

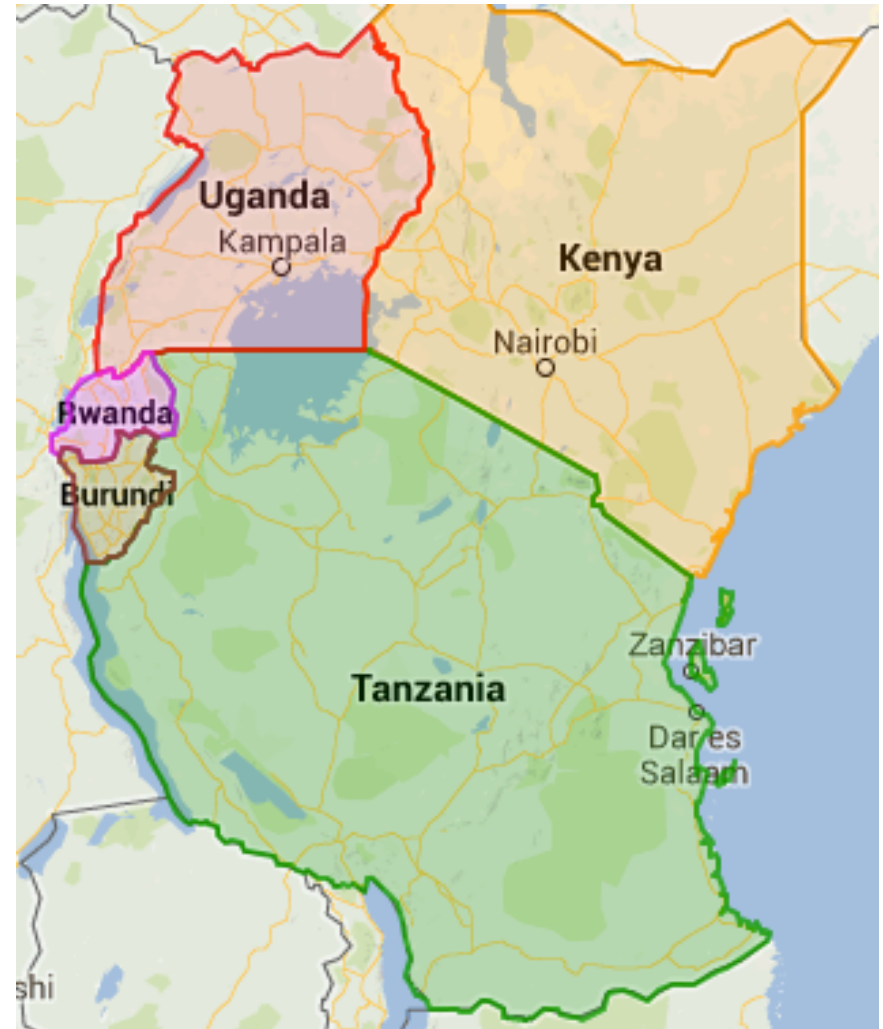


THE AGA KHAN UNIVERSITY

# Assessment for Learning in Africa - AFLA Kupima kwa ajili ya Kujifunza Afrika - KUKUA

Project launch and dialogue with stakeholders  
Aga Khan University Institute for Educational Development East Africa  
Dar es Salaam Tanzania  
January 24, 2017

# East Africa



# United Republic of Tanzania

- Union of Tanganyika and Zanzibar
- HDI- 0.488
  - Ranking 159/187 countries
- Area: 945,000 km<sup>2</sup>
- Administrative Units
  - Zone (7)
  - Regions (32 or 35)
  - Districts (170+)
  - Wards.
- Population - Census 2012
  - 44,928,923
  - M:21,869, 990
  - F:23, 058, 923
- School age children (5 – 14 yrs.)
  - 12,451,624
  - M: 6,226,418 F:6,225,206

# School education system

Structure 2+7+4+2+3+

- Pre-primary: 2 years not yet universal
- Primary (starting age 7 yrs.)
  - Standard I- VII
- Lower Secondary - Form 1- IV
- Higher Secondary- Form V-VI

# AFLA AIMS

Generate new knowledge about how to develop and sustain teacher capacity and skills in effective integration and use of assessment for improving learning outcomes in the core curricular area of numeracy in particular in *challenging educational settings* - described as 'schools in the harsh realities of urban informal settlements with limited resources such as large classes and few resources'

# Assessment for Learning

The main purpose of assessment is for learning based on the following principles:

- (1) Students should be able to understand what they are going to learn and what is expected of them.
- (2) Students should get feedback that informs them about the quality of their work and their level of achievement.
- (3) Students should be advised on how to improve their learning outcome.
- (4) Students should be engaged in their own learning by assessing their own work and their own learning.

Source: Hopfenbeck (2013)

# Strategies for Assessment for Learning

The five key strategies are:

- “Clarifying and understanding learning intentions and criteria for success
- Engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as instructional resources for each other, and
- Activating students as owners of their own learning”

**Source: Williams**

# Temeke Municipality

- DSM has HDI of middle income
- Temeke a large municipality - a population of 1,368,881
- 30 Wards
- Higher population growth as compared to the national average 2.9%
- 118 public primary schools
- Pupil teacher ratio 51 against a national average of 45



# Sample

To address the aims of the AFLA project public primary schools selected were:

- in low socio economic settings in urban slums;
- with large class sizes as indicated by the Pupil Teacher Ratio (PTR) which is noted as 40:1 in official curriculum documents (Taasisi Ya Elimu, 2013). However, UNICEF (2015) documents the PTR in primary schools as 45:1;
- working with a government Teacher College in the vicinity;
- underperforming in the PSLE and those that were improving were both included
- preferably within easy geographical distance from the Teacher College

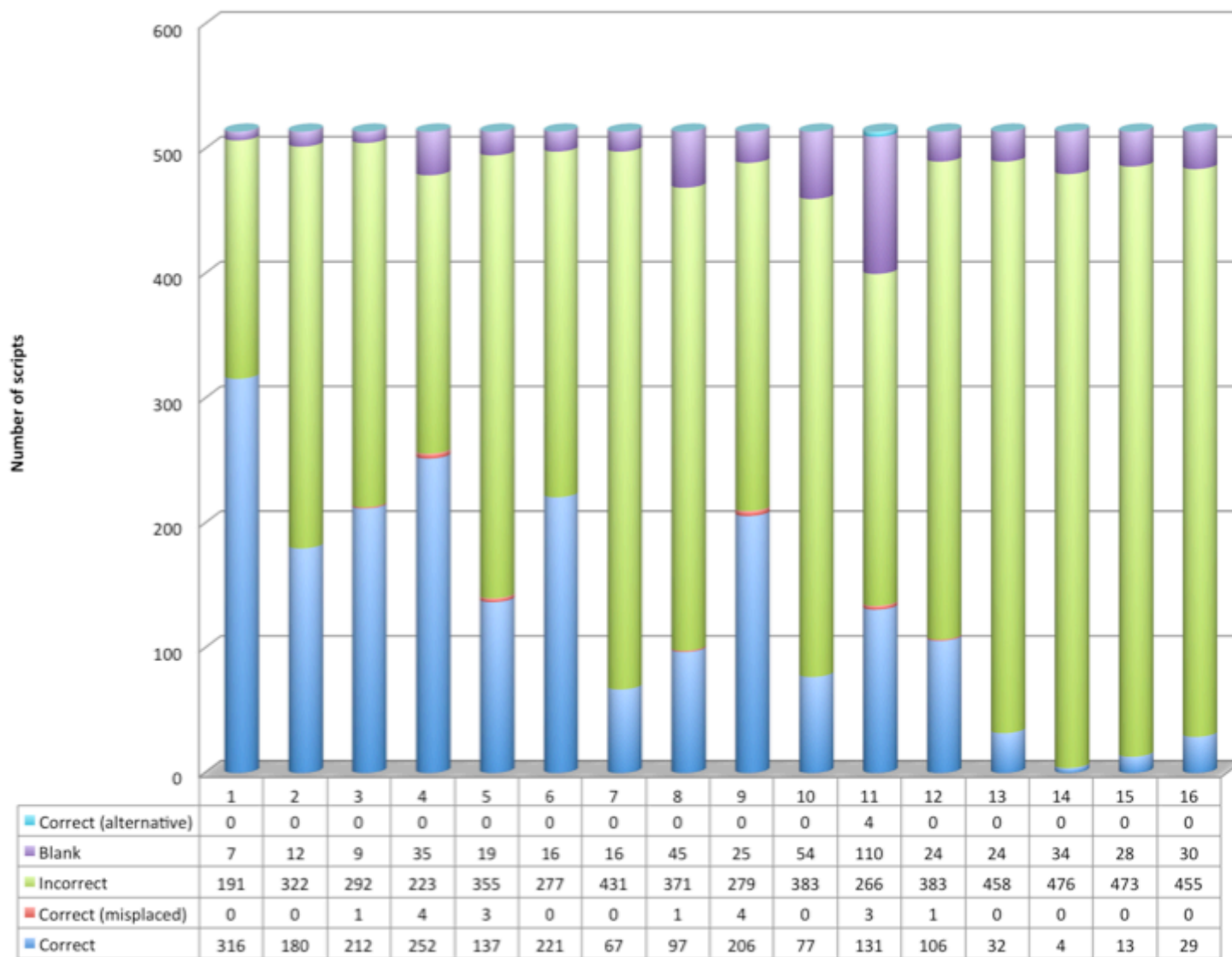
# Selection of schools

- Temeke had a total of 159 schools of which 111 are public or government owned.
- public schools in Temeke vary in size and PTR
- several large schools with PTR as high as 71 (the recommended is 40).
- 20 schools were identified from the datasets on schools including in Temeke available at the Government of Tanzania's Open Data Portal
- 06 were finalized that best fit the criteria

# Research process so far

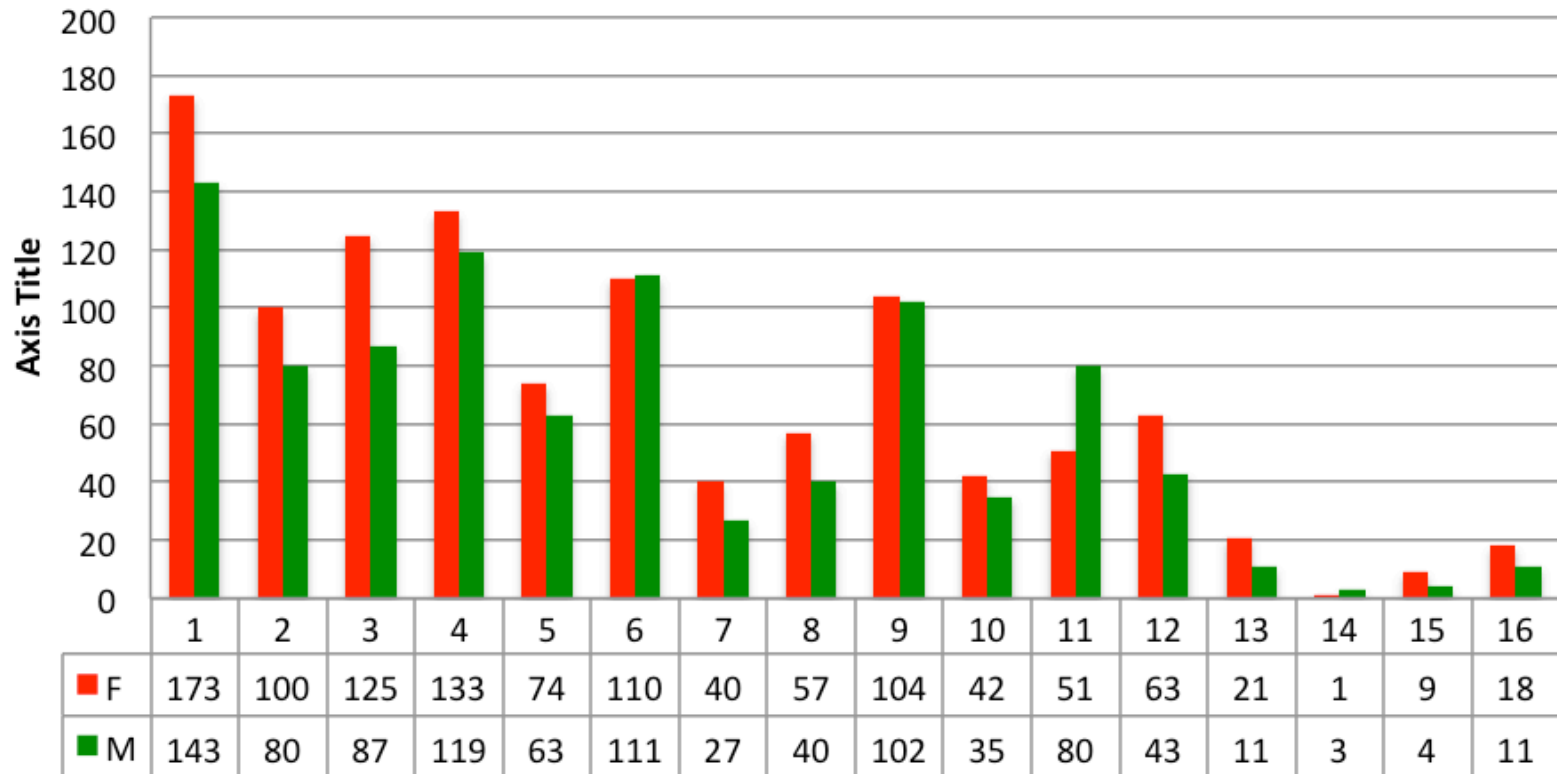
- Development of instruments
  - AFLA Numeracy Test for Standard Four
  - AFLA Observation
  - Teacher self-evaluation
- Baseline data collection
  - Pilot- 50 pupils in two schools outside Temeke
  - Baseline test 500 pupils in the 6 schools
  - Just promoted to Standard IV
  - 50% boys and 50% girls

# Baseline results per item (n = 514)



# Gender trends

## Number of correct responses per item (gender)



# Next steps

- Item analysis
- Work with teachers
  - Understand AfL (numeracy)

$\begin{array}{r} 50 \\ 50 \\ \hline 100 \\ + 7 \\ \hline 107 \end{array}$	57	$\begin{array}{r} 50 \\ 50 \\ 50 \\ 50 \\ 50 \\ 50 \\ 50 \\ \hline 350 \end{array}$	350
E		F	
$\begin{array}{r} 50 \\ + 7 \\ \hline 120 \end{array}$	120	$50 \times 7 = 350$	350x

- Design classroom teaching methods to support AfL
- School observation and mentorship visits

# Teachers' capacity development

- Working on mathematics task within AfL environment
- Critical incident analysis and reflection
- Network to support and sustain professional learning

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