



Assessment and Learning Programmes Unit

Capability Statement



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LEARNigeria Citizen-Led Household Survey and Assessment of Learning

In partnership with the Federal and some State Ministries of Education (FME), Nigeria Education Research and Development Council (NERDC), National Bureau of Statistics, National Population Commission, TEP designed survey tools, foundational literacy and numeracy tools (English, Hausa, Yoruba, Igbo) and implemented a household assessment and survey; mobilized, trained and monitored 1,200 enumerators, collecting data from 40,000 children in 21,600 households, as well as 2,000 schools across Nigeria and publishing State Report Cards. The datasets are open-source and available for download at www.learnigeria.org. In 2019/20, TEP digitised all tools and developed higher grade assessment tools.



LEARNigeria Remedial Programme (LRP)

LRP is a remedial learning programme that builds on the LEARNigeria citizen-led household assessment data. The programme, adapted from the Combined Activities for Maximised Learning (CAMaL) methodology, enables children who have fallen behind to acquire foundational literacy and numeracy skills. The methodology requires that teaching starts at the “level” of the child, and as such, the phrase ‘teaching at the right level’. The approach has proven to improve the literacy and numeracy learning outcomes of children within a short period. LRP focuses on basic reading and numeracy skills, as these are the essential building blocks for better learning outcomes. The methodology puts the individual child at the centre of learning; it is an effective, interactive programme which helps to bridge the literacy and numeracy skills gap of primary school children who are at least 7 years old. It encourages the use of locally available materials and teaching resources, such as cut-out cardboard paper, carton boxes, empty plastic bottles, sticks, and small stones, for identifying numbers, sounds, as well as rhymes and learning games.

LEARNigeria Remedial Programme was piloted in Akwa Ibom and Kano States in 2018, for over 600 children in Primary 3 to Primary 5. After over a month of intervention, the number of children unable to identify syllables dropped from 71% to 34% in Kano. Significant learning improvement was seen in Akwa Ibom with a 27% drop in syllable recognition.





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In 2019, TEP Centre trained a group of new instructors from all across Nigeria as part of our Train the Trainers model. These new instructors similarly conducted their training experience with learner intervention in Akwa Ibom in 2019. The global challenges of 2020 necessitated a revision of our implementation model to include methods that incorporate remote training for instructors and options for remote learning for learners.

ICAN (Funded by PAL Network)

The International Common Assessment of Numeracy was funded by PAL Network in 2019, developed through a collaborative effort between PAL Network member organisations across 13 low and middle-income countries across Africa, South America and Asia.

The ICAN assessment includes domains such as number knowledge, mensuration, geometry and simple data display. It can be administered in both household and school settings, and most tasks are aligned to the grade 3 level or lower of the UNESCO Global Proficiency Framework, suitable for a broad age group of learners.

Unlike school-based assessments and consistent with the CLA approach of assessing all children regardless of schooling status, ICAN defines its target population by age rather than class. Across all districts covered in ICAN 2019, all children in the age group of 5-16 years in sampled households were surveyed. This age range takes into account several different but interrelated factors, including the prescribed age of entry to and completion of primary school in participating countries; the reality of large proportions of overage children in primary classes in Global South countries; and the fact that many older children are not able to handle foundational tasks despite several years of schooling.

Findings from the assessments across the districts (LGA) revealed that of children who have already spent between 2 and 3 years in school, less than half can do a set of simple numeracy tasks that would be classed as minimum proficiency. In the three best-performing locations, a little over half the children enrolled in classes 2-3 were able to do the simple numeracy tasks aligned to SDG 4.1.1(a). In the worst-performing location, less than 5% of children in classes 2-3 were able to do the same tasks.

The Integrated Teachers Capacity Development Programme (ITCDP)

The program was funded by the Open Society Foundations and implemented in partnership with Oxford University. It assessed the needs of teachers and their professional growth. The focus area is the use of data by teachers to monitor children's learning and also design strategies to support learning development. Consequently, the programme proposes a process where teachers learn about deficiencies in student learning through authentic data on learning, reflect collectively within the school on what the problems might be, plan strategies on how to tackle the problems, implement those plans, and examine the next cycle of data to evaluate how successful the strategies were to improving children's learning.

The ITCDP was implemented in Ikot-Ekpene and Eket LGAs in Akwa Ibom and Kajuru and Kaduna South LGAs of Kaduna State in 2 phases, 2018 and 2019. The process design required 3 cycles of Training; In Akwa-Ibom state, the programme was fully executed over 3 cycles, where the 3rd cycle ended in May 2019. On the other hand, the 3rd cycle in Kaduna state was postponed due to security reasons. Consequently, a total of 746 teachers were trained across 80 schools in both target states.

At the end of the project, 90% of participants had learnt how to use assessment data to identify student learning gaps and track improvements or declines in student performances over time. They also learnt how to interpret the individual student data and present it in a statistically illustrated form. They engaged with fellow teachers in peer-reflecting on the factors underlying learning gaps and designed/modified, and implemented customised action plans to enhance learning outcomes. Ultimately, the average mathematics and reading achievement levels of the target students in Akwa Ibom progressed in literacy by 79.1 points (scaled scores), while students in Kaduna progressed by 43.1 points (scaled scores).



Policy Linking

Funded by the UNESCO Institute of Statistics. Held in Abuja in 2020

Policy Linking for Measuring Global Learning Outcomes (“policy linking” for short) is a methodology that allows countries, partners, and assessment organizations to link existing international, national, and sub-national assessments to the Global Proficiency Framework (GPF) and Sustainable Development Goal (SDG) 4.1.1: “Proportion of children and young people in Grade 2 or 3 (4.1.1a), at the end of primary education (4.1.1b), and at the end of lower secondary education (4.1.1c) who achieve at least a minimum proficiency level in reading and mathematics.”

The GPF is a framework, developed by more than 60 global reading, language, and math content experts based on current national content and assessment frameworks across more than 50 countries. The GPF provides performance expectations/standards for learners in Grades 1-9 in reading and mathematics. By linking existing assessments to the GPF, countries, partners, and assessment organisations can compare learning outcomes

across language groups and assessments in countries, as well as across countries and over time, assuming all new assessments are subsequently linked to the GPF.

The methodology brings together 15-20 panellists, including master teachers and curriculum specialists, per assessment to make judgements on the alignment of the assessment and the GPF, match assessment items to the relevant global proficiency descriptors (GPDs, sometimes called performance standards, which say how much a learner needs to be able to demonstrate to prove they have met global minimum proficiency standards), and set benchmarks (also called cut scores) on the assessments that enumerate the score a learner must achieve to meet global minimum proficiency standards.

The purpose of the ICAN Policy Linking Workshop was to set two benchmarks—one for the minimum score 2nd-grade students in Kenya and Nigeria should achieve to prove they have met global minimum proficiency in math, and one for the score 3rd-grade students should achieve. These benchmarks will allow Kenya and Nigeria to report outcomes for students who have taken the ICAN to the UNESCO Institute of Statistics for reporting against SDG 4.1.1.

The ICAN Policy Linking Workshop brought together a group of approximately 15 grade-two panellists and 15 grade-three panellists, including expert teachers and content specialists from both Kenya and Nigeria. Together, these panellists worked to set benchmarks for scores grade 2 and 3 learners should achieve on the ICAN to demonstrate global minimum proficiency in math. The panels (one for each grade) reviewed the GPF, which defines performance standards for learners who meet minimum proficiency. Using the detailed descriptors in the GPF, the panellists determined the alignment between the GPF and the items that appear in ICAN. With sufficient alignment, which has already been pre-vetted, the panellists continued forward to the next step of policy linking. In the second step, the panellists each independently determine how learners who match the GPF performance standards for meeting global minimum proficiency would likely perform on each item from the ICAN.

Zo Mu Koya Tare (Come Let's Learn Together) KOYA Project

The KOYA project was funded by Google.org

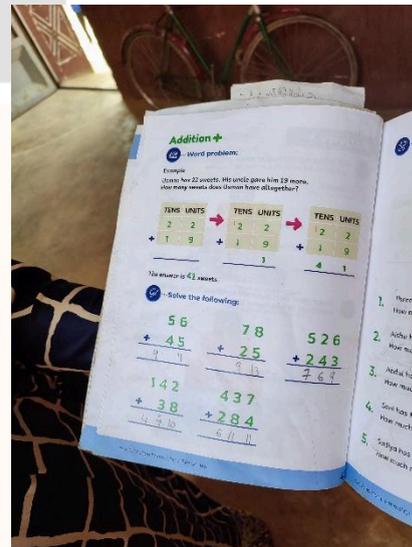
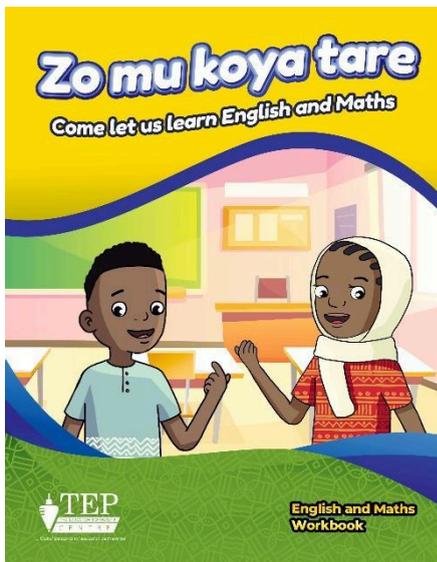
As a response to pandemic-induced teaching and learning gaps globally and especially in northern Nigeria, TEP Centre designed a low-tech remedial learning solution for foundational literacy and numeracy. Zo Mu Koya Tare designed targeted SMS-delivered learning activities drawn from a customised syllabus adapted from TEP Centre's LEARNigeria Remedial Programme (LRP), which was delivered via basic feature phones and supplementary instructional workbooks with support from caregivers in the households.

A pilot was implemented in a community each for the two LGAs (Gaya and Gwarzo) in Kano state in 2021 and scaled up in the same year to 15 communities in 4 LGAs (Gwale, Ungogo, Gaya and Fagge). TEP Centre, in partnership with the Kano State Universal Basic Education

The Board (SUBEB) granted access to all the LGAs selected for the KOYA scale-up programme. The variables considered in the selection of these LGAs were proximity to and within the Kano metropolis, with urban and rural characteristics. The communities considered to be urban were those in Dala, Fagge and Gwale LGAs, while Ungogo is considered to be rural.

The program recorded a 6 to 15% increase in learning outcomes. Also provides evidence that home-based learning, using low-tech solutions, should be explored and scaled to provide educational support for improving learning outcomes.

At the baseline, out of 3134 pupils enrolled, 1050 of the pupils were able to move from beginner to other levels, representing a 33.5% improvement in the pupils' literacy level at the end line.



Assessment Informed Instruction (All)

The Gates Foundation is interested in funding research that explores the science of teaching and learning in Sub-Saharan Africa. The objective is to develop insights and knowledge encoded in knowledge products that are contextually accurate and globally relevant. This document, therefore, presents the TEP Centre's concept and approach for this research study.

TEP Centre seeks to establish a research-based rationale for assessment-informed instruction as an effective pedagogical method for improving teaching and learning. Consequently, this study will explore and examine the limitations of traditional classroom instruction as well as the effect (i.e. the utility) of formative assessments on teaching and learning. The study will also explore how assessment-informed instruction can be used to

improve teaching and learning by strengthening pedagogical methods such as differentiation and child-centred instruction.

The study has two research questions:

Are traditional instructional methods sufficient to deliver positive learning outcomes?

How can teachers use data from classroom assessments to inform their teaching methods?

This study utilised mixed methods to collect both quantitative and qualitative data to answer the research questions posed in the study. The methodology will also include action research using modified models of teacher capacity development programmes as well as remedial and accelerated learning interventions to understand the relationships between pedagogy and assessment.

The program will be delivered in two phases; the first will start with a deep dive into current teaching practices and teachers' understanding and use of assessment-informed instruction. The study will utilise quantitative and qualitative methods such as Key Informant Interviews (KII), teacher surveys and classroom observations to explore current teaching practice (the status quo) and the use of assessment-informed instruction. Data collection tools will be developed around inquiry areas such as: How do teachers perceive learning? What constitutes formative assessments to them? Are homework and assignments designed primarily to gauge learners' assimilation or to assign scores? How often, if at all, do teachers use performance in formative assessments to gauge students' assimilation? And how do they adjust their instruction, if at all, based on the evidence available to them?

In the second phase, we will implement an action research model to test our hypothesis on the use of continuous (formative) assessments to improve teaching practice and students' learning outcomes. The action research phase of this study will scope out pedagogical variables that inform grading and learning progress on learners' foundational literacy and numeracy skills, by creating a system for continuous feedback and reflection among teachers - this consists of planning, teaching, assessing, and adapting teaching.

Oyo State in southwestern Nigeria has been purposely selected for this study. Oyo state has one of the highest numbers of out-of-school children in the south of Nigeria (UNICEF, 2015). The study will, therefore, be conducted with the following parameters:

- Two local government areas (LGA)
- Three government-owned schools in each LGA, i.e. six schools in total
- Six teachers (including heads of department/ head teachers) in each school, i.e. 36 teachers (primary 2 to 4 teachers) for the PAR
- 100 teachers/head teacher respondents for the teachers' survey
- 25 learners in each selected class will be assessed, i.e., 900 learners in total. (Class sizes in public schools usually are in the range of 40 - 70 or even higher)

Teacher beneficiaries of the project will implement learned practices for the entire class. However, due to budgetary constraints, we will only assess 25 learners in each classroom



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