specified by regional bodies brought challenges to the scope of assessments that the assembly needed to agree on. It was highlighted that SAQMEC and PASEC needed to work together to be able to produce reliable statistics that informed the work of NALA. The involvement of teachers in the work of NALA was also emphasised. A proposal was made to further discuss activities not agreed on be discussed further while those agreed on were retained in the activity plan. It was also mentioned to take into cognisance a meeting of all African Countries to agree on issues of quality of data collected similar to meetings of the OECD countries. It was during this session that an appeal was made for NALA to focus on the learner as they represented Africa's future and focus on the teacher and the impact that they had on the learner. Lastly it was agreed in this plenary that assessments had to go beyond scientific collection of empirical evidence.

A further discussion on the setting up of the African Institute of Learning Assessments was done and the following elements were agreed upon;

- An African institute for Learning Assessment is important but may need to be deferred as details/challenges of its establishment are considered
- Take into consideration of AEAA to avoid duplicity of functions
- It is an innovative idea but it is high time that a regional institute is created for the Continent to develop a critical mass of expertise.
- Ought to take stock of what has been done in terms of evaluation by other institutions to set a clear line between NALA and other institutions
- Need to guide the development partners with regards to the needs of African countries
- There is a risk of missing on funding for ICQN TL and NALA if we also start asking for funds for the Institute from the donor partners.
- Donors are showing resistance to fund global public goods

It was noted that the Francophone and the Anglophone presentations should be harmonised on the work plan so as to be representative of the group's collective deliberations. It was also pointed out that a strategic plan for the final Work Plan to be communicated to the higher levels and partners would determine the success of both the ICQN TL and NALA as it will govern how partners would support this initiative.

The following additional points were noted during this session:

- How the ICQN TL and NALA was going to get a common assessment framework
- Agree a project that can be advanced when an assessment framework is achieved
- A communication strategy covering different areas of importance should be created to communicate the important information to targeted stakeholders
- The African Institute of Learning is an emerging trend but its creation should be dealt with cautiously, should find out what needs to be done, what is there and what isn't. Also whether Africans an fund this on their own.
- Both the ICQN TL and NALA should not be prescriptive but should give the educationists tools to do a better job on the ground.
- Whatever document is going to be put together needs to be shared with the group.

4. Financing of Activities and Milestones

Milestones and financing Activities

The meeting in its fourth and last day highlighted the importance of setting milestones and specifically supplementing indicators with milestones. It was agreed that a specific number of countries could be identified for a start, for example 15 countries including Rwanda, Botswana, Senegal, Cote d'Ivoire, Burkina Faso, Kenya, Zambia, Ethiopia, Sudan, and Tunisia. It was agreed that it was better to focus on fewer countries initially in applying the common indicators and frameworks of the ICQN TL and NALA, and do them well. It was decided to focus on the original champion countries such as Ethiopia, Kenya, Rwanda, Botswana, Senegal and Zambia as countries for initial implementation and pilot countries.

Concluding Remarks

The following concluding remarks made by various participants brought out the importance of a SACMEQ/ PASEC partnership which should lead to deepening of existing assessment mechanisms better used in the national systems. ADEA was implored to try and facilitate the meetings of these two organisations. Citizen-led Assessments were highlighted as important data sources which could be utilised by various champion countries. To this end it was suggested that Dr-Sara Ruto from the PAL Network would be briefed on the ICQN TL and NALA by Dr John Mugo on the outcomes of this planning meeting, as she had a continental overview in knowing which countries could be interested in following up this network's activities. Follow up activities included how countries could be taught more on Citizen-led Assessments by the TWAWEZA representative, who was also requested to share a list of potential funders that focused on learning assessments.

ADEA was tasked to organise and facilitate for countries that needed to learn from the Kenyan experience in using national examinations which were government led and other forms of assessments for improved teaching and learning which were organized by civil society. ADEA was further tasked to include both the ICQN TL and NALA on its website and social media pages for visibility of the work of the two networks. The fact that NALA had potential conflict with other organisations in the business of learning assessments made it important for planning to be carefully done to avoid stepping on toes of potential partners. The importance of a common typology/ framework on learning assessments was agreed on and it was stressed that consultations with the various stakeholders was vital for their input and contributions. The typology has to be adapted to specific country situations before consultations can take place as country issues differ. The meeting pledged always to remember where their loyalty lies, which is with ***the children.***

With guidance from Dr. Dzingai Mutumbuka, the meeting wrapped up as follows:

- The meeting had agreed on overarching framework for ICQN TL and NALA
- It is important to use data to improve teaching and learning
- The Work Plan should be broken down into outputs and verifiable indicators matching the strategic objectives
- On financing of the ICQN TL and NALA, ADEA requested to advocate by tabling this report and work plan to the Council of Ministers as an enabling mechanism. Champion countries to be requested to market the framework.

- Other sources of potential funding were identified including USAID, UNICEF, the Ford Foundation, and MasterCard Foundation as those interested in results. Global Partnership for Education has put aside funding for learning assessments.
- National governments need to be encouraged to include funds in their budgets for learning assessment.
- The private sector was identified as an important partner in supporting assessment data collection.
- NALA to support mechanisms of helping countries learn from how Kenya has organized itself in the issue of assessments: both formal and civil society-led.

6. Conclusion

In conclusion, the meeting discussed the various ways in which the team can provide support to the ADEA Secretariat to move forward the work of the ICQN TL and NALA. It was agreed that the following activities will be undertaken;

1. Embrace the work of both entities as highlighted in the concept note for the planning meeting and ensure all areas identified are captured.
2. Ensure NALA and ICQN TL have a clear relationship
3. Produce a cleaned up framework including the decisions of the planning meeting
4. Draft a meeting report of the discussions of the planning meeting and circulate to the core group for input
5. A revised draft should then be shared by the larger group for input with time bound frameworks (if you do not respond by this time we assume you agree)
6. Finalise the report and share it with governments and partners.

The most fervent wish of the participants of the ICQN TL and NALA joint planning meeting can be summarised in the ICQN and NALA's vision:

> A Critical Mass of Expertise in Teaching, Learning and Assessment Developed and Data Consistently Used to Improve Teaching and Learning.

Annex 1. Draft WORPLAN

Goal/Overall Objective: A Critical Mass of Expertise in Teaching, Learning and Assessment Developed and Data Consistently Used to Improve Teaching and Learning

Strategic Objective	Strategies	Outputs	Activities	Indicators	Milestones
Audit conducted to ascertain available skills, data and tools	Establish status of every country on skills, data and tools on teaching and learning assessment	Country specific diagnostics on skills, data and tools Report on…	Baseline survey Analyze and document country specific available on [teaching and] learning assessment	Country-specific information on existing skills, data and tools (scorecard, 2017) Empirical data available identifying gaps and needs in [teaching and learning] assessment	Initial LMTF champion Countries (Ethiopia, Kenya, Rwanda, Zambia, Botswana, Senegal, Cote d'Ivoire, Burkina Faso) countries must have a baseline by 2017 [i]
	Develop a learning assessment typology	Typology on learning assessments	Harmonize national, regional and continental priorities	Standard Framework for measuring learning outcomes[ii]	Typology to be endorsed by countries by 2018/2019
Progress on ICQN TL and NALA monitored, documented and shared	Developing ICQN TL and NALA framework	ICQN TL and NALA framework adopted by ADEA-SC and Ministers	Draft concept note	SC/Ministers adopt framework	Framework and Concept Note to be endorsed by SC by October 2016
			Draft framework		Endorsement at Ministers meeting[iii]…
			Table framework for adoption		
	Monitoring and documenting	M&E framework for learning assessments in Africa developed	Draft M&E framework	Strategic decisions are based on the assessment info	Regular and annual meetings, evidence of decision on assessment

Strategic Objective	Strategies	Outputs	Activities	Indicators	Milestones
					based on information
	Sharing	Communication strategy	Develop a communications strategy	Visibility; Platforms and meetings managed by ADEA;	Communication strategy to be developed by [iv]…Dissemination is continuous.
Learning evidence utilized by policy (governments) and practice (teachers)	Assessment reports connecting to specific policies		Develop policy briefs	Policies on teaching and learning backed by assessment evidence	Policies on T&L backed by assessment evidence by 2025.
			Regular national assessments of teaching and learning		
	Mechanisms for teacher involvement in policy development	Feedback mechanism between policy makers and teachers established	Regular consultation with teachers (physical/ virtual)	Teachers involved in informing policy decisions	
			Strengthen school-based assessments	School-based assessments strengthened	
ICTs utilized to improve quality and quantity of teaching and learning assessments	Hold meetings to review usage of ICTs in data handling within the ICQN TL and NALA Framework

Deploy School Based solutions to collect and | Greater awareness of resources available to enhance ICT in [teaching and learning] assessment

Sharing websites and other | Training of expertise to handle ICTs in [teaching and learning] assessment

Improvement of ICT infrastructure – electricity, connectivity, relevant ICTs | Increased use of ICT in classrooms – observation and staff discussion

Self-Assessment and School Based Assessment

Teachers using greater range of ICT resources in | Number of schools/ teachers/ students consistently using ICT in T&L by [v]…

Countries to have specific ICT policies to support |

Strategic Objective	Strategies	Outputs	Activities	Indicators	Milestones
	deliver data in real time Teachers develop competence in using appropriate ICT resources. Use a Public platform to store and share resources. Advocacy for use of ICT for teaching and learning assessment	resources electronically on teaching and learning assessment	hardware and software Establishment of a National Assessment Centre to handle all the data that obtained from the education sector (Open-source Item Data Bank/REPOSITORY) LINK TO EMIS	assessment of learning outcomes, teaching - planning and classroom observation Technical support offered the soonest possible Immediate Feedback to teacher and learner Varied teaching and learning assessment modes	assessment, delivery of curriculum, T&L by 2020[vi]
An African Institute of Teaching and Learning Assessments created	• Identification of national coordination mechanisms for learning assessments • Creation of coordination mechanism, reporting and sharing on learning assessments in Africa •	Effective coordination of national mechanisms through NALA	• Regular consultative meetings for experience sharing and exchange • Solicit for support/good will from the ministers • Identify a team of skilled professionals in learning assessment • Create databases of learning assessments	• Greater awareness of the coordination mechanisms at the country level (reported action points) • Recommendations for improvement emerging from cross-country sharing • Legal documents/acts of parliament • Biographies of professionals	• Leverage on and strengthen use of existing institutions to facilitate the envisioned activities of the Africa Institution of Teaching and Learning before its

Strategic Objective	Strategies	Outputs	Activities	Indicators	Milestones
			from different countries •	in learning assessment • Continental HQ • Country-based offices	creation by
Networks and platforms for sharing skills, data and tools enhanced	• Skills upgrading • Online visibility/platform • Prepare Bulletins/ newsletters • Database of learning assessments • Develop tools on learning assessment • Organise conferences and discussion forums	Web-sharing platform created under ADEA	• Webpage on ADEA (NALA) • Wide sharing of information and evidence • Create awareness about existence of skills, data and tools • Sub-committee acts as NALA ambassadors to animate sharing	• Information on learning and teaching evidence is shared in all appropriate platforms • Research reports and policies are readily available online • Number of linkages or connections made from the sharing • Use of evidence tracked (hits/ downloads)	• Coordination of forums for NALA/ ICQN TL (national, regional and continental level) including Social Media, Listservs and regular meetings to be created by

Annex 2. List of participants

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[i] Can Be finalized which countries to focus on by the Core Steering Committee

[ii] This process of finalizing the typology needs to be done well even if it takes time. Country consultations on the draft are important. Context specific needs should be included in the typology.

[iii] Focus is mainly on NALA since the ICQN TL has a framework developed already.

[iv] Babacar suggested as a professional who can help the communication strategy.

[v] This item should be in the indicator column as it is a continuous processes

[vi] Offer from Mame Ibra Ba on leading this process as it is his area of expertise